

Amplify ELA



Program Guide

Table of contents

Welcome to Amplify ELA 2

Different to make a difference.....	6
Amplify ELA works wherever your students are.....	8
Lessons designed to engage every middle school student.....	10
Amplify ELA supports diverse, inclusive classrooms.....	12
Assessments aligned to standards, with robust reporting to drive instructional choices.....	14

Program Overview 16

Pedagogical approach.....	18
Text selection.....	20
The Science of Reading.....	21
Social and emotional learning (SEL).....	22
Unit overviews	23
Flex Days.....	50
Instruction for blended learning models.....	52

Inside a lesson 54

Digital navigation.....	56
Print navigation.....	57
Structured lesson routines with flexible activities.....	58
Data and feedback	68
Embedded Assessment Measure supports personalized instruction.....	69
Classwork enables timely feedback.....	71
Reporting tracks student progress.....	72
Standards alignment	73
Amplify’s approach to standards.....	74
Assessment.....	75

Strong supports for academic excellence	76
Differentiation.....	77
Supports for English language learners.....	79
Reading supports.....	80
Challenge level support.....	81

Additional program components 82

Multimodal and supplemental resources	84
Amplify Library.....	85
Custom apps.....	86
Quests.....	88
Novel Guides.....	89
Poetry in America.....	90
Skill Modules.....	91
Targeted grammar practice.....	92
Integrated Vocabulary.....	93

The foundation 94

Reading/Fluency.....	96
Writing.....	98
Speaking and listening.....	100
Amplify ELA research base.....	101
Built by middle school teachers, for middle school students.....	104
Customer support.....	106

Welcome to Amplify ELA

I enjoy ELA since we started using Amplify. Now we get to work together and compare what we think and wonder about the text.



Welcome to Amplify ELA

Amplify ELA was designed to respond to the distinct challenges and opportunities faced by middle school students and teachers. It was conceived to support middle school students at this critical developmental moment. The program helps teachers ensure that skills are taught, standards are covered, and the test is prepped—and it does this work in the background so that teachers can spend their time bringing the text to life and providing each student the right instruction at the right time.

Amplify ELA provides:

- An engaging digital program with comprehensive print materials, including Teacher Editions, Student Editions, and Writing Journals for grades 6–8.
- A year’s worth of instruction for each grade.
- Complex, content-rich literary and informational texts.
- Differentiation that supports all students with reading complex texts, and an interactive eReader with an array of multimedia tools.
- Embedded assessments that allow for uninterrupted instructional time.
- The Amplify Library—a digital collection of more than 700 full-length texts.



practices

HAPPY BIRTHDAY

Compare Perspectives

Log Out

 Rashad's Perspective	 I was thinking about...	 I was thinking about...	 I was thinking about...
 Rashad's Perspective	 I was thinking about...	 I was thinking about...	 I was thinking about...

Different to make a difference



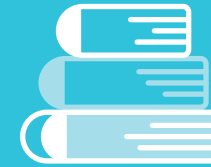
Flexible implementation

We recognize that you need the flexibility to use technology in the way that meets the needs of your students. With Amplify ELA's strong connection between print and digital, you get to choose the implementation method that works best for you. Digital licenses allow for online completion of work, teacher feedback and grading, and digital class management, while traditional print resources allow for a more familiar paper-and-pencil experience.



100-Lesson Pathway

With 180 days of instruction, you never have to worry about running out of instruction. However, because many middle school language arts teachers like to reserve time for favorite novels and projects, we provide an optional 100-Lesson Pathway. This abridged version of the curriculum ensures full standards coverage while allowing you the flexibility to incorporate all your favorite content.



Rich, complex, and diverse text

Engaging all learners and teaching great literature in fresh ways is at the heart of the program. The text that students encounter throughout the year was carefully selected to ensure both an opportunity to read rich and complex pieces of work as well as to expose adolescent learners to different people, cultures, ways of life, and experiences, helping them become more aware of and empathetic to differences they encounter in real life.



Unparalleled differentiation

Our embedded differentiation features six levels of support, ensuring that one activity can truly serve the needs of every student and provide appropriate levels of challenge and access for all. More specifically, the program was built on the principles of Universal Design for Learning and reviewed by CAST, a non-profit education research and development organization.



Integrated ELL support

The Amplify ELA curriculum was designed to provide appropriate challenge and access for all students. In cases when Amplify's Universal Design cannot meet the needs of your ELL students, the lessons feature embedded differentiation levels within key lesson reading, writing, and speaking and listening activities to support ELLs. Teachers will also find designated activities and routines designed specifically for language learners, in addition to enriching native language resources, to ensure a positive learning experience that grows students' competence and confidence.



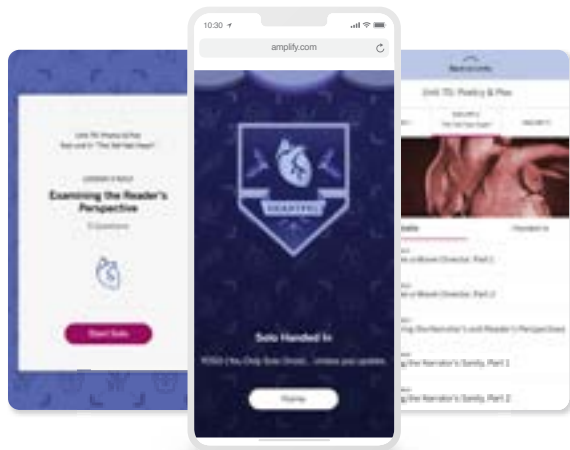
Robust system of assessment

All units include a robust system of embedded assessment that provides teachers actionable student performance data long before end-of-unit or benchmark exams. The Embedded Assessment Measure (EAM) reports allow teachers to easily track and interpret student performance without ever interrupting the flow of daily instruction to test students.

Amplify ELA works wherever your students are

Amplify ELA's blended curriculum offers fully aligned digital and print Student and Teacher Editions, allowing teachers and families to support a variety of implementation models.





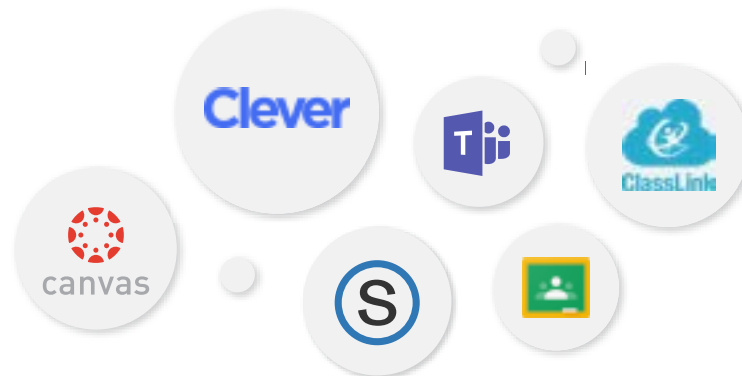
Mobile resources enable students to read and answer comprehension questions right on their phones.



Easy digital work review enables teachers to keep track of progress no matter where students are. **MyWork** allows students to see all their work in one place, identify due dates, and review teacher feedback.



Every core text is available in its entirety in our **digital Amplify Library**, along with over 700 other titles.



Simplify connections with major learning management systems, including Google Classroom, Microsoft Teams, Canvas, Schoology, and Clever.

Lessons designed to engage every middle school student

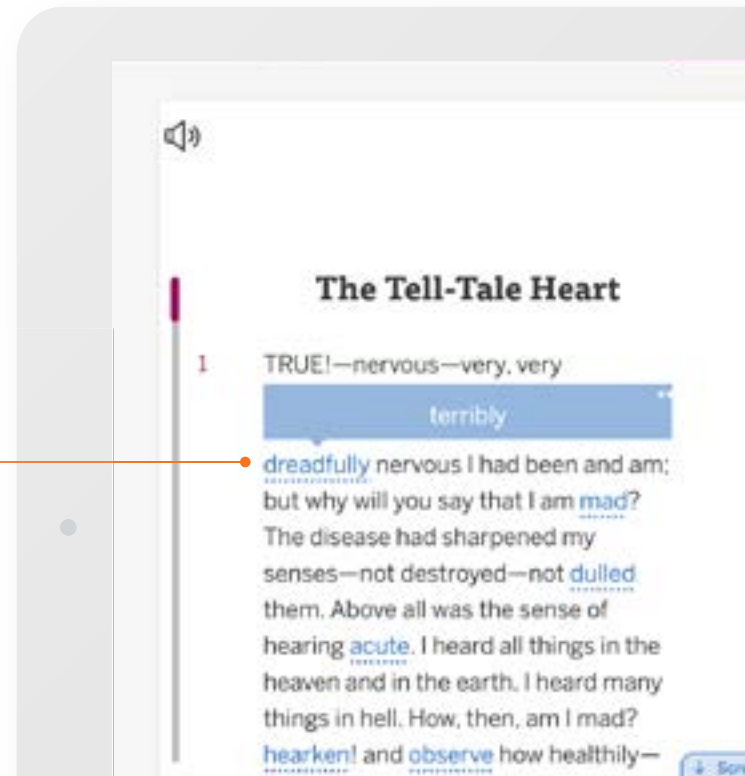
Daily lessons provide structure and cover standards for students, while still giving teachers the flexibility to meet the needs of their class.



The foundation of every Amplify ELA unit is a great text that students love to read and teachers love to teach.



Built-in scaffolds—such as audio read alouds, Reveal words, and writing differentiation—give all students the opportunity to work at grade level.





Our multimedia tools feature the visual beauty of a video game and the learning challenge of a great word puzzle.



Rich discussions and debates are driven by students' ideas and are centered around the text.



The M'Naghten rules states that one condition of legal insanity is that the accused "did not know he was doing what was wrong."

1. Describe one moment in "The Tell-Tale Heart" where you think the narrator *does not* "know he was doing what was wrong."

One moment in "The Tell-Tale Heart" where the narrator does not know what he was doing was wrong occurs when he says "You should have seen how wisely I proceeded—with what caution—with what foresight—with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him." Even as he is killing the man, he is content with the good job he was performing.

Each unit includes thought-provoking Writing Prompts and engaging activities like Socratic seminars and debates.



Amplify ELA supports diverse, inclusive classrooms

Amplify ELA is built on the conviction that equal access to instruction is vital to an effective program—that curricula must provide all students with opportunities to achieve academic success, that texts and tasks must be relevant to today’s diverse classrooms, and that students’ voices and ideas should be at the center of learning.

1

Centrality of student voices

Amplify ELA is focused on creating and supporting a classroom community where students’ voices and ideas drive the learning.



2

The culturally diverse classroom

Amplify ELA ensures that all students see themselves affirmed in the curriculum and have the opportunity to explore a range of perspectives.



3

Academic achievement

Amplify ELA supports teachers in setting strong expectations for all students while giving teachers access to the supports needed to meet students where they are.



Assessments aligned to standards, with robust reporting to drive instructional choices

● Exit Ticket



● Auto-scored formative writing assignment



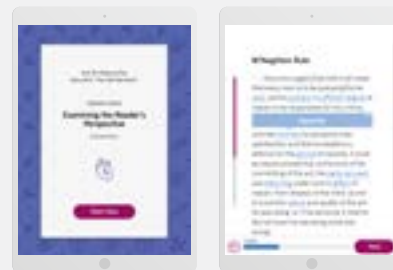
Amplify's Automated Writing Evaluation assesses student writing for Focus, Use of Evidence, and Conventions, providing critical feedback for teachers and data for Amplify's writing reports.

Daily formative assessments

Built-in daily formative assessments including Exit Tickets, auto-scored writing, and auto-scored reading comprehension questions are all aligned to lesson objectives. These formative moments power the Embedded Assessment Measure (EAM).

● Formative daily reads

Independent readings are auto-scored to provide real-time reading comprehension data. Students can choose to complete Solos through Amplify's mobile app.



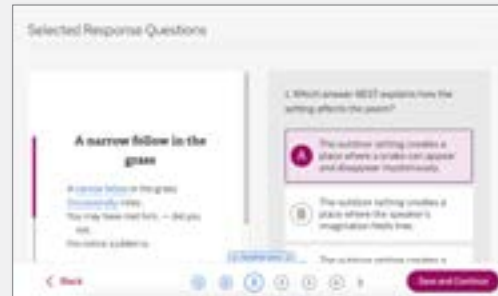
Embedded Assessment Measure

The EAM tracks and measures student performance as they work in daily lessons and then provides groupings based on sections where students are struggling.



● **Reading assessment**

- The end-of-unit reading assessments include a variety of auto-scored questions and short essay prompts aligned to the standards.



End-of-unit summative assessments

● **Flex Day**

Flex Days contain group activities designed to provide additional targeted practice with key standards—including fluency. Teachers use EAM-recommended groupings to assign activities.



● **Essay sub-unit**

The essay sub-units move students through a 4–6 lesson writing process to plan, draft, revise, and polish a multi-paragraph argumentative or informational essay.



Actionable Reporting

● **Reporting**

Amplify ELA Reporting provides teachers with clear data to understand patterns of student performance and deliver scaffolds and supports as students need them.



Program Overview

It has been exciting to build our program in partnership with hundreds of excellent teachers who opened up their classrooms and provided feedback on lessons. Their observations were critical in helping us better understand what was needed to help students reach their academic goals. I am also so grateful to the wonderful group of dedicated educators, administrators, and specialists who wrote these lessons.

— **Deborah Sabin**,
Vice President, Secondary ELA Content,
Amplify ELA



Pedagogical approach

Educating middle schoolers is a critical endeavor with unique challenges and opportunities. Every Amplify ELA lesson is designed to help teachers establish a classroom where students thrive academically, socially, and emotionally, while developing the essential skills of reading, writing, speaking, and listening in order to form a literate community.

1

Critical and collaborative engagement

Amplify ELA lessons foster a classroom community that thrives on a wide range of student observations. The lessons immerse students in interactive close reading activities and cognitively challenging work, and keep them engaged through a variety of collaborative, digital, and project-oriented learning opportunities.



2

Integrated approach/ targeted objectives

Students explore the most compelling aspects of text passages with instruction that targets key standards. By integrating analytic reading practices, evidence-based writing, and academic discussion, students are able to harness and develop the power of their ideas.



3

Text at the center

Great texts spark curiosity, reveal layered meanings, reflect a diversity of perspectives and identities, and cultivate meaningful conversation and reflection. Amplify puts complex text at the center of every lesson and activity to develop the critical capacities and build the vocabulary, knowledge, and skills students need to succeed in middle school, high school, and beyond.



4

Multimodal and strategic technology

Activities harness multiple learning modes, using media tools, digital apps, and a variety of visual and physical experiences to strategically support and enhance student learning.



5

High expectations/ strong supports

Distinct levels of differentiation mean that all students—struggling readers, students ready for advanced work, English language learners—can take on the challenge of rigorous work while data delivery and digital tools allow teachers to ensure progress.



6

Timely feedback and actionable data

Embedded formative assessment measures and targeted feedback tools mean teachers can make timely decisions about instructional strategy and provide the guidance students need to thrive as readers and writers.



Text selection

The design of every Amplify ELA unit begins with the selection of rich, complex texts that focus on topics and themes relevant to middle school students. Units are then designed to target the most powerful aspects of each text and engage students in a multitude of activities that put text at the center of instruction. Texts become more complex throughout the year as students' reading skills grow, adding up to a rigorous sequence that rewards effort and builds knowledge across subject areas.

Amplify worked with teachers and literacy experts to compile a list of titles to consider for the ELA curriculum, then tested those texts in classrooms. These tests assessed text complexity by considering three essential parts: the text's quantitative aspects, qualitative aspects, and task that students will perform with it.

Quantitative measures analyze specific aspects of text (e.g., word frequency and difficulty, sentence length, and text cohesion).

 QT: 1090L

Qualitative measures analyze the complexity of the text's structure, language conventions and clarity, knowledge demands placed on readers, and levels of meaning or purpose.

 QL: 2

Reader and task measures analyze reader attributes such as motivation, knowledge, and skill with the level of difficulty of each task.

 RT: 2

Texts in the Amplify ELA curriculum cover a wide range of topics, themes, and genres, with differentiated supports that ensure that all students can work through each reading and lesson. Taken as a whole, the texts show students a diverse picture of the world, while fostering a lifelong love of reading.

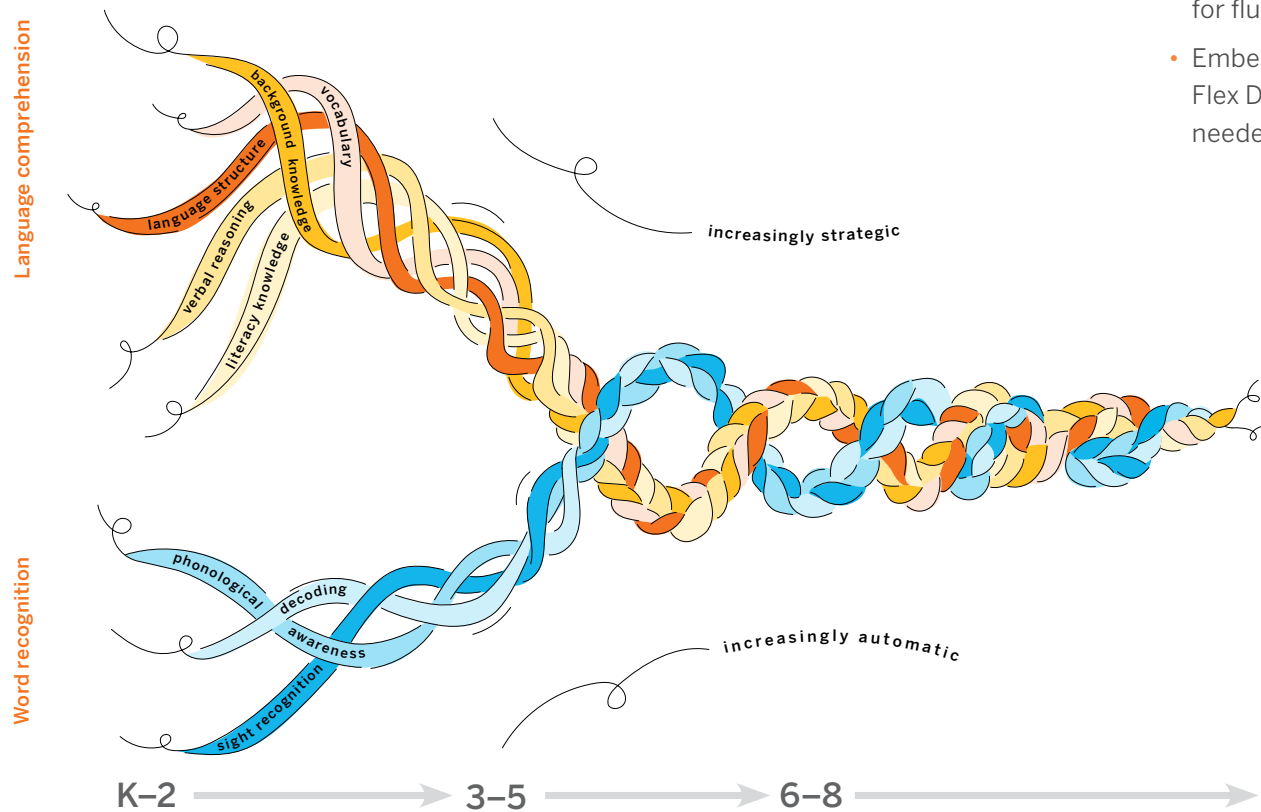
Texts were selected for Amplify ELA using the following criteria:

- Text complexity as defined by qualitative, quantitative, and reader and task measurements as required by the standards and the Amplify Text Complexity Index
- Balance of literary (L) and informational (i) texts
- Varied representation of genres: novels, plays, poetry, biographies, and other full-length texts
- Varied representation of diverse cultures, perspectives, and authors
- Engaging texts that extend learning and support students as they build knowledge
- Grade-appropriate texts, with scaffolding and compelling activities to support student engagement
- 100% authentic texts
- A library with more than 700 complete books, both classic and contemporary, encompassing a wide range of genres, topics, and cultural perspectives

The Science of Reading

Grade 6–8 lessons build on the foundational skills learned in grades K–5. Students work with grade-level, complex literary and informational texts that feature academic language. Lessons leverage analytic reading practices to help students learn vocabulary, build knowledge, and incorporate evidence in integrated reading, writing, and discussion activities. Data provided by embedded assessments aid teachers in identifying students’ particular strengths and addressing their specific challenges.

- Key vocabulary is pulled from lesson texts into the Amplify Vocab App, where students increase their knowledge of the word, its contextual definition, and their vocabulary skills.
- Strategically sequenced texts support students to apply knowledge in support of comprehending new texts.
- Close reading activities focus students at the word, sentence, paragraph, and “whole text” level.
- Performed and embedded read alouds—strategically clustered as students begin a new text—provide models for fluency.
- Embedded Assessment Measure reports coupled with Flex Day activities support targeted strengthening of needed reading, writing, or language areas.



Social and emotional learning (SEL)

Social and emotional learning (SEL) is embedded in Amplify ELA lessons, classroom culture, and professional development. The rich texts at the heart of the program provide a foundation for SEL, exposing students to different people, cultures, ways of life, and experiences to help them become more aware of and empathetic to differences they encounter in real life. Activities accompanying these texts in the curriculum reflect core SEL principles through a focus on cooperative learning, self-assessment and self-reflection, and competence and confidence building.

Classroom routines and guidelines are woven into the program to support students in improving their self-management skills and building a community of readers and writers.

Examples of SEL principles at work in Amplify ELA:



Fostering empathy

Students measure hope and hopelessness as they examine Ji-li Jiang's powerful account of living through the Chinese Cultural Revolution in her memoir, *Red Scarf Girl*.



Collaborating

Students work together to establish rules and processes for Socratic seminars and develop questions aimed at thoughtful and thought-provoking dialogue.



Writing from personal experience

Students write about a specific place and time in their lives, using descriptive details to reveal emotion in their personal narratives.

Unit overviews

Everything you need for grades 6, 7, and 8 in both digital and print

The core ELA program for each grade consists of six multimedia units. Four or five of the units are focused on complex literary texts and one or two are Collections units based on primary source documents and research.

Each grade also provides two or three immersive learning experiences called Quests, a dedicated Story Writing unit, and a poetry unit. Each grade level provides for a year's worth of instruction.

Fiction

- Novels
- Short stories
- Poetry
- Myths
- Drama

Nonfiction

- Memoir
- Biography
- Historical texts
- Articles
- Primary sources

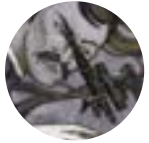
Multimedia

- Images
- Videos
- Audio recordings
- Digital books
- Print
- Interactive apps

Grade 6 core units



6A: Dahl & Narrative



6B: Mysteries & Investigations



6C: The Chocolate Collection



6D: The Greeks



6E: Summer of the Mariposas



6F: The *Titanic* Collection



Grade 7 core units



7A: *Red Scarf Girl* & Narrative



7B: Character & Conflict



7C: Brain Science



7D: Poetry & Poe



7E: The Frida & Diego Collection



7F: The Gold Rush Collection



Grade 8 core units



8A: Perspectives & Narrative



8B: Liberty & Equality



8C: Science & Science Fiction



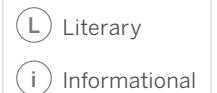
8D: Shakespeare's
Romeo & Juliet



8E: Holocaust:
Memory & Meaning



8F: The Space Race Collection



6A: Dahl & Narrative

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 10 LESSONS

SUB-UNIT 3 • 12 LESSONS

SUB-UNIT 4 • 4 LESSONS



Students begin with narrative writing and then apply their new observational skills to lively readings from Roald Dahl's memoir *Boy*.

TEXTS

- *Boy: Tales of Childhood* by Roald Dahl
- "Choice" from *Inside Out & Back Again* by Thanhha Lai
- Excerpt: *Tony Hawk: Professional Skateboarder* by Tony Hawk with Sean Mortimer
- Excerpt: *The Story of My Life* by Hellen Keller
- Excerpt: *The Secret Garden* by Frances Hodgson Burnett



i

- ● ● ● ● QT: 1090L
- ● ● ● ● QL: 2
- ● ● ● ● RT: 2

ACTIVITY HIGHLIGHTS

Narrative writing: Use dialogue, details, and description to bring a moment to life

Writing workshops: Respond with constructive comments to peers' writing

TOPIC & THEME

The impression of a moment

READING

Observe how an author creates a character

WRITING

Focus on a moment in the text and develop a unique perspective about it

TEXT FEATURES

Memoir with vivid descriptions and 20th-century British slang



6B: Mysteries & Investigations

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 15 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 5 LESSONS



Students read stories about yellow fever and Sherlock Holmes, then develop hypotheses by cataloging theories and exploring details and clues.

TEXTS

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain
- Excerpt: *Fever 1793* by Laurie Halse Anderson
- “The Speckled Band” and “The Red-Headed League” by Sir Arthur Conan Doyle
- “Yellow Fever Circles Brazil’s Huge Cities” by Shasta Darlington and Donald G. McNeil Jr., *The New York Times*

(i) (L)

●●●●● QT: 750L–1170L

●●●●● QL: 3

●●●●● RT: 3

ACTIVITY HIGHLIGHTS

Evidence evaluation app: Evaluate the evidence that supports or refutes three competing scientific theories

Role-play: Assume the identity of a medical experiment volunteer and debate the ethics of human subjects

Detective apps: Investigate clues and draw conclusions about Sherlock Holmes’s detective stories

TOPIC & THEME

Reading like an investigator

READING

Assess the credibility of evidence used to support conclusions

WRITING

Explain which trait is most useful to problem-solving investigators

TEXT FEATURES

Detective stories, inductive reasoning, narrative nonfiction of scientific discoveries



6C: The Chocolate Collection

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



Students conduct independent research to better understand the strange and wonderful roles that chocolate has played throughout history.

TEXTS

- Excerpt: *Chocolat* by Joanne Harris
- Excerpt: *The Dharma Bums* by Jack Kerouac
- “Is It Fair to Eat Chocolate?” by Deborah Dunn, *Skipping Stones*
- “Pilot Dropped Candy Into Hearts of Berlin,” *ABC News*
- “Can Chocolate Be Good for My Health?” by Katherine Zeratsky, *MayoClinic.org*
- Excerpt: “Good Harvest” by Karen E. Lange, *All Animals/The Humane Society of the United States*
- “Eat More Chocolate, Win More Nobels?” by Karl Ritter and Marilyn Marchione, *Associated Press*
- Excerpt: “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore, *National Geographic News*
- Excerpt: “Dark Chocolate: A Bittersweet Pill to Take” by Mary Brophy Marcus, *USA Today*
- Excerpt: **Appendix C Statement** from *Labor in Portuguese West Africa* by William A. Cadbury
- **Letter from Lord Rothschild to Laurence Fish**
- “Chocolate” from *American Smooth* by Rita Dove
- Excerpt: **Act I, Scene Eight** from *Così fan tutte: English National Opera Guide 22*



●●●●● QT: 860L–1540L

●●●●● QL: 4

●●●●● RT: 4

ACTIVITY HIGHLIGHTS

Independent research: Construct research questions and explore online for answers

Debate: Argue for or against including chocolate in school lunches

Multimedia presentation: Create an interactive timeline to illustrate research findings

TOPIC & THEME

Facts and stories of chocolate through the ages

READING

Identify various sources’ perspectives on a topic

WRITING

Synthesize information from several sources to develop an argument

TEXT FEATURES

Primary and secondary source materials, varied topics and perspectives



6D: The Greeks

SUB-UNIT 1 • 6 LESSONS

SUB-UNIT 2 • 7 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 5 LESSONS



Using Greek myths, students move from considering the state of a single person to contemplating broader questions concerning the role people play in the world and the various communities they inhabit.

TEXTS

- **“Prometheus”** from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- Excerpts: *The Odyssey* by Homer, translated by E.V. Rieu
- **“Arachne”** from *Selected Tales from Ovid* by Ted Hughes
- Excerpt: *The Arabian Nights’ Entertainments*, “Second Voyage,” by Andrew Lang

L

●●●●● QT: 870L–1140L

●●●●● QL: 4

●●●●● RT: 3



ACTIVITY HIGHLIGHTS

Quest: Explore the world of Olympian gods and meet the characters of Greek mythology

Performance: Interpret the text by acting out scenes from Greek myths

Myths in your own words: Reimagine Greek myths by changing point of view, chronology, or key details

TOPIC & THEME

Man vs. gods in ancient Greece

READING

Analyze what symbolic characters show about human nature

WRITING

Write about the development of a shared theme in two texts

TEXT FEATURES

Modern prose retellings of myths and translation of ancient narrative poem



6E: Summer of the Mariposas

SUB-UNIT 1 • 20 LESSONS SUB-UNIT 2 • 5 LESSONS



Students enact three critical reading moves to practice both the small- and large-scale analyses involved in reading novels.

TEXTS

- *Summer of the Mariposas* by Guadalupe Garcia McCall
- Excerpt: *The Odyssey*, a graphic novel by Gareth Hinds
- “The Iron Horse” passage from *Enrique’s Journey* by Sonia Nazario
- Excerpt: *The Odyssey* by Homer, translated by E.V. Rieu

(L)

●●●●● QT: 840L–860L

●●●●● QL: 3

●●●●● RT: 4



ACTIVITY HIGHLIGHTS

- Hero’s journey map:** Complete your own map of the hero’s journey in *Summer of the Mariposas*
- Aztec Lotería cards:** Research Aztec mythology and use Lotería-inspired templates to present key figures
- Meet the author:** Watch and discuss videos of Guadalupe Garcia McCall, author of *Summer of the Mariposas*

TOPIC & THEME

The hero’s journey through Aztec mythology

READING

Trace a character’s arc from the beginning of a novel to the end

WRITING

Analyze how character traits assist a heroic character on their journey

TEXT FEATURES

Latinx YA novel incorporating magical realism, Aztec mythology, hero’s journey



6F: The *Titanic* Collection

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

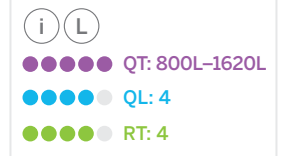
SUB-UNIT 5 • 8 LESSONS



Students explore primary source documents and take on the role of a passenger from the *Titanic*'s manifest to consider gender and class issues as they research and write narrative accounts from the point of view of the passengers.

TEXTS

- “**Discovery of the *Titanic***” by *Lapham’s Quarterly* editors
- “**MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers,**” *The New York Times*
- Excerpt: “**The Iceberg Was Only Part of It**” by William J. Broad, *The New York Times*
- Excerpt: **Chapter 6—“Women and Children First!”** from *Sinking of the *Titanic* and Great Sea Disasters* by Logan Marshall
- “**Rusticles on *Titanic* Contain New Iron-Eating Bacteria, Study Says,**” by Jack Philips, *Epoch Times*
- Introduction from ***Sinking of the “Titanic” Most Appalling Ocean Horror*** by Jay Henry Mowbray, Ph.D., LL.D
- Excerpt: **Chapter 7—“There Is Your Beautiful Nightdress Gone”** from *A Night to Remember* by Walter Lord
- Excerpt: **Testimony of Olaus Abelseth** from United States Senate Inquiry
- **Final Wireless Transmissions Aboard the RMS *Titanic*, April 14, 1912**
- **Untitled Poem** read at the *Titanic* Memorial Dedication in Belfast, Ireland—June 1920, anonymous



ACTIVITY HIGHLIGHTS

Role-play: Assume the identity of an actual *Titanic* passenger, then research their experience and write a letter from their point of view

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create social media passenger profiles and share insights with the class

TOPIC & THEME

The lives and experiences of the *Titanic* passengers



READING

Compare and contrast perspectives on a single event

WRITING

Develop a question, conduct research, and create a multimedia project

TEXT FEATURES

Compelling artifacts from voyage, including menus, journals, letters, and photographs

Poetry in America: Grade 6



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's analytic reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, students work with Richard Blanco's evocative poem "Looking for The Gulf Motel," which recalls a childhood vacation with his Cuban immigrant family. Students use Blanco's discussion of the "mirror effect" to analyze his rich imagery, and end the sub-unit by taking a turn at composing their own "Gulf Motel" poems.

In Sub-unit 2, Coleman Barks's poem "Glad" playfully juxtaposes a young girl's heroics on the soccer field with the imagery and diction of an epic, allowing students to consider how Barks's use of language and the sonnet form helps them understand the poem's commentary on the emphasis on winners and losers in modern sports.

In Sub-unit 3, students consider the personal and cultural background that Black poet Robert Hayden drew on for his iconic poem "Those Winter Sundays" and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They then use his poem as an inspiration for writing their own ode to an unsung hero in their life. (This sub-unit is made available across grades 6–8).



Rationale(s) for QL

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics
- Activities do not require substantial external knowledge or experience

Poetry in America activity highlights:

Discussions with annotated guides

Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations

Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses

Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Looking for The Gulf Motel" by Richard Blanco, L/P
- "Glad" by Coleman Barks, L/P
- "Those Winter Sundays" by Robert Hayden, L/P

Core lessons

- SU1: "Looking for the Gulf Motel" (3 lessons)
- SU2: "Glad" (3 lessons)
- SU3: "Those Winter Sundays" (3 lessons)



7A: Red Scarf Girl & Narrative

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 12 LESSONS

SUB-UNIT 3 • 12 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students learn the history and politics of the Chinese Cultural Revolution by focusing on the simpler story of a young woman living through the upheaval.

TEXTS

- *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang
- Excerpt: *Colors of the Mountain* by Da Chen
- Excerpt: *A Christmas Carol* by Charles Dickens
- “A Boy’s Summer Song” by Paul Laurence Dunbar



QT: 780L
QL: 3
RT: 2

ACTIVITY HIGHLIGHTS

Narrative writing: Use dialogue, details, and description to bring a moment to life

Writing workshops: Respond with constructive comments to peers’ writing

Author-led discussion: Watch videos of Ji-li Jiang, author of *Red Scarf Girl*, and discuss the role of propaganda in her world

TOPIC & THEME

The impact of individual experiences

READING

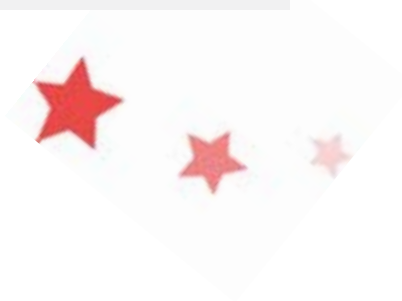
Examine the differences between a character’s thoughts and actions

WRITING

Use revision to strengthen elaboration

TEXT FEATURES

Historical propaganda images, memoir of the Chinese Cultural Revolution



7B: Character & Conflict

SUB-UNIT 1 • 5 LESSONS

SUB-UNIT 2 • 16 LESSONS

SUB-UNIT 3 • 2 LESSONS

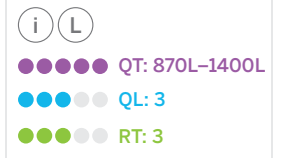
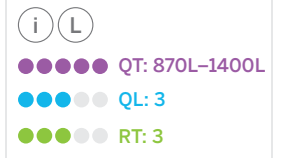
SUB-UNIT 4 • 5 LESSONS



Students analyze characters' responses to conflict and consider the author's development of ideas over the course of a piece of fiction.

TEXTS

- *A Raisin in the Sun* by Lorraine Hansberry
- “Harlem” by Langston Hughes
- “Sucker” by Carson McCullers
- Excerpt: *To Be Young, Gifted and Black: An Informal Autobiography* by Lorraine Hansberry, adapted by Robert Nemiroff



ACTIVITY HIGHLIGHTS

Performance: Interpret text details by acting out scenes from *A Raisin in the Sun*

Integrate media formats: Compare and contrast film versions of a play with the original script

Quest: Explore the world of mid-20th-century Chicago through photographs, speeches, and documents

TOPIC & THEME

Individual dreams, family dynamics, and societal restrictions

READING

Analyze a character's unconscious motivations

WRITING

Make thematic connections across genres

TEXT FEATURES

Memoir, poetry, mid-20th-century drama about a black family



7C: Brain Science

SUB-UNIT 1 • 11 LESSONS

SUB-UNIT 2 • 5 LESSONS

SUB-UNIT 3 • 3 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students explore narrative nonfiction and informational texts that expose the intricate workings of the brain.

TEXTS

- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
- Excerpts: *The Man Who Mistook His Wife for a Hat* by Oliver Sacks
- Excerpts: *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore
- Excerpts: Majority and dissenting opinions in *Roper v. Simmons*



●●●●● QT: 970L-1310L

●●●●● QL: 4

●●●●● RT: 4

ACTIVITY HIGHLIGHTS

Mazur discussions: Interact with peers to refine understanding of informational texts

Role-play: Assume the identity of participants in a self-control experiment and evaluate brain scientists' conclusions

Quest: Virtually experience a brain disorder detailed in *The Man Who Mistook His Wife for a Hat*

TOPIC & THEME

Brain development and brain disorders

READING

Synthesize information from multiple texts to develop understanding of a topic

WRITING

Describe facts, explain concepts, and convince the reader of an opinion

TEXT FEATURES

Narrative and informational nonfiction about discoveries in brain science



7D: Poetry & Poe

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 7 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 6 LESSONS

SUB-UNIT 5 • 5 LESSONS



Edgar Allan Poe's texts reward close reading—there is always a lot to notice, figure out, and talk about. These lessons have students examine what they know as readers versus what the narrator is telling them.

TEXTS

- “The Tell-Tale Heart” by Edgar Allan Poe
- “The Cask of Amontillado” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe
- **M’Naghten Rule**, from *Queen v. M’Naghten*
- “The Silence” by Federico García Lorca
- “The White Horse” by D. H. Lawrence
- “A narrow fellow in the grass” by Emily Dickinson

L

●●●●● QT: 820L–1530L

●●●●● QL: 4

●●●●● RT: 3



ACTIVITY HIGHLIGHTS

Storyboard app: Use a digital storyboard to visualize different perspectives in “The Tell-Tale Heart”

Debate: Apply a legal definition and argue a narrator’s sanity

Integrate media formats: Write a movie review that compares and contrasts an animated adaptation with the original text

TOPIC & THEME

Reading like a movie director

READING

Evaluate the reliability of a fictional narrator

WRITING

Compare and contrast characters’ perspectives on a narrative

TEXT FEATURES

American poetry and gothic literature with unreliable narrators

7E: The Frida & Diego Collection

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



The multifaceted lives and works of Diego Rivera and Frida Kahlo offer students a rich subject as they examine primary source documents and conduct independent research.

TEXTS

- Excerpt: **“Frida Kahlo”** by Phyllis Tuchman, *Smithsonian*
- **“Detroit Industry: The Murals of Diego Rivera”** by Don Gonyea, NPR.org
- Excerpt: **“Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera,”** *The New York Times*
- Excerpt: **“Statement by Frida Kahlo”** from *My Art, My Life: An Autobiography* by Diego Rivera
- **“Letter to Ella and Bertram Wolfe”** from *The Letters of Frida Kahlo: Cartas Apasionadas*
- Excerpt: **“Life with Frida”** from *Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo* by Guadalupe Rivera and Marie-Pierre Colle



●●●●● QT: 910L-1430L

●●●●● QL: 5

●●●●● RT: 4

ACTIVITY HIGHLIGHTS

Creative writing: Compare Frida and Diego’s writing to a Shakespearean sonnet and create your own

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create a digital collage to present individual insights to the class

TOPIC & THEME

Art as personal and political expression

READING

Identify various sources’ perspectives on a topic

WRITING

Synthesize information from several sources to develop an argument

TEXT FEATURES

Paintings, memoirs, articles, letters portraying unconventional artists



7F: The Gold Rush Collection

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

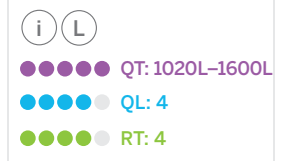
SUB-UNIT 5 • 8 LESSONS



Students choose from a large collection of primary and secondary sources to conduct research and learn about the wide diversity of people who took part in the California Gold Rush.

TEXTS

- Excerpts: **July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro*** by Ramón Gil Navarro
- Excerpt: **“California Culinary Experiences”** by Prentice Mulford, *The Overland Monthly*
- Excerpts: **Chapter XXVII and Chapter XXVIII** from *Roughing It* by Mark Twain
- **“Letter the Tenth: Amateur Mining—Hairbreadth ‘Scapes, &c.”** from *The Shirley Letters from California Mines in 1851–1852* by Dame Shirley
- Song excerpt: **“Oh My Darling, Clementine”** by Percy Montrose
- Excerpt: **Chapter 8—“Good Haul of Diggers”** from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* by Jerry Stanley
- Excerpt: **“Pioneers! O Pioneers!”** from *Leaves of Grass* by Walt Whitman



ACTIVITY HIGHLIGHTS

Role-play: Assume the identity of a gold rush participant and write a diary from their point of view

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create an interactive timeline to illustrate research findings

TOPIC & THEME

The characters and conditions of the California Gold Rush

READING

Explore how circumstances united a diverse group of historical characters

WRITING

Develop a question, conduct research, and create a multi-media project

TEXT FEATURES

Poems, lyrics, maps, images, primary and secondary source documents



Poetry in America: Grade 7



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's analytic reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Then, students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, Kay Ryan's poem "Carrying a Ladder" conjures up the hilarity, frustrations, and rewards of hauling around a real ladder. Students have fun with these concrete scenarios before diving into the poem's possible figurative meanings, including common adolescent feelings of ambition and self-doubt. Students end by composing their own extended metaphor poem to express something they "carry" with them.

In Sub-unit two, Emma Lazarus's iconic poem "The New Colossus" allows students to analyze visual symbol, form, and allusion as they consider the different values of the Old World and the New World, and what it means to be an immigrant and an American.

In Sub-unit 3, students consider the personal and cultural background that Black poet Robert Hayden drew on for his iconic poem "Those Winter Sundays" and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They then use his poem as an inspiration for writing their own ode to an unsung hero in their life. (This sub-unit is made available across grades 6–8).

**Rationale(s) for QL**

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics
- Activities do not require substantial external knowledge or experience

Poetry in America activity highlights:

Discussions with annotated guides

Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations

Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses

Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Carrying a Ladder" by Kay Ryan, L/P
- "The New Colossus" by Emma Lazarus, L/P
- "Those Winter Sundays" by Robert Hayden, L/P

Sub-units and # of lessons

- SU1: "Carrying a Ladder" (3 lessons)
- SU2: "The New Colossus" (3 lessons)
- SU3: "Those Winter Sundays" (3 lessons)

8A: Perspectives & Narrative

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 9 LESSONS

SUB-UNIT 3 • 10 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students learn to read like writers: to pay attention to the craft of writing and the moves a good writer makes to shape the way the reader sees a scene or feels about a character. Students read closely to discover how the authors use key narrative writing skills to convey their ideas.

TEXTS

- Excerpt: **Going Solo** by Roald Dahl
- **“Fish Cheeks”** by Amy Tan
- **“My Mother’s Garden”** by Kaitlyn Greenidge



●●●●● QT: 890L–1080L
 ●●●●● QL: 3
 ●●●●● RT: 3

ACTIVITY HIGHLIGHTS

Narrative writing: Use dialogue, details, and description to bring a childhood memory to life

Writing workshops: Practice narrative writing techniques modeled in mentor texts and respond with constructive comments to peers' writing

Meet the author: Watch and discuss videos of Kaitlyn Greenidge, author of “My Mother’s Garden”

TOPIC & THEME

The craft of narrative

READING

Notice the impact of an author’s craft and structure

WRITING

Write a narrative about a childhood memory

TEXT FEATURES

WWII memoir and contemporary coming-of-age first-person narratives



8B: Liberty & Equality

SUB-UNIT 1 • 2 LESSONS

SUB-UNIT 2 • 14 LESSONS

SUB-UNIT 3 • 2 LESSONS

SUB-UNIT 4 • 3 LESSONS

SUB-UNIT 5 • 5 LESSONS

SUB-UNIT 6 • 5 LESSONS



Students explore the powerful words of a range of Americans who lived through the Civil War to discover how their work influenced history.

TEXTS

- *Narrative of the Life of Frederick Douglass, An American Slave* by Frederick Douglass
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs
- *The Boys' War* by Jim Murphy
- *A Confederate Girl's Diary* by Sarah Morgan Dawson
- The Gettysburg Address
- The Declaration of Independence
- Excerpt: John C. Calhoun's speech to the US Senate, 1837
- "Song of Myself" by Walt Whitman



(i) (L)

●●●●● QT: 900L–1500L

●●●●● QL: 5

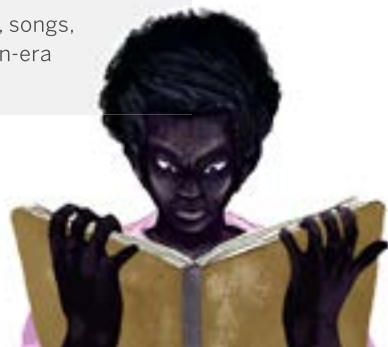
●●●●● RT: 4

ACTIVITY HIGHLIGHTS

Integrate media formats: Analyze Chadwick Boseman's performance of the opening of Douglass's narrative

Speech writing: Use mentor texts to prepare and deliver an abolitionist speech at an Anti-Slavery Fair

Quest: Explore personal testimonies, songs, photographs, and other Emancipation-era documents



TOPIC & THEME

The meaning of "all men are created equal"

READING

Evaluate the argument and specific claims in a narrative text

WRITING

Analyze how authors use language to make a case for liberty and equality

TEXT FEATURES

Complex rhetorical styles, 19th-century language and syntax

8C: Science & Science Fiction

SUB-UNIT 1 • 17 LESSONS

SUB-UNIT 2 • 5 LESSONS

SUB-UNIT 3 • 6 LESSONS



Using different presentations of the “Frankenstein” story, students wrestle with some of the text’s central themes: the ethics of scientific exploration and the importance of human compassion.

TEXTS

- *Gris Grimly’s Frankenstein* by Mary Shelley and Gris Grimly
- *Frankenstein, 1818 Edition* by Mary Shelley
- “The Tables Turned” by William Wordsworth
- Excerpts: *The Innovators* by Walter Isaacson
- “Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story”
- “All Watched Over by Machines of Loving Grace” by Richard Brautigan
- Excerpt: **Genesis 2**, Revised Standard Version
- “Prometheus,” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- “Debate on the Frame-Work Bill, in the House of Lords” by Lord Byron

i L

●●●●● QT: 980L-1540L

●●●●● QL: 4

●●●●● RT: 4

ACTIVITY HIGHLIGHTS

The creature in your own words: Draw on graphic novel illustrations to tell the story from the creature’s point of view

Archetype analysis: Compare and contrast passages from *Frankenstein* with excerpts from Genesis and “Prometheus”

Debate: Argue central questions about whether the creature deserves a mate and which character deserves more sympathy

TOPIC & THEME

Creators vs. creations

READING

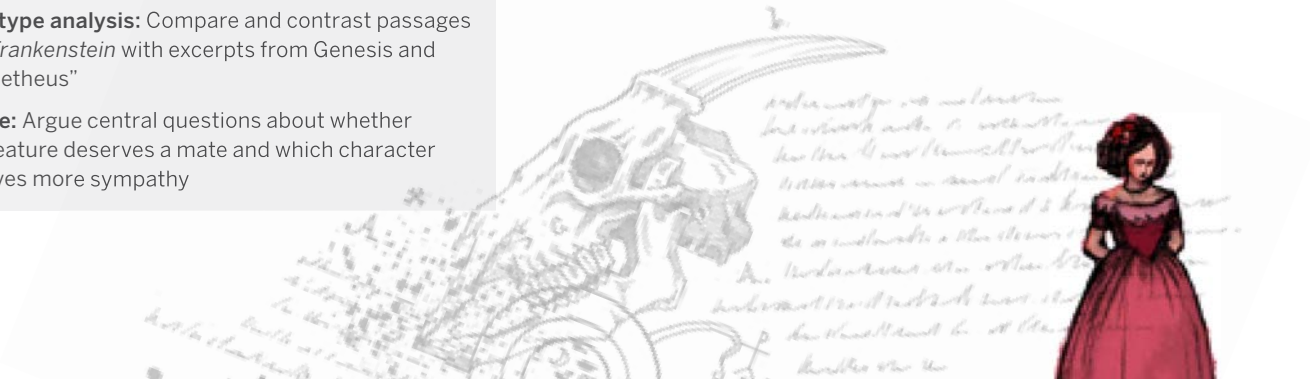
Apply abstract concepts to an author’s portrayal of a character

WRITING

Argue opposing claims about a character and resolve the contradiction

TEXT FEATURES

Archaic language, biblical and mythological allusions, Gothic text in graphic form



8D: Shakespeare's Romeo & Juliet

SUB-UNIT 1 • 16 LESSONS

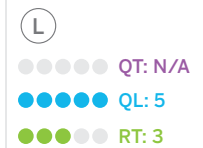
SUB-UNIT 2 • 5 LESSONS



Romeo and Juliet combines romance and action, offering students a dramatic, interactive dive into Shakespearean English and the world of the Bard.

TEXTS

- *Romeo and Juliet* by William Shakespeare
- “Annabel Lee” by Edgar Allan Poe
- “Harlem” from *Street Love* by Walter Dean Myers



ACTIVITY HIGHLIGHTS

Recite Shakespeare: Memorize and perform the prologue to *Romeo and Juliet*

Extend the metaphor: Analyze Shakespeare's use of figurative language and create new metaphors for Romeo to praise Juliet

Integrate media formats: Compare and contrast film versions of a play with the original script

TOPIC & THEME

Introduction to Shakespearean themes and language

READING

Connect characters' development to a conceptual framework

WRITING

Choose between contradictory positions and argue with evidence

TEXT FEATURES

Drama with Elizabethan language, inverted syntax, extensive figurative language



8E: Holocaust: Memory & Meaning

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 3 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 5 LESSONS

SUB-UNIT 5 • 1 LESSON

SUB-UNIT 6 • 5 LESSONS



Students explore memoir and primary source materials and examine key questions raised by the Holocaust. The materials present events from different perspectives—those of perpetrators, survivors, victims, bystanders, and witnesses.

TEXTS

- “I Cannot Forget” by Alexander Kimel
- Excerpt: *A Child of Hitler* by Alfons Heck
- Excerpt: *Shores Beyond Shores* by Irene Butter
- “Jesse Owens’ Olympic Triumph” by Lerone Bennett, Jr., *Ebony*
- Excerpts: *Maus I: A Survivor’s Tale: My Father Bleeds History* by Art Spiegelman
- Excerpts: *Night* by Elie Wiesel
- “100,000 Hail Hitler; U.S. Athletes Avoid Nazi Salute to Him” by Frederick T. Birchall, *The New York Times*
- “Helene Mayer, Fencing Champ, Says She’ll Try for the Olympics,” from *Jewish Daily Bulletin*

i L

●●●●● QT: 800L–1200L

●●●●● QL: 4

●●●●● RT: 5



ACTIVITY HIGHLIGHTS

- Remembrance poems:** Read and write poems on the theme of remembrance
- Propaganda analysis:** Analyze anti-Semitic propaganda and other techniques that Nazis used to turn Germany against its Jewish citizens
- Meet the author:** Use video interviews with survivor Irene Butter to reflect on what we can learn from the Holocaust

TOPIC & THEME

The influences and responses to the Holocaust

READING

Synthesize multiple accounts to develop understanding and empathy

WRITING

Analyze the impact of propaganda and explain the response to unfolding events

TEXT FEATURES

Poems, articles, memoirs, graphic novel, portrayals of sensitive content



8F: The Space Race Collection

SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

SUB-UNIT 5 • 8 LESSONS



The dramatic story of the Space Race offers students a rich research topic to explore as they build information literacy skills, learn how to construct research questions, and conduct research.

TEXTS

- **“In Event of Moon Disaster”** by William Safire
- Excerpt: **“Sputnik”** from *Rocket Boys: A Memoir* by Homer Hickam
- **Memorandum for the Vice President** by John F. Kennedy
- **“Buzz Aldrin on His Lunar Home, the Eagle”** by Marc Myers, *The Wall Street Journal*
- Excerpt: **“Dreaming of a Moonage”** from *Moondust* by Andrew Smith
- **President Kennedy’s Address at Rice University**, September 12, 1962
- **“What the Moon Rocks Tell Us,”** by Kenneth F. Weaver, *National Geographic*
- Excerpt: **“Life on Mars to Become a Reality in 2023, Dutch Firm Claims”** by Karen McVeigh, *The Guardian*
- Excerpt: **“And a Dog Shall Lead Them”** from *A Ball, A Dog, and a Monkey* by Michael D’Antonio
- Excerpt: **“You Are Here”** from *Pale Blue Dot* by Carl Sagan
- **“Katherine Johnson: Trailblazer and Brilliant Mathematician”**



●●●●● QT: 870L-1490L

●●●●● QL: 5

●●●●● RT: 4



ACTIVITY HIGHLIGHTS

Role-play: Research an astronaut or cosmonaut and write blogs from their point of view

Socratic seminar: Engage in student-led discussions about research topics

TOPIC & THEME

The successes and sacrifices of space exploration

READING

Compare and contrast perspectives on a topic

WRITING

Develop a question, conduct research, and create a multimedia project

TEXT FEATURES

Speeches, images, primary and secondary source documents



Poetry in America: Grade 8



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA’s “Four Pillar” approach with Amplify’s analytic reading pedagogy to build students’ engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet’s choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Then, students have the opportunity to try on the poet’s use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, Ed Hirsch’s poem “Fast Break” describes the action of a fast break in a basketball game, extending both the motion and the emotion in content and form. Students work alongside NBA players like Shaquille O’Neal (appearing in embedded videos) to first enjoy how the poem mimics the pace and action of a fast break before exploring how this vivid description operates as an elegy. Students then experiment with elements of “Fast Break” to create their own poem centered around a favorite activity.

In Sub-unit 2, students consider the personal and cultural background that Black poet Robert Hayden drew on for his iconic poem “Those Winter Sundays,” and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They then use his poem as an inspiration for writing their own ode to an unsung hero in their life. (This sub-unit is made available across grades 6–8).

In Sub-unit 3, students consider the complicated relationship between an unnamed speaker and his garden in Jamaal May’s poem “I Have This Way of Being.” Students dig through the language of historical allusion connecting the poem to a tradition of African American slave narratives while also analyzing the poem’s formal elements—its beautiful imagery, musical sounds, and symmetrical couplets—which suggest feelings of pride, agency, and hope. They then write a poem about an activity they engage in, considering how it reflects aspects of their personalities.

QL: 3



RT: 2

**Rationale(s) for QL**

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics
- Activities do not require substantial external knowledge or experience

Poetry in America activity highlights:

Discussions with annotated guides

Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations

Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses

Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Fast Break" by Ed Hirsch, L/P
- "Those Winter Sundays" by Robert Hayden, L/P
- "I Have This Way of Being" by Jamaal May, L/P

Sub-units and # of lessons

- SU1: "Fast Break" (3 lessons)
- SU2: "Those Winter Sundays" (3 lessons)
- SU3: "I Have This Way of Being" (3 lessons)



Story Writing (Beginning, Intermediate, Advanced)



Dynamic character development and plot structure.

Story Writing sub-units:

Creating a Believable Character

- Grade 6: Creating a Believable Character
- Grade 7: Showing Character Change and Growth
- Grade 8: Developing Internal Conflict

ACTIVITY HIGHLIGHTS

Creative writing: Use dialogue to reveal character and drive plot

Develop plot: Analyze mentor texts to understand plot structure

Writing workshop: Provide and receive constructive feedback

Grammar



Key grade 6–8 grammar topics, foundational review, and grade-level practice.

Grammar sub-units:

- What Is a Complete Sentence?
- Expanding the Complete Sentence
- Understanding the Pronoun
- Pronoun Usage: Agreement and Reference
- Verb Tense
- Verb Moods, Modals, and Voice
- Punctuation
- *Mastering Conventions I, II, III*
- *Mastering Conventions IV: Spelling*

ACTIVITY HIGHLIGHTS

Practice: Select directed exercises

Teacher led: Instruction for whole-class activities

Integrate grammar skills: Structured opportunities to weave skills into writing

Flex Days

Amplify ELA includes Flex Days for grades 6–8 (approximately every fifth lesson) to give teachers built-in time for the differentiation, reteaching, and extension work they need and want to do. Teachers use their EAM reports alongside the Flex Day Activity Guide to assign a student (or a group of students) to the activity designed to support an identified area of need. Teachers also use this built-in flexibility to continue a discussion, reteach a concept or section of text, or extend students' knowledge of the unit's key topics.

Flex Day activities include:

- Specific activities to target needed additional practice with key learning areas, including reading elements such as theme, central idea, and figurative language, or writing skills such as use of evidence or conventions
- Targeted recommendations for groupings based on each student's performance on embedded assessments
- Writing activities with suggested prompts for additional analytic writing aligned to either the unit texts or a text of your choice
- The Conversation Connections activity designed to support and engage ELL students in conversational practice with topics aligned to the week's lessons
- Individualized or whole class grammar and conventions lessons, targeting areas identified through the Automated Writing Evaluation (AWE) tool, or key learning standards
- Targeted fluency practice using key lesson passages

Teachers may also use these Flex Days as an opportunity for:

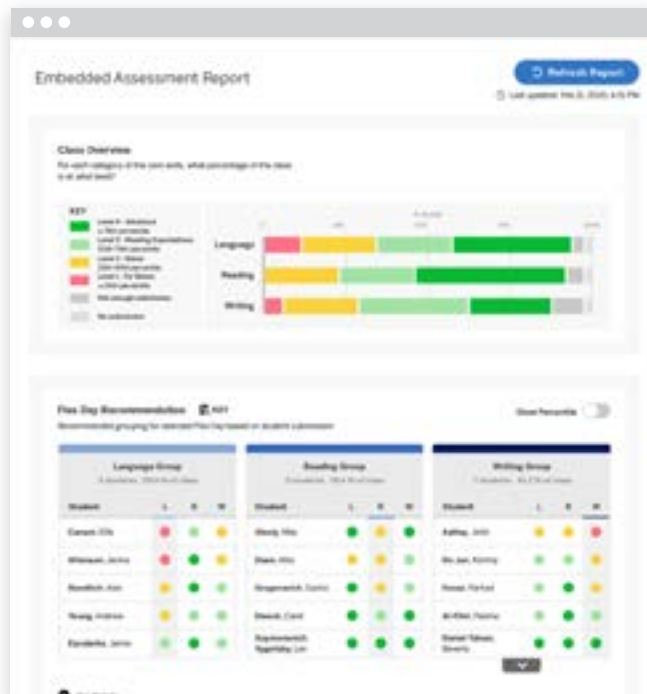
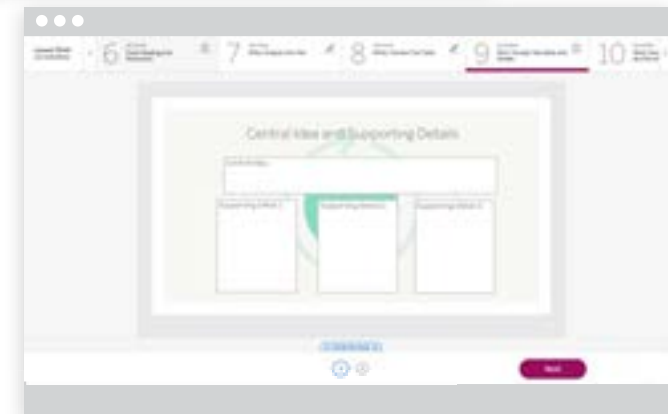
- Independent Vocab App work
- Independent reading groups using texts chosen from the hundreds available in the digital Amplify Library
- Student revision of a piece of writing, using Amplify's Revision Assignments and feedback tools
- Direct instruction of key standards and skills using Amplify's Text Analysis Modules, Writing Modules, or Vocabulary Modules





Teachers may also use these flexible opportunities for:

- Independent Vocab App work
- Independent reading groups using texts chosen from the hundreds available in the digital Amplify Library
- Student revision of a piece of writing, using Amplify's Revision Assignments and feedback tools



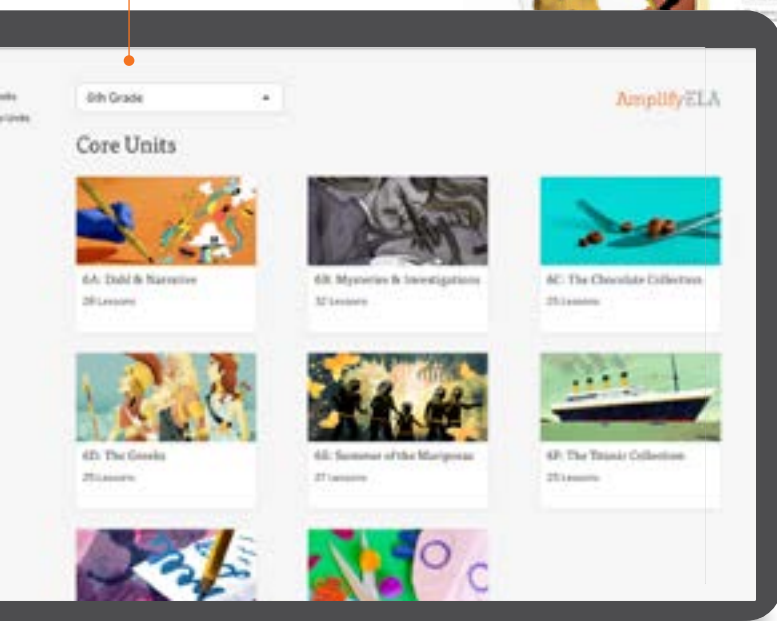
Instruction for blended learning models

Amplify ELA's new blended curriculum can be used in classrooms with limited access to devices, allowing teachers to make choices about when their students use devices without compromising learning or full standards coverage.

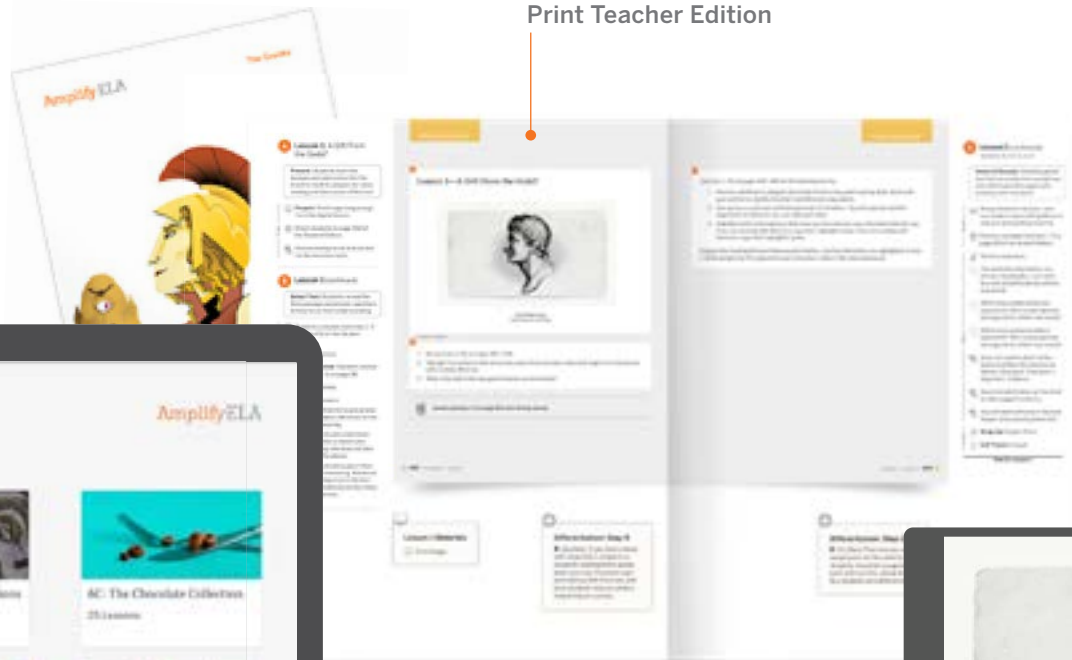
Amplify ELA's blended approach keeps a strong connection between print and digital by having the teacher project uniquely digital moments as students work in their print Student Editions and Writing Journals. This approach works when Wi-Fi or devices are unavailable for both brief or extended periods of time.

Teacher

Digital Teacher Edition



Print Teacher Edition



Teacher projection

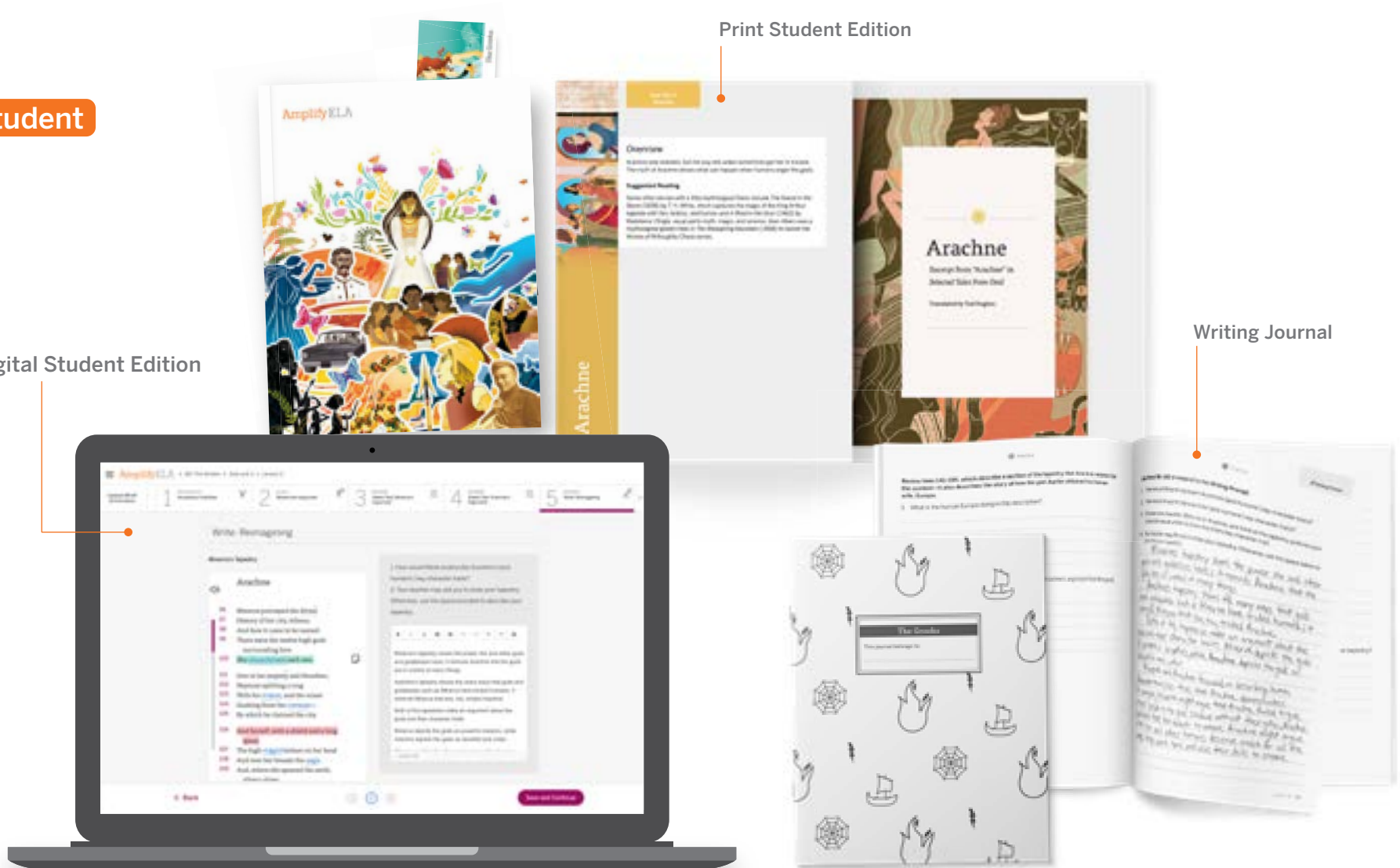


Student

Digital Student Edition

Print Student Edition

Writing Journal

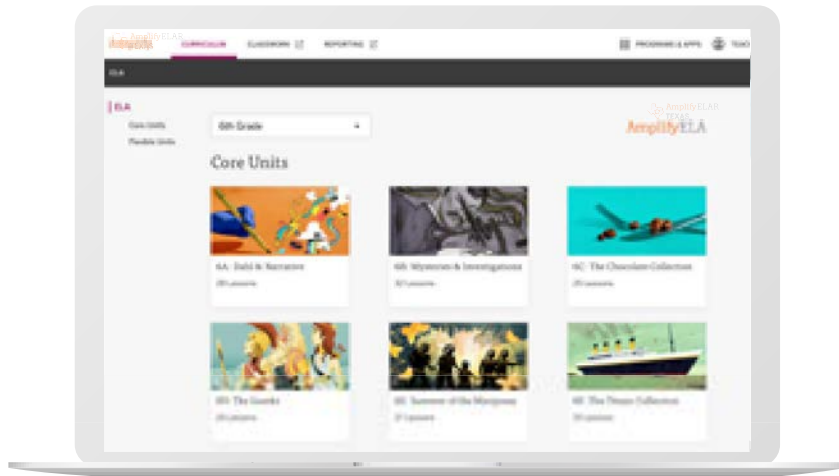


Inside a lesson

Amplify has put it all together in one place so we can hook our kids with engaging material, then track how well they're performing.



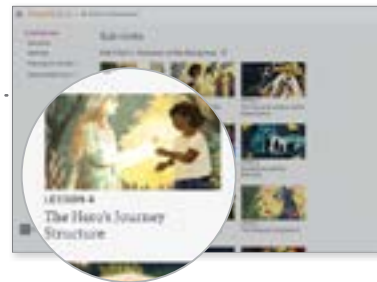
Digital navigation (Teacher)



1 Sub-Unit



2 Lesson



3 Activity



4 Instructional card



5 Student card



Print navigation (Teacher Edition)

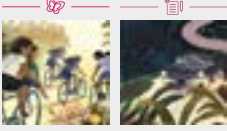
Summer of the Mariposas

In sixth grade, students are often entering a time when ideas about who they are and how they fit in the world are front of mind. *Summer of the Mariposas* by Guadalupe Garcia McCall is a novel that follows the journey of the Garza sisters into Mexico and back. But it also navigates the personal journey that the girls take to find themselves, each other, and their family. This journey is part of what makes this novel such a good fit for students in the middle grades.


Using the hero's journey structure and Homer's *The Odyssey* as inspiration, Guadalupe Garcia McCall creates a world in which Mexican folklore and Aztec legend are woven into the more realistic experiences of Odilia and her sisters. Some of the ideas that students will return to throughout their reading will be the characterization of the sisters, the stages of the hero's journey, and the themes of family and identity. As part of this work, students will consider how characters change and develop, compare McCall's setting to episodes from Homer's *Odyssey*, 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 Lorelei cards.

After completing the novel, students write an essay explaining what allows the hero of *Summer of the Mariposas* to be successful in specific moments. Through the use of a sample essay, exploration of the text, and discussion, students will complete a series of lessons to craft a well-written and focused essay.


Essay Prompt:
What is a special characteristic or source of strength for one of the Garza sisters? How does this characteristic or strength help her succeed in any two moments of her hero's journey?



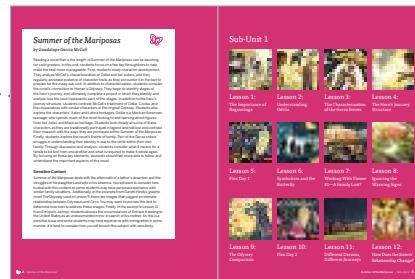
Summer of the Mariposas
SUB UNIT 1 • 10 LESSONS



Write an Essay
SUB UNIT 2 • 5 LESSONS



1 Sub-Unit Overview



Summer of the Mariposas
by Guadalupe Garcia McCall

Sub-Unit 1

Lesson 1: The Separation of Progresso

Lesson 2: The Departure of Progresso

Lesson 3: The Search for Progresso

Lesson 4: The Search for Progresso

Lesson 5: The Search for Progresso

Lesson 6: The Search for Progresso

Lesson 7: The Search for Progresso

Lesson 8: The Search for Progresso

Lesson 9: The Search for Progresso

Lesson 10: The Search for Progresso

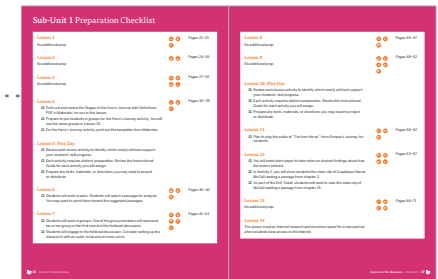
Lesson 11: The Search for Progresso

Lesson 12: The Search for Progresso

2 Sub-Unit at a Glance

Lesson Objective	Reading	Writing Prompt	Standards
Lesson 1: The Separation of Progresso Reading: Students read and discuss the opening of the novel, focusing on the characters and the setting.	Summer of the Mariposas Pages 1-10	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 2: The Departure of Progresso Reading: Students read and discuss the beginning of the journey, focusing on the characters and the setting.	Summer of the Mariposas Pages 11-20	Metaphorical description	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 3: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 21-30	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 4: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 31-40	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 5: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 41-50	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 6: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 51-60	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 7: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 61-70	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 8: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 71-80	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 9: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 81-90	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 10: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 91-100	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 11: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 101-110	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3
Lesson 12: The Search for Progresso Reading: Students read and discuss the search for Progresso, focusing on the characters and the setting.	Summer of the Mariposas Pages 111-120	No explicit writing prompt	CCSS.6-8.L.1.1 CCSS.6-8.L.1.2 CCSS.6-8.L.1.3

3 Preparation Checklist



Sub-Unit 1 Preparation Checklist

Lesson 1 Page 10-11

Lesson 2 Page 11-20

Lesson 3 Page 21-30

Lesson 4 Page 31-40

Lesson 5 Page 41-50

Lesson 6 Page 51-60

Lesson 7 Page 61-70

Lesson 8 Page 71-80

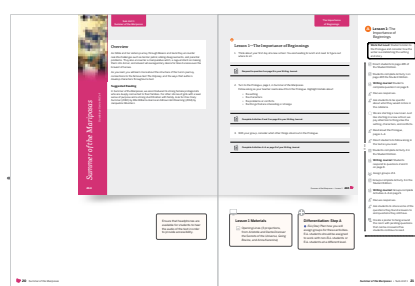
Lesson 9 Page 81-90

Lesson 10 Page 91-100

Lesson 11 Page 101-110

Lesson 12 Page 111-120

4 Lesson



Lesson 1: The Separation of Progresso

Objectives:

- Identify the main characters and setting.
- Analyze the opening of the novel.

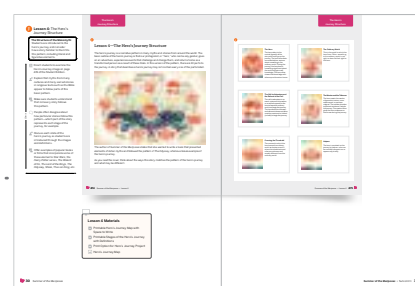
Reading:

Pages 1-10

Writing Prompt:

Describe the setting of the novel.

5 Lesson (continued)



Lesson 2: The Departure of Progresso

Objectives:

- Analyze the beginning of the journey.
- Identify the characters and setting.

Reading:

Pages 11-20

Writing Prompt:

Describe the beginning of the journey.

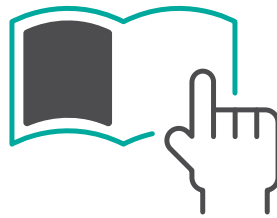
Structured lesson routines with flexible activities



Build vocabulary 5 minutes

Develop word knowledge

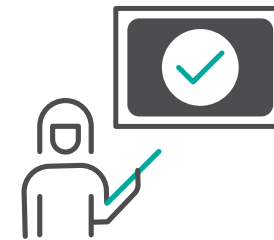
Students work with the adaptive Vocab App to build key text and academic vocabulary and track their level of mastery.



Close read 20–25 minutes

Collaborate and interpret text

Students read analytically to build content knowledge and analyze writers' intentions, choices, and claims. Through a wide variety of activities, students unpack the text by analyzing evidence, discussing interpretations, collaborating, working visually, listening to readings, and developing connections across texts.



Performance task 15–20 minutes

Develop and present ideas

Students continue to refine their understanding of the text, topic, and objectives with frequent writing activities that ask them to develop their analyses with claims and evidence. To show further evidence of their learning and communicate their ideas, students also participate in Socratic seminars, discussions, performances/presentations, role-playing a character from the text, or trying on a writer's style.



Reflect 5 minutes

Solidify learning

At the end of each lesson, students reflect on their learning. This can take place through an Exit Ticket or a Wrap-Up.

- **Exit Ticket:** Quick snapshot of students' understanding of the objectives targeted by the lesson's reading.
- **Wrap-Up:** An opportunity to reflect on the ideas discussed, extend students' thinking, or preview upcoming material.



Independent work 10–20 minutes

Solo

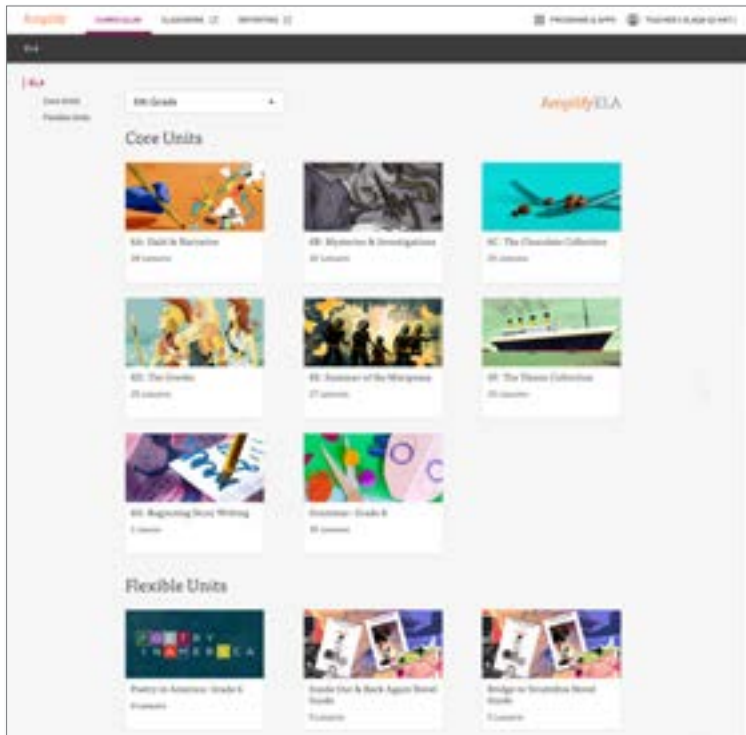
Students apply their developing reading skills to a new text by annotating and answering a range of auto-scored questions that track their reading comprehension.

The following pages show how the Amplify ELA routines and activities come together in a lesson from **6E: Summer of the Mariposas**.



1 Year Overview

2 Unit Overview



The Year Overview allows teachers to see and access the full range of grade level content and resources. Teachers can identify the core units and begin their planning for the year, browse the flexible content—such as the Poetry in America units and Amplify’s Digital Novel Guides—and access useful planning and instructional resource materials such as Amplify ELA Supports and Resources for Multilingual Learners.

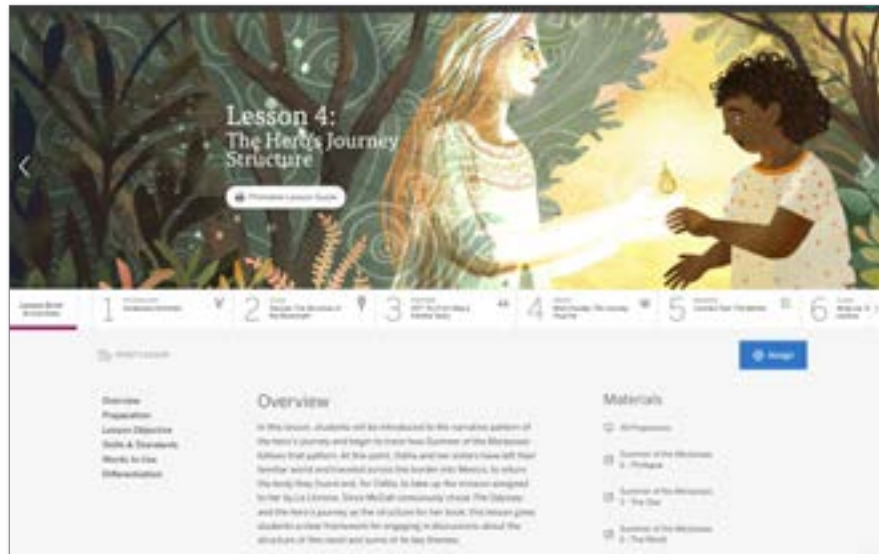
In addition, the top level navigation menu means teachers can always access Classwork and Reporting to review student submissions and performance data.



The Unit Overview provides key unit planning and instructional resources, including a description of the unit, its instructional emphases and text(s), a listing of each lesson’s objectives and standards, and a Reading and Writing Assignments chart that identifies each lesson’s reading assignment, Writing Prompt, and any critical Solos. To facilitate backward planning, the Unit Overview also previews the critical reading covered in the summative reading assessment as well as the summative essay prompt used in the unit’s essay sub-unit.


Unit Overview materials include printable PDFs of lesson Solos for print users, Solo Text Previews in English and Spanish, Unit Background and Context support documents in English and Spanish, unit-aligned Spanish articles, differentiated Writing Prompts for print users, and caregiver letters in English and Spanish. Finally, teachers can find unit level instructional guidance, including recommendations for direct instructional modules and information about working with any possibly sensitive topics in the unit.

3 Lesson Brief

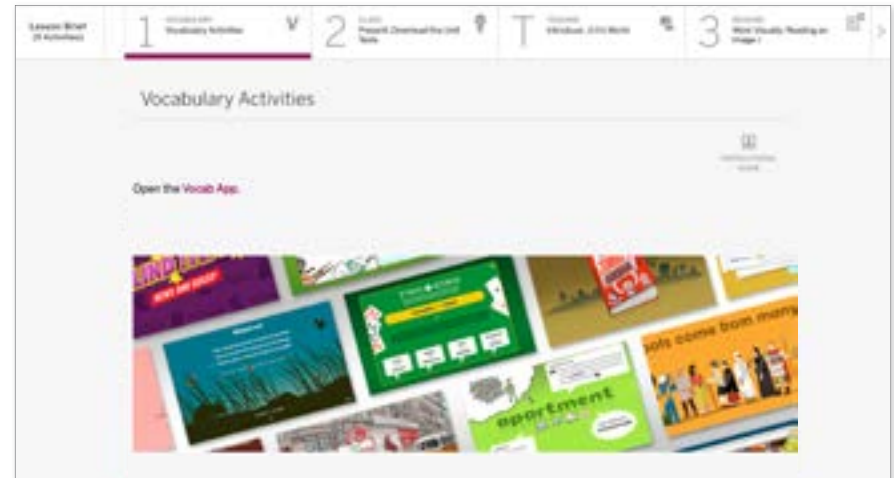


The Lesson Brief equips teachers with the tools they need to plan instruction. It begins with an Overview, which describes the big ideas students will grapple with, and summarizes the lesson's sequence of activities. Next, there is a Preparation section, which points out key moments and materials to prepare. The Preparation section also describes the location and content of the lesson's Exit Ticket.

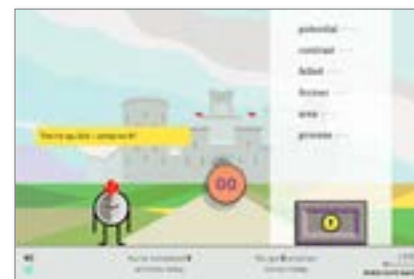
The Lesson Brief also includes: the Lesson Objective, which details the reading, writing, and/or speaking and listening objectives; Words to Use, which points out key vocabulary from the reading; Skills & Standards, which lists the standards; and Differentiation, which describes the embedded differentiation, including supports for ELLs, and provides additional suggestions for modifying activities.

 Teachers can click on Assign to distribute lesson activities to their students with optional due dates. Students receive notification of each assigned activity, and can also view their complete list of assigned activities and their status in their My Work screen.

4 Vocab App V



The Vocab App helps students master critical text-based and academic vocabulary words through game-like activities based on morphology, analogy, synonyms/antonyms, and deciphering meaning. They help students develop dictionary skills by focusing on parts of speech, etymology, and multiple meanings. There are also activities for ELL-appropriate words from the unit's texts, asking students to match an English definition, Spanish translation, context sentence, audio pronunciation, and visual definition. Teachers can also use the Words to Know/ Words to Use lists in each Lesson Brief with the accompanying routine to provide additional practice with this text-aligned vocabulary.



Vocab play screen (Student view)



Vocab Reporting (Teacher view)

5 Work Visually

The screenshot shows a digital lesson interface. At the top, there is a navigation bar with five numbered tabs. Tab 4, 'Connect Text: The Hero's Journey', is selected and highlighted in red. Below the navigation bar, the lesson title 'Connect Text: The Hero's Journey' is displayed. On the left side, there is a colorful circular diagram representing the Hero's Journey, with various stages labeled around a central figure. On the right side, under the heading 'Directions', there are two numbered steps: '1. Open *Summer of the Mariposas* in your Amplify Library.' and '2. Work with your group to identify and describe each part of the hero's journey in *Summer of the Mariposas*.' At the bottom of the interface, there are navigation icons for back, forward, and search, along with a 'Next' button.

Visualization activities are one of many analytic reading approaches that open the door to more comprehensive understanding of complex texts. In these learning experiences, students break apart the text in visual ways or use visual cues to “see” key details as they construct meaning.

In this lesson from grade 6, students use a visual map of the hero's journey to build their understanding of how Guadalupe Garcia McCall makes use of this classic structure in her novel *Summer of the Mariposas*.

Other units include visualization activities such as using an app to “see” the evidence for and against scientific theories, making storyboards and planning visual adaptations of texts to “read like a movie director,” and comparing and contrasting illustrations with key textual moments.

6 Author videos & dramatic readings

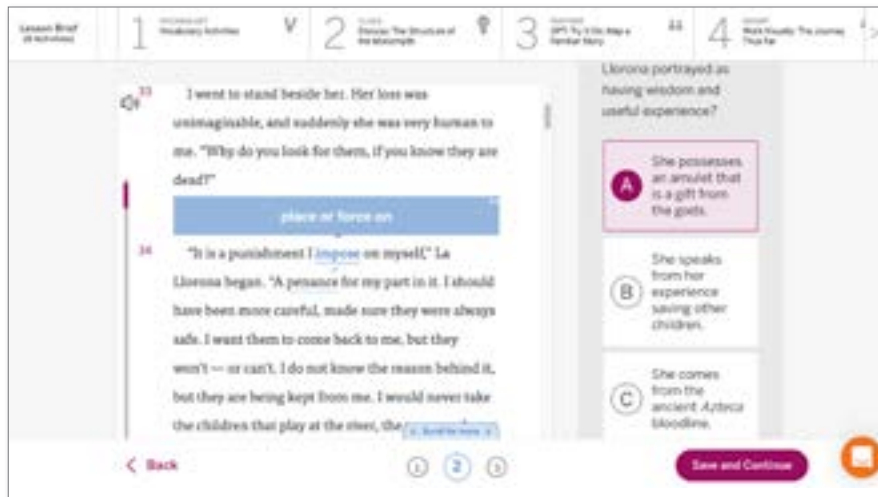
The screenshot shows a digital lesson interface for an author video. At the top, there is a navigation bar with eight numbered tabs. Tab 5, 'Author Video', is selected and highlighted in red. Below the navigation bar, there are two tabs: 'Instructional Guide' and 'My Notes'. The main content area contains text explaining the video's purpose: 'This video may be used in Sub-unit 1, Lesson 2. This lesson focuses on Dalia and the development of her character. As students get to know Dalia, you can share this video to provide insight into why McCall included her as the protagonist.' Below this text is a video description: 'Video Description: Guadalupe Garcia McCall speaks about writing to empower girls, and her desire to have a protagonist who looks like readers.' At the bottom, there is a video player showing a woman (Guadalupe Garcia McCall) speaking, and a caption that reads: 'Watch Guadalupe Garcia McCall's informal segment "Latino Teen Heroes".'

Students benefit from using listening comprehension skills as they build fluency with complex texts. As students begin analyzing a new text, students listen to the text, perform the text out loud, or watch a dramatic reading of the text.

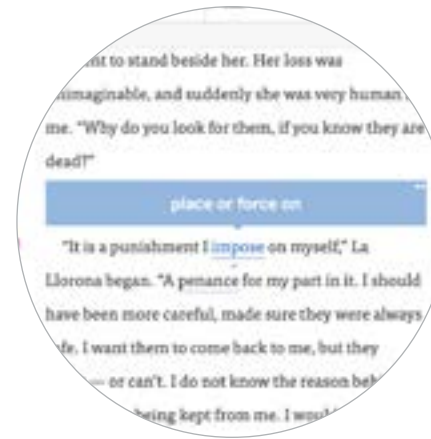
In this lesson, students listen and watch as author Guadalupe Garcia McCall talks about her inspiration for writing the novel *Summer of the Mariposas*. Students hear about how her own sisters and her experiences as a middle school teacher influenced her writing.

Additional author videos and dramatic readings are embedded in other units. In Unit 8D: Shakespeare's *Romeo & Juliet*, students watch WordPlay Shakespeare videos where actors perform each selected scene next to the text of that excerpt. In Unit 8B: Liberty & Equality, two members of the Marvel cinematic universe—Chadwick Boseman and Elizabeth Olsen—offer masterful performances of *Narrative of the Life of Frederick Douglass, an American Slave* and *A Confederate Girl's Diary*.

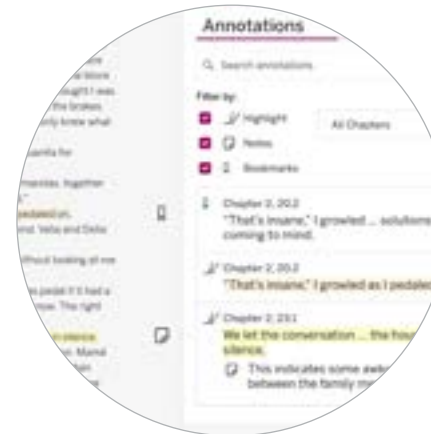
7 Reading/eReader



The standards establish high expectations for all students, even as they enter the middle grades at a variety of reading levels. In Amplify ELA lessons, students access universal supports embedded in the eReader (and built into the print versions of the text) to help them participate fully in grade-level activities.



Reveal: By clicking on these pre-selected words, students access short, contextual definitions for key and challenging vocabulary.

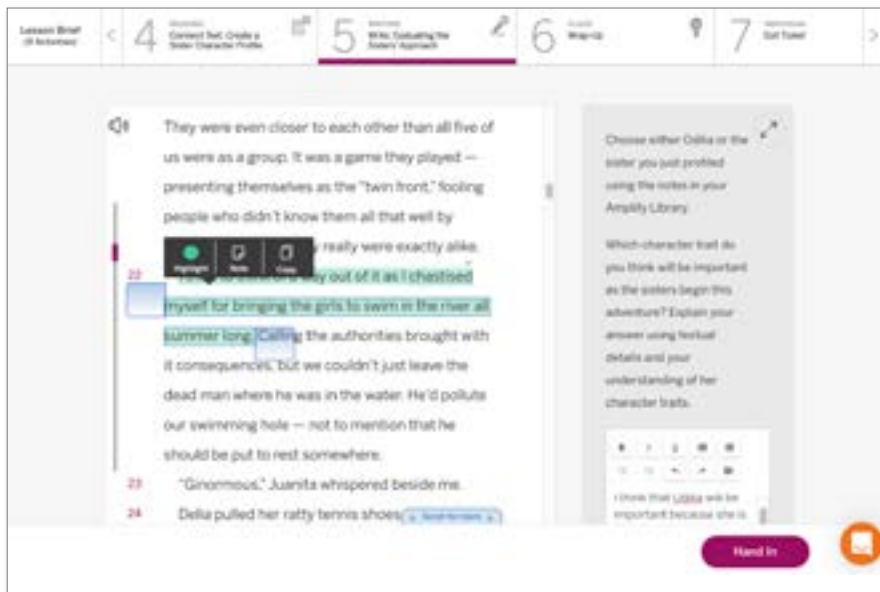


Highlight, Bookmark, and Notes: The digital highlighting, bookmarking, and annotation tools allow students to save and review any text notes from any lesson.



Text size and line spacing: Students can adjust text size and line spacing to find what works best for them.

8 Writing

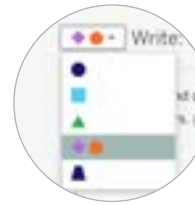


Two or three times a week, students complete their reading work by developing a piece of writing to refine their reading analysis. They write for 10–15 minutes, **focusing on one claim or idea** in response to a prompt, and **using evidence** from the text in support of their claim.

In this lesson, students build on their discussion of the description of the sisters' dialogue, physical expressions, and action to develop a claim about character traits or qualities.



Data collected for Reporting



Differentiated supports: In addition to the core level, five levels of differentiated supports can be assigned in the moment or in advance to help every student work productively.

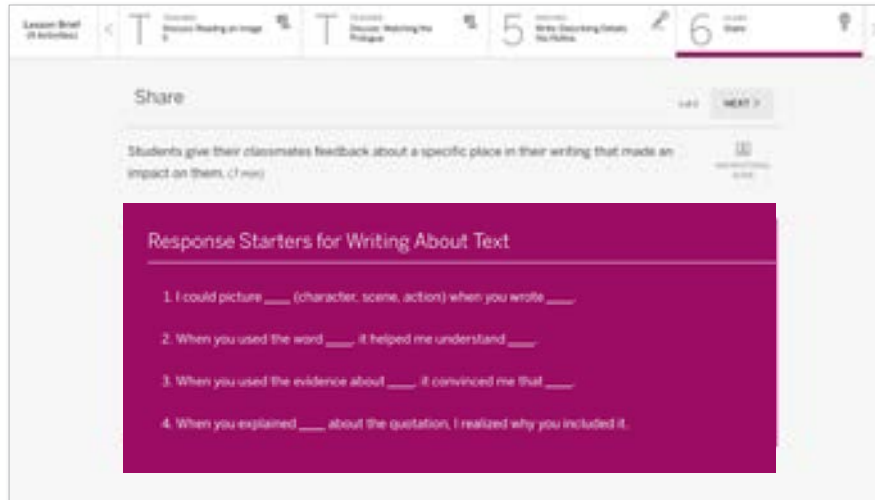


Writing within the digital platform: Having the text at hand allows students to see their reading annotations and easily copy evidence from the text into their writing. And for teachers, point-of-use tips provide clear guidance on the best ways to support students.



Automated Writing Evaluation: By clicking into an activity in Classwork, teachers are able to see all students' work, review the auto assessment, and give targeted feedback.

9 Share



Share

Students give their classmates feedback about a specific place in their writing that made an impact on them. (1 min)

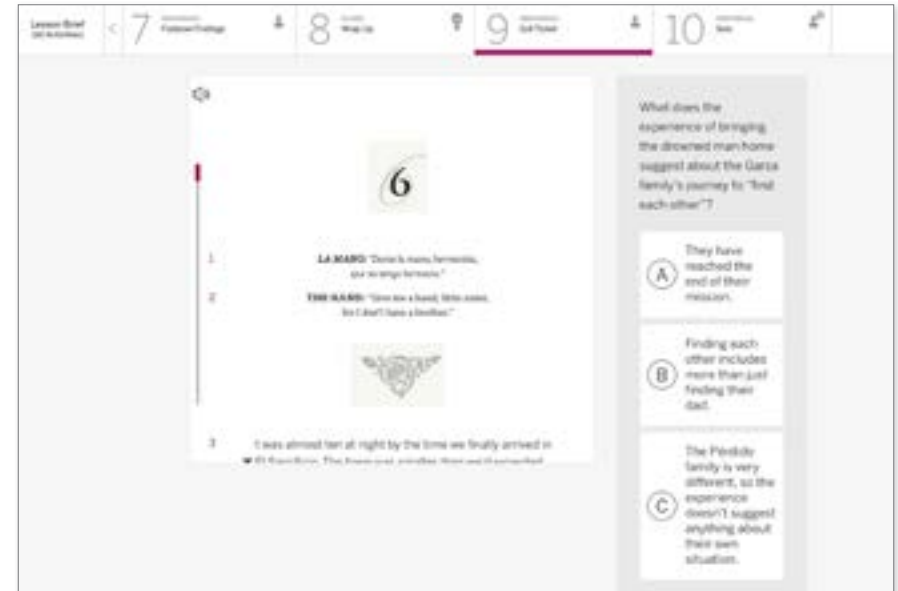
Response Starters for Writing About Text

1. I could picture ____ (character, scene, action) when you wrote ____.
2. When you used the word ____, it helped me understand ____.
3. When you used the evidence about ____, it convinced me that ____.
4. When you explained ____ about the quotation, I realized why you included it.

Establishing a supportive writing community in the classroom helps students develop their voices as writers. Each writing activity is coupled with a sharing session, where clear routines and student-facing feedback protocols support students as they share and respond to each other's writing. Here, students try out their writing with an audience of their peers to figure out how to express their ideas in a clear and convincing way. In addition, these sharing sessions allow students to learn from the range of perspectives in the classroom.

Clear and consistent Response Starters ensure that students provide feedback that targets key skills and focuses on where a student is using a skill effectively, fostering an effective and supportive feedback environment.

10 Exit Ticket



Lesson Brief (10 minutes) < 7 8 9 10

6

LA MARI: "Don't be messy, Fernando, the angels are here!"

THE MARI: "Give me a hand, little cousin, so I don't lose a brother!"

It was almost ten at night by the time we finally arrived in the Plaza de Armas. The breeze had died, and the moon had

What does the experience of bringing the drowned man home suggest about the Garcia family's journey to "find each other"?


A They have reached the end of their mission.

B Finding each other includes more than just finding their dad.

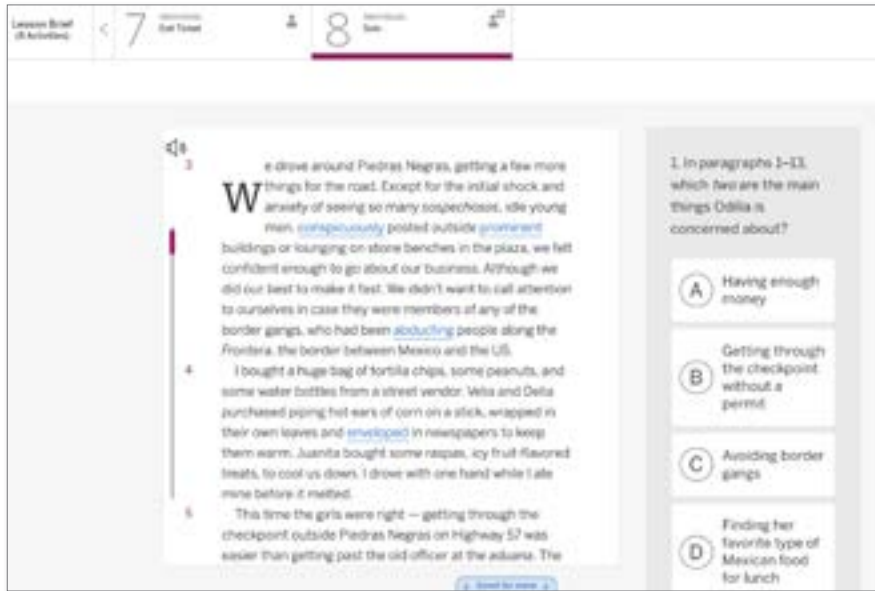
C The Pineda family is very different, so the experience doesn't suggest anything about their own situation.

The Exit Ticket at the end of each lesson is a formative assessment of the lesson's learning objective. These items are mostly auto-scored, so Exit Ticket reporting provides teachers with a quick gauge of students' grasp of that objective.

Wrap-Ups offer an opportunity to reflect on the ideas discussed, extend students' thinking, or preview upcoming material.

 Data collected for Reporting

11 Solo



Mobile Solos: Students without a computer at home can complete their Solos on their phone. All Solo responses submitted on a mobile device will automatically sync with the digital curriculum, so students can receive automatic scoring and teachers will receive data on student performance. Students who complete Solos on their phone will want to use the Student Editions so they can consult the text while answering comprehension questions. All Solos are also available in print format.

Nearly every lesson ends with a Solo—a reading activity students are meant to complete independently before the following lesson. In most Solos, students read a passage they will analyze collaboratively in the subsequent lesson. In the Solo, they answer questions designed to assess their understanding, draw their attention to important details, and develop their familiarity with a range of question types. Each unit also features a few Solos where students choose one of the 700+ books in the Amplify Library, read for 20 minutes or more, and provide feedback about the book.

Reading comprehension Solos are differentiated to support students reading below grade level. Supports include text previews, which are written at a lower Lexile level and help students focus on key ideas; reduced text, which focuses students on the most critical passages; and a reduced selection of comprehension questions.





Data and feedback

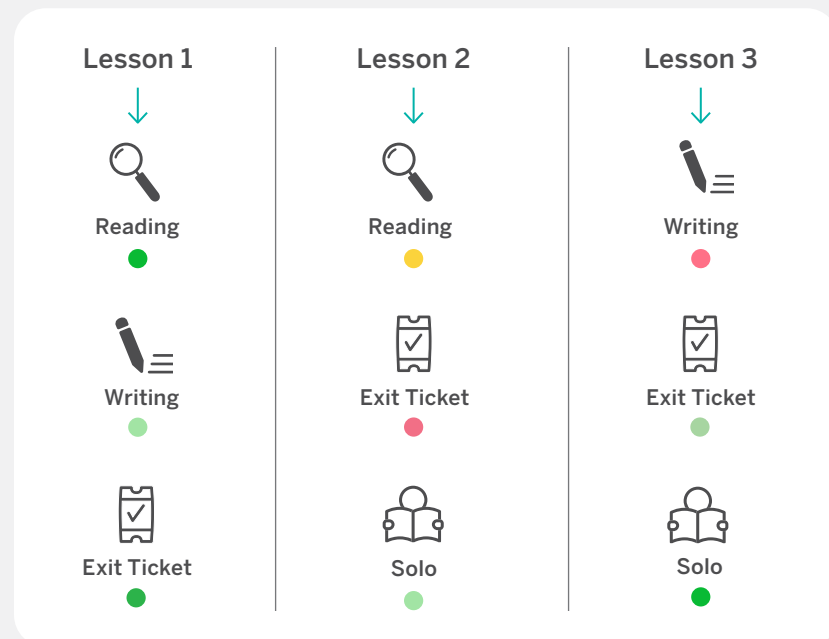
Amplify ELA builds formative assessment moments into each lesson, so that teachers receive important data without having to stop teaching. This regular, reliable information about each student's performance allows teachers to tailor timely, actionable feedback and instruction to individual students' needs.

Embedded Assessment Measure supports personalized instruction

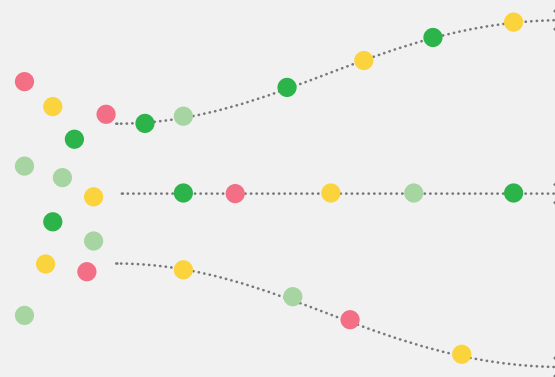
All Amplify ELA units include a robust system of embedded assessment that provides teachers actionable student performance data long before end-of-unit or benchmark exams. The Embedded Assessment Measure (EAM) reports allow teachers to easily track and interpret student performance against the three core domains of Reading, Writing, and Language without ever interrupting the flow of daily instruction to test students.

The EAM system examines student performance on selected reading and writing activities, taking into account the difficulty of each activity. Teachers then receive EAM reports that provide an at-a-glance look at which students are at risk in each of the three core domains. EAM reports also provide recommendations about how to group students for differentiated instruction and extra practice during Flex Days.

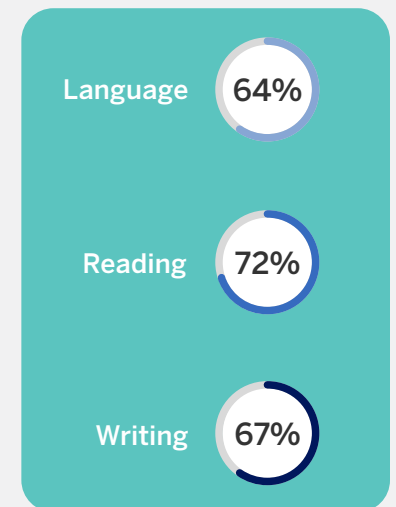
1. Data collected for Reporting



2. Performance data from lessons analyzed



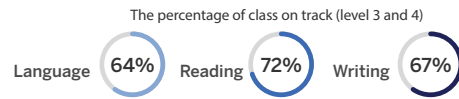
3. Clear teacher reporting on three core domains



Embedded Assessment Measure for ◀ Flex Day 4 ▶

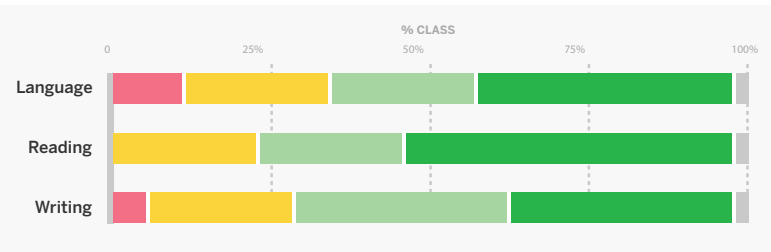
1 Class Overview

For each category of the core skills, what percentage of the class is at what level?



KEY

- Level 4 - Advanced
≥ 75th percentile
- Level 3 - Meeting Expectations
50th-74th percentile
- Level 2 - Below
25th-49th percentile
- Level 1 - Far Below
≤ 24th percentile
- Not Scored



2 Flex Day Recommendation KEY

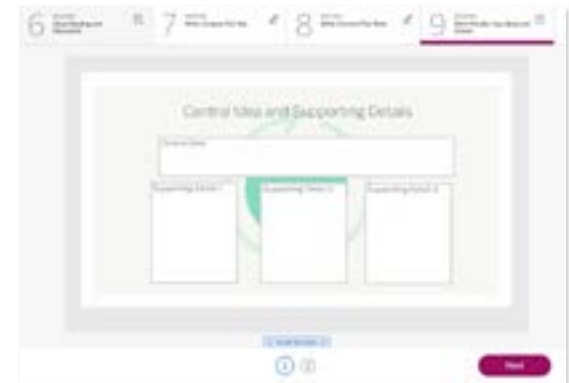
Recommended grouping for differentiated instruction in the selected Flex Day

Show Percentile

Language Group				Reading Group				Writing Group			
5 students 29.4 % of class				5 students 29.4 % of class				7 students 41.2 % of class			
Student	L	R	W	Student	L	R	W	Student	L	R	W
Carson, Ellis	●	●	●	Alexiy, Max	●	●	●	Ashley, John	●	●	●
Attenson, Jenna	●	●	●	Dean, Allie	●	●	●	Do Jun, Kimmy	●	●	●
Benditch, Alex	●	●	●	Gregoravich, Sasha	●	●	●	Ferasi, Farhad	●	●	●
Young, Andrew	●	●	●	Dweck, Carol	●	●	●	Al-Fihri, Fatima	●	●	●
Escalante, Jamie	●	●	●	Seymonovich Vygotsky, Lev	●	●	●	Daniel Tatum, Beverly	●	●	●
								Obama, Michelle	●	●	●
								Bryk, Anthony	●	●	●

1 Class Overview

2 Recommended groups for targeted instruction



EAM Reports

Teachers use their EAM reports to note where a student could benefit from additional practice and assign that student (or a group of students) to a Flex Day activity designed to support practice within the identified area of reading, writing, or language.

Work scored on a daily basis paints a clear picture of where students need support.

Classwork enables timely feedback

With Classwork, teachers can view and comment on student work and progress.

- 1 In the **Activities** tab, teachers will see activities submitted by their students. Teachers can choose to see all activities or select specific activities.
 - Click on a specific activity to review students' scores and the differentiation level each student completed. Teachers can also access Reporting from this page to see more detailed information about their class and individual students.
 - While on the Activities page, teachers can click on an individual student's name to view the student's work, provide feedback, review auto-scores for Automated Writing Evaluation (AWE), or provide a custom score or grade. If needed, teachers can click View Activity to go to the Digital curriculum and see the full activity.
- 2 In the **Portfolio** tab, teachers can view student work, one student at a time. This tab also allows teachers to review status, scores, and feedback provided, and jump into student work at any time.
- 3 The **Levels** tab allows teachers to quickly view student differentiation levels, so they can easily make adjustments based on student work or scores.
- 4 With **commenting**, teachers can send timely feedback to students with the click of a button.

ACTIVITY	SUBMISSIONS	LAST SUBMISSION	CLASS AVERAGE	FEEDBACK					
1. WRITING Lesson 1 Write a Body Paragraph	20/22	2:41pm Wed. 3/1/18	211 words	20 awaiting					
STUDENT	STATUS	LEVEL	FOCUS	CONV.	EVID.	CUSTOM SCORE	WORDS	COMMENTS	FEEDBACK
Fatima al-Fihri	Handed In 3/7/18 9:31am	▲◆◆	2.	1	1	C+	130	0	✉
Herbert Ginsburg	Handed In 3/7/18 9:31am	▲◆◆	3.	4.	2	A	63	2	✉
Eric Donald Hirsch	Handed In 3/7/18 9:31am	■●	2	2.	3	B	121	0	✎
Jovita Idár	Resubmitted 3/7/18 9:31am	■●	3.	2	1	A-	186	1	✉
Kenneth Koch	Not Started	●●●							

Write: Describing Details You Notice
7A: Red Scaff Girl & Narrative Sub-unit 3 Lesson 1

ELA Student

SHOW READING

How hopeful do you think Ji-ji is at this moment in her story?

Which details in the Prologue lead you to think so?

Ji-ji is very hopeful at the beginning of this story. In the prologue, she states that she **1** "was happy," she "was always loved and respected," she "was proud" (paragraph 4). Her family always expects her to succeed, which might make some people nervous, but she remembers that she was "able to excel." She knows that her family wants her to be "the happiest girl in the world," (paragraph 2), and she also feels that the leaders of her country are doing good things. At this stage of the story, she says that she has a **2** "heart bursting with joy" (paragraph 5), which are words that show she is an extremely hopeful young girl. Overall, the words she uses to describe herself and the situation of her life at this point are full of hope for her life.

Word Count: 138

ELA Student

SCORES

COMMENTS

write a general comment here

1 🔥🔥🔥 These three supportive details are strong evidence!

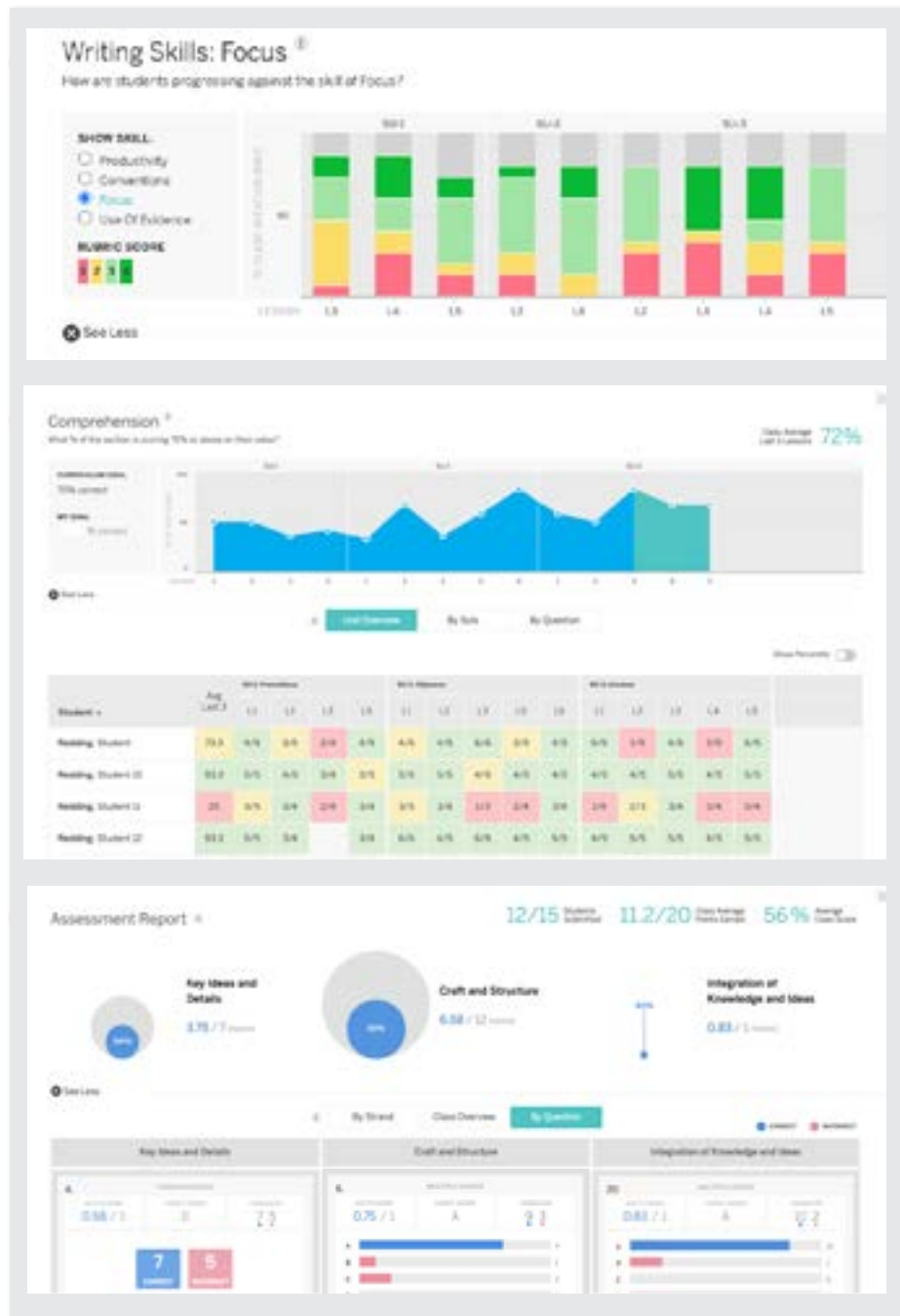
2 When you explain how the words show her hope, I understand your reasoning.

Highlight text to create an inline comment.

Reporting tracks student progress

Reporting provides teachers with detailed information on student progress with reading and writing skills. In Reporting, teachers can track students' productivity, progression against writing skills, independent comprehension of core unit texts, and performance on unit assessments.

- 1 **Writing Skills: Focus**
(Productivity, Conventions, and Use of Evidence also available)
- 2 **Comprehension**
- 3 **Assessment Report**



Standards alignment

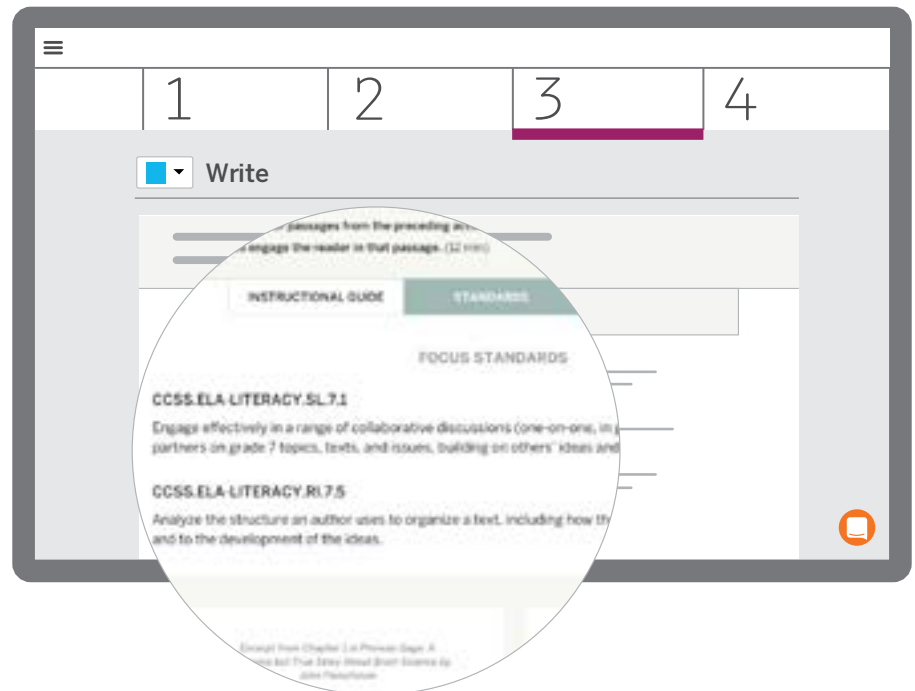
Amplify ELA provides 100% standards-aligned lessons in both print and digital formats, with instant access to focus and coverage standards available as teachers move through the lessons.

Amplify's approach to standards

Amplify ELA has an integrated approach to standards instruction. Lessons target the most compelling aspects of selected text passages, and instruction focuses on one or two standards that best support that work. These standards are identified as a lesson's **focus standard(s)**. To ensure that students are working toward the level of rigor demanded by the standard, Amplify uses qualitative and quantitative measures, reader and task analysis, and Depth of Knowledge assessments. At the same time, working with complex text demands that readers work across standards. Amplify ELA lessons support this inclusive type of text exploration, rather than offering isolated standards practice. Those standards less central to the lesson are identified as **coverage standards**.

Amplify ELA makes it easy for teachers to identify and evaluate students' work with standards:

- The focus standard(s) are identified in the Instructional Guide and called out within the activities that provide practice and instruction aligned with those standards, allowing teachers to plan or adapt instruction accordingly.
- The Exit Ticket at the end of each lesson aligns to a lesson focus standard. Exit Ticket reporting provides teachers with a quick gauge of students' ability to work with that standard.
- Each lesson also lists the coverage standards that students work with, allowing teachers to see full standards coverage throughout the program.



Assessment

With Amplify ELA's assessment tools, teachers don't have to wait until the end of a marking period to find out how their students are doing, nor do they have to interrupt instruction to gather performance data. The following assessment opportunities are embedded throughout the curriculum, providing teachers with the data they need to meet the needs of every student.

Formative assessments

Solos

- Students complete individually before class
- Teachers view scores in Classwork
- Teachers track comprehension growth in Reporting

In-lesson reading activities

- Students complete individually or in groups during class
- Teachers have suggested responses and follow-up questions in Instructional Guides
- Teachers view responses and scores in Classwork

In-lesson Writing Prompts

- Students complete individually during class
- Teachers have suggestions for On-the-Fly support in Instructional Guides
- Teachers find Automated Writing Evaluation (AWE) scores, assign their own rubric-based scores, and provide students with written feedback in Classwork
- Teachers track productivity in Reporting

Exit Tickets

- Students complete individually at the end of class
- Teachers view responses and scores in Classwork

Summative assessments

Unit essays

- Assess student understanding of content and student mastery of reading and writing skills and standards
- Include argumentative and informative prompts
- Provide practice with every stage of the writing process, from brainstorming to editing

Unit reading assessments

- Assess student understanding of content and student mastery of reading skills and standards
- Include reading comprehension questions and constructed response prompts
- Provide practice with the types of questions and activities students may encounter on end-of-year state and national assessments

Interim assessments

- Assess student mastery of ELA skills and standards and provide information on progress toward end-of-year state and national assessments
- Include reading comprehension questions and constructed response prompts
- Provide practice with the types of questions and activities students may encounter on end-of-year state and national assessments

Strong supports for academic excellence

Universal Design for Learning (UDL) principles are at the heart of Amplify ELA, so the core curriculum is accessible to most students. For those needing additional help or added challenge, five levels of differentiation are embedded within the lessons. These scaffolds, along with additional support resources and activities, help teachers to provide equal access to standards-aligned learning opportunities.

Differentiation

The Amplify ELA curriculum is designed so that, whenever possible, one engaging activity serves the needs of every student, providing appropriate challenge and access for all. The program was built on the principles of Universal Design for Learning and reviewed by CAST, a non-profit education research and development organization. In cases when Amplify's Universal Design cannot meet the needs of all learners, the program provides materials that enable teachers to deliver differentiated instruction to help each and every student meet grade-level standards.

Six levels to support all students

CORE

Designed for students reading and writing at grade level. **Universal Design for Learning** principles provide the foundation for these activities aimed at supporting students in reading and understanding complex texts.

SUBSTANTIAL

Designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters.

ELL/DEV

Designed for English Language Learners (ELLs) at the Developing level. Supports include simplified vocabulary, word banks, visual cues, prompts broken into small segments, shortened reading passages, guiding questions, and/or sentence starters.

MODERATE

Designed for students who need clear and strategic supports for vocabulary, language, and syntax in complex texts, including ELLs at the Expanding level. Supports include guiding questions, a list of ideas to consider, sentence starters, and simplified language in Writing Prompts.

LIGHT

Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters.

CHALLENGE

Designed for students who read and understand text at their grade level easily and fluently. The Core Writing Prompts often provide an appropriate challenge for these students. The Challenge prompts may ask students to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument.

Differentiation example

◆ All students receive the same rigorous Core Writing Prompt...

● ▲ ...but students in the Substantial differentiation level receive sentence starters to support their writing.

Write: Evaluating the Sisters' Approach

Students write about one sister's character trait that they think will be important as the sisters begin their adventure. (12 min)

Choose either Dolita or the sister you just profiled using the notes in your Amplify Library.

Which character trait do you think will be important as the sisters begin this adventure? Explain your answer using textual details and your understanding of her character traits.

1. **LA CALAVERA:** "La calavera del muerto está en su tumba."
2. **THE SKULL:** "The skull of the dead man is in his grave."

Write: Evaluating the Sisters' Approach

Students write about one sister's character trait that they think will be important as the sisters begin their adventure. (12 min)

Choose either Dolita or the sister you just profiled using the notes in your Amplify Library.

What is one of her character traits that will be important as the sisters begin this adventure? Explain your answer using textual details and your understanding of her character traits.

Choose one of two of these sentence starters to help you get started writing.

- The character that I chose is _____.
- She is _____ I know this because in the story, she _____.

Organize your students below so they will see the differentiated activity you believe is most appropriate for them. This grouping will be saved and applied to all differentiated activities students see going forward in this unit.

Class:

Class 1

Levels:

▲ SUBSTANTIAL (1) ?		● ELL DEV (1) ?		■ MODERATE (1) ?		▲ LIGHT (2) ?		◆ CORE (25) ?		▲ CHALLENGE (1) ?	
≡ Jones, Anya	≡ Jensen, Kristen	≡ Conner, Matthew	≡ Chang, Adam	≡ Drucker, Andrei	≡ Fazzio, Salvatore	≡ Dozier, Savannah	≡ Estrelia, Edgardo	≡ Fuentes, Miriam			

Student Level Assignments

In the Student Level Assignments screen, teachers easily drag and drop student names into the differentiation level appropriate for their needs.

Supports for English language learners

Amplify ELA provides many supports and native-language resources to English language learners (ELLs) in critical and enriching ways, allowing teachers to adjust instruction so that ELLs can access grade-level content along with their English-proficient classmates. These supports maintain academic rigor and high cognitive demand, while providing scaffolding to support learners at different language levels. They also help to reduce the language demands of learning while maintaining content and learning goals.



Supports and resources include:

- Three levels of scaffolding that align to the needs of ELLs at specific WIDA levels
- Vocab App with word streams and activities focused on ELL vocabulary content
- Visual supports for differentiated prompts
- Definitions of key vocabulary in differentiated activities
- Word banks in many writing activities
- Discussion sentence starters, response starters for Share activities, and sentence starters for differentiated prompts
- Simplified language in student directions and Writing Prompts
- Chunked directions and prompts
- Reduced amount of text
- Text previews—short, context-setting introductions in English and Spanish—to foster reading comprehension
- Sentence frames to provide language conventions and support reading comprehension
- Graphic organizers
- Unit-aligned Spanish articles that allow native Spanish speakers to build rich, critical knowledge
- Flex Day activity specifically designed to develop ELLs' competence and confidence in classroom discussions

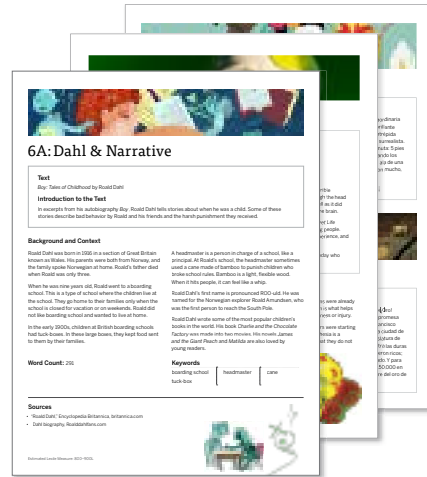
Teachers can also use the “Amplify ELA Supports and Resources for Multilingual Learners” guide to understand the full range of resources available for their language learners.

Reading supports

Materials to help students struggling with context and text complexity

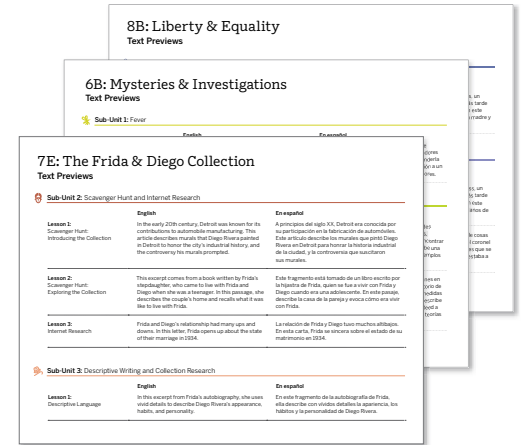
Background and Context docs

Each Amplify ELA unit comes with a Background and Context document to foster engagement, aid with comprehension, and establish context before students begin to read. These documents provide an introduction to each upcoming text, key vocabulary, and background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions available.



Text previews

Text previews, written at a lower Lexile level than the text, provide students with a preview of what they're going to read and focus their attention on central ideas. English and Spanish versions available.



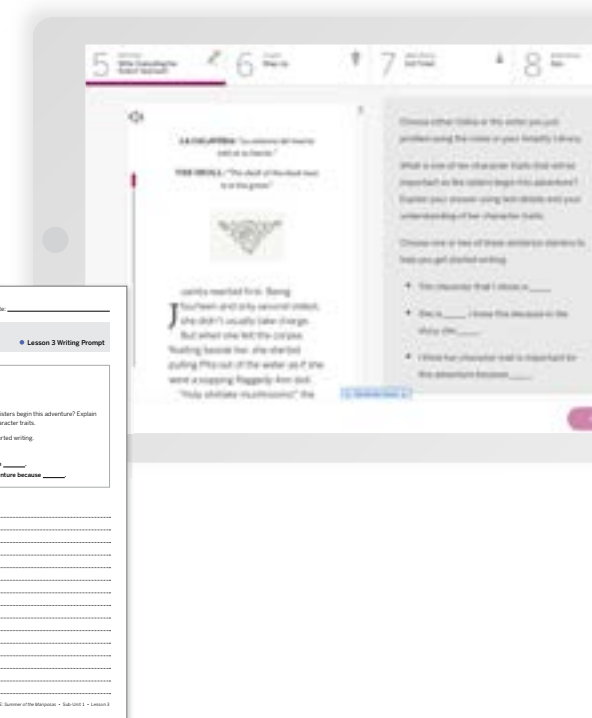
Multi-Language Glossaries

Available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.



Differentiated Writing Prompts

Differentiated Writing Prompts support struggling students by providing segmented prompts with simplified language, guiding questions, and sentence starters.



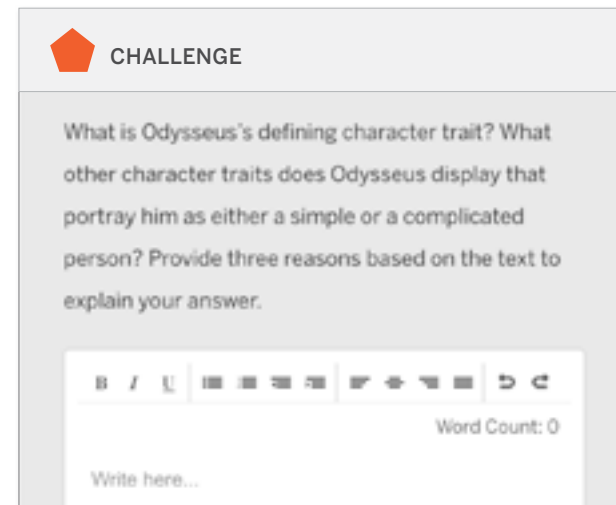
Challenge level support

Amplify ensures that advanced students can work at their level through embedded Challenge supports and additional activities, while the Amplify Library, Archives, and Novel Guides provide support for more independent work.

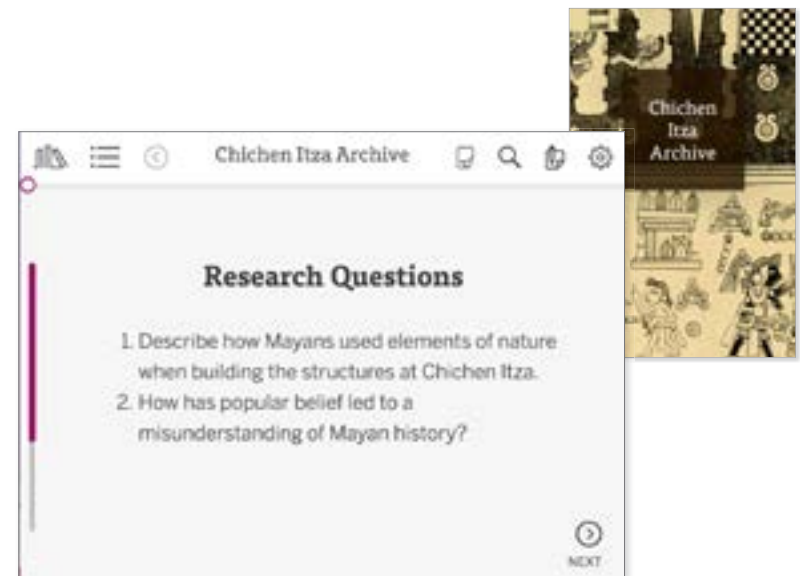
- **Embedded Challenge level:** Differentiated prompts in the Challenge level push advanced students beyond the core prompt by asking them to compare two texts, create counterarguments, or find evidence to support both sides of an argument.
- **Additional Challenge work:** These extra activities at the end of many lessons challenge students to read a new text and independently apply lesson skills to a written analysis of this text.
- **Novel Guides:** The Novel Guides can also be a compelling resource for students needing additional challenge. The guided reading questions and writing prompts included with each Novel Guide can be printed and distributed to offer additional reading opportunities and further challenge students working at an advanced level.
- **Amplify Library:** For those advanced students able to pursue academic study independently, the Amplify Library offers an extensive resource of more than 700 books ranging in reading level from grades 3–12.
- **Archives:** Within the Amplify Library, there are 17 curated Archives, each including 10–12 textual and multimedia sources, focused on a compelling topic for independent study. Archives cover topics closely related to the texts studied in the Amplify ELA units, and include two research questions to focus students' exploration.

Archive topics include:

- Body Snatchers
- Cesar Chavez and Migrant Workers
- Chinese Cultural Revolution
- Edgar Allan Poe
- Harriet Tubman and the Underground Railroad
- Modern Day Romeo and Juliet
- Norse Mythology



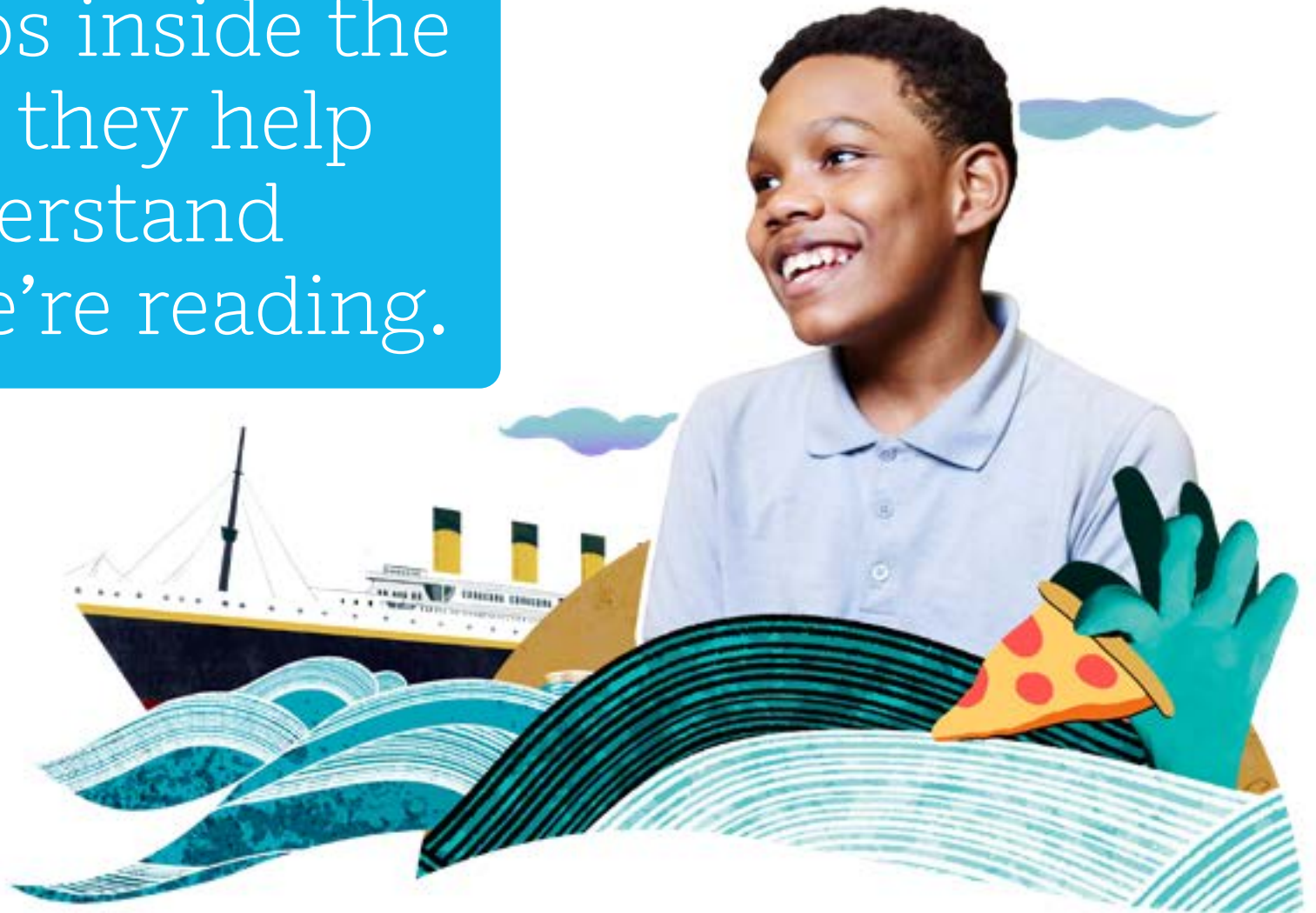
Challenge level Writing Prompt



Chichén Itzá Archive

Additional program components

I like all the different videos and apps inside the lessons, they help me understand what we're reading.

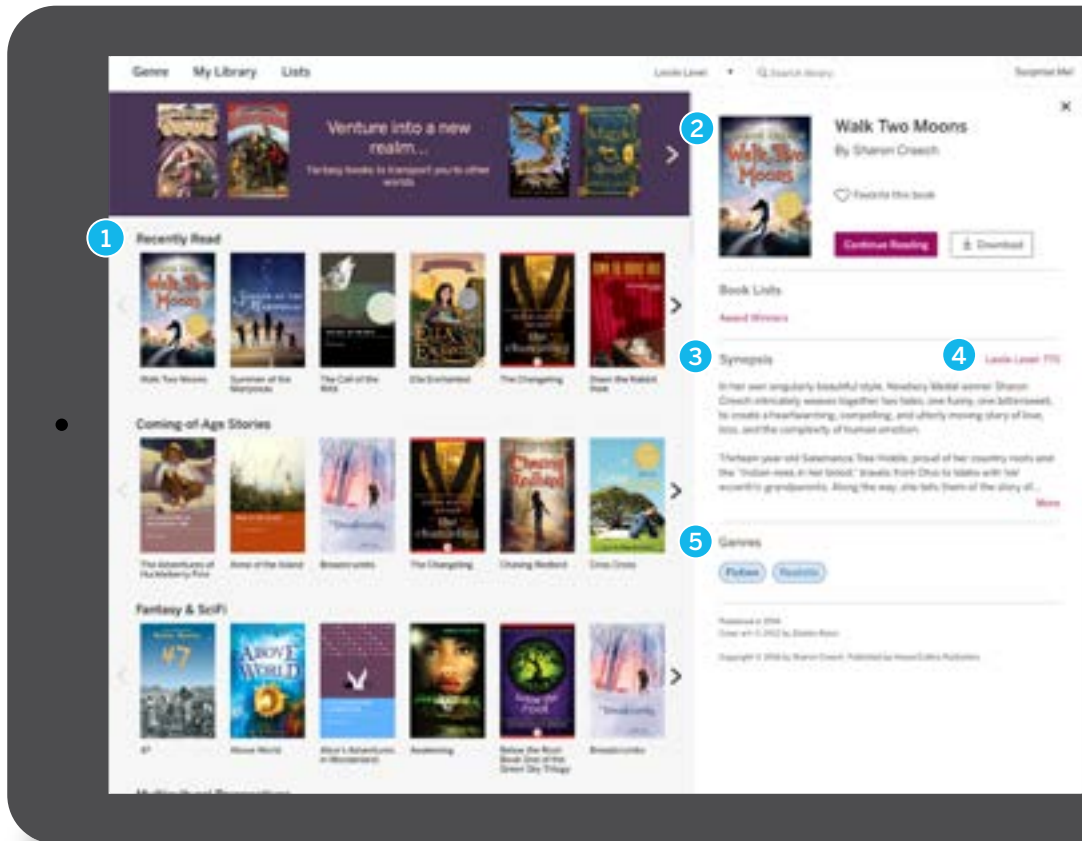


Multimodal and supplemental resources

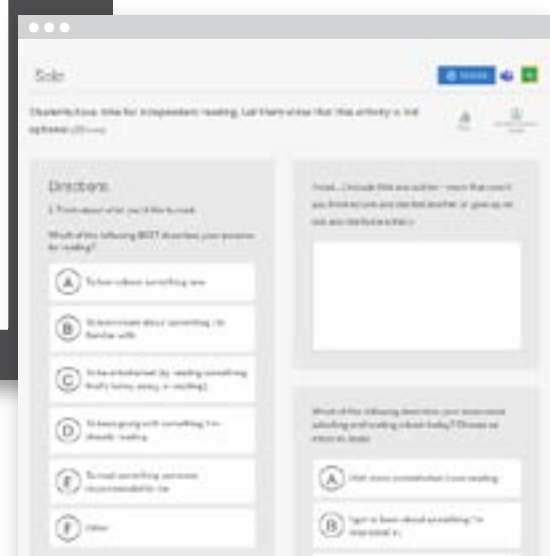
Amplify ELA welcomes students into a vibrant community of readers and writers. Each activity is designed to support meaningful student interactions with the text and with their peers. Unique multimodal experiences such as **apps** and **Quests** keep students engaged, while supplemental resources such as the **Poetry in America** units, Amplify **Library**, **Novel Guides**, and **Grammar** units support and extend learning.

Amplify Library

The Amplify Library comprises more than 700 classic and contemporary fiction and nonfiction books in their entirety. The collection spans a wide range of genres, topics, and cultural perspectives—a diversity meant to support students as they develop literacy skills. The titles have Lexile levels spanning grades 3–12, providing books for students with varied reading abilities. The collection includes classics such as *And Then There Were None* and *The Call of the Wild* as well as modern titles including *Walk Two Moons* and *Inside Out & Back Again*. These texts are all aimed at supporting and extending work done with the core texts and fostering a love of reading and learning in all students.



- 1 Recently Read
- 2 Book information
- 3 Synopsis
- 4 Lexile Level
- 5 Genres

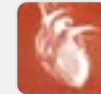


Independent Reading Solos

Independent reading assignments at the end of most Flex Days prompt students to select a text from the digital library and reflect on their reading experiences.

Custom apps

The Amplify ELA curriculum includes a variety of custom apps in several units. These interactive experiences are strategically placed to allow students to work with key text elements or skills in new ways.

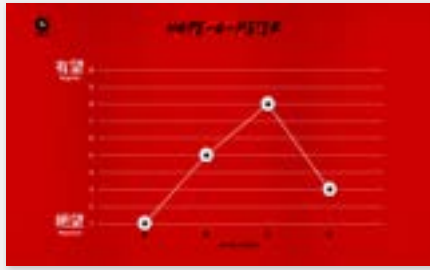


Tell-Tale Art
(7D: Poetry & Poe)

Students use an interactive storyboard app to arrange characters, sounds, and items to match the events described by the narrator in Edgar Allan Poe's "The Tell-Tale Heart." They also create a second storyboard to match their version of events, then note distinctions between the two storyboards to understand the concept of an unreliable narrator.

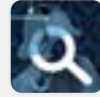


da-dum
da-DUM



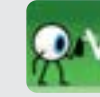
Hope-O-Meter
(7A: *Red Scarf Girl* & Narrative)

Students determine Ji-li's level of hopefulness in passages they have highlighted in *Red Scarf Girl*.



Scene of the Crime
(6B: Mysteries & Investigations)

Students arrange items in a room to match their understanding of a description of the room as it appears in Sir Arthur Conan Doyle's "The Speckled Band."



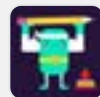
Vocab
(All units)

The Vocab App helps students master vocabulary words through game-like activities that challenge students to think through morphology, analogy, and synonyms/antonyms, and to decipher meaning through context.



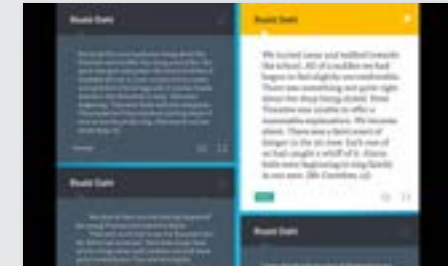
Caught Red-Handed
(6B: Mysteries & Investigations)

Students write about how Sherlock Holmes uses various clues to solve the case in "The Red-Headed League."



Evidence
(6B: Mysteries & Investigations)

What is the cause of yellow fever? Students identify and evaluate evidence for each claim. Once all the evidence is ranked, cartoon avatars battle it out to see which claim prevails.



Spotlight
(All units)

Highlight and project strong examples of student work.

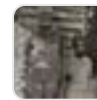
Quests: Immersive experiences

Quests are immersive team experiences. Students collaborate to solve mysteries, explore neurological disorders, and make sense of historical events. These week-long narrative lesson plans build on the literacy skills students have been developing in the core lessons while shaking up classroom routines and allowing students to take the lead.



Myth World
(6D: The Greeks)

Students use their devices to climb Mount Olympus or cross the Mediterranean Sea to Crete, discovering new myths along the way.



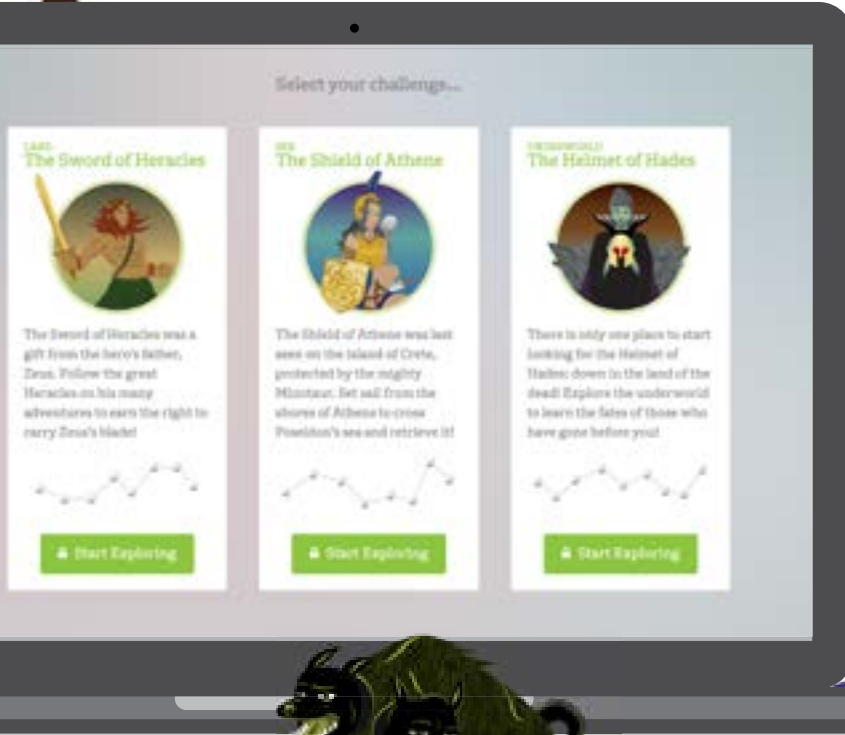
The Emancipation Project
(8B: Liberty & Equality)

Students listen to oral histories and examine other authentic artifacts to deepen their understandings of American slavery.



Perception Academy
(7C: Brain Science)

Students explore case studies from Oliver Sacks' acclaimed book *The Man Who Mistook His Wife for a Hat* using games and multimedia assets.



Who Killed Edgar Allan Poe?
(7D: Poetry & Poe)

Students role-play as characters from Poe's poems, short stories, and even his biography as they try to solve an elaborate murder.



Black, White, & Blues in Chicago
(7B: Character & Conflict)

Students build their knowledge and deepen their understanding of *A Raisin in the Sun* through a digital recreation of 1950s Chicago full of essays, interviews, and music.



Novel Guides

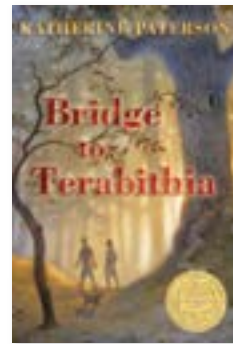
Amplify ELA's Novel Guides provide middle school teachers with flexible instructional guides for the books they most want to teach, some of which are available in the digital Amplify Library. Students focus on the strongest aspect of each novel as they explore and analyze key themes.

Designed to align with the close reading, integrated writing, and collaborative discussion activities central to the core units, these guides provide students with lean, targeted instruction that follows Amplify ELA's pedagogy as they explore great literature.

The diverse selection of books in this series presents a range of genres and themes, from mystery to nonfiction and from social justice to identity and courage. Students explore classics and contemporary award winners, expand their literacy skills, and discover the rewards that come with close reading compelling texts. The Novel Guides are designed to be used flexibly and offer suggestions for implementation.

All Novel Guides are housed in the Amplify Library as downloadable and printable PDFs, which include student worksheets and instructions for the teacher to guide their students through a close read of a passage, and all the way to the end of a book.

In addition, a selection of these guides are available as a digital unit. The digital versions of the Novel Guides can be accessed by teacher and student, align fully to the corresponding print Novel Guide, and allow all students to read the text, complete activities, and submit work through Amplify's curriculum app.



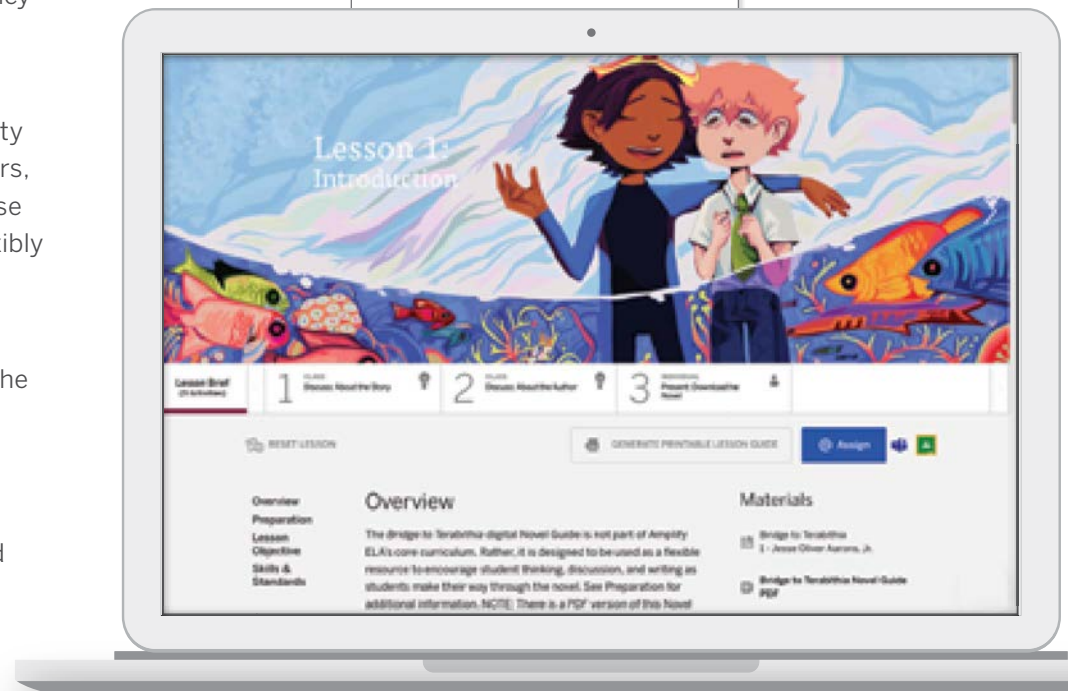
Bridge to Terabithia - Teacher

Part 1 Introduction

About the story
Bridge to Terabithia is a powerful coming-of-age tale. The book tells the story of fifth grader Jesse Aarons and his unlikely friendship with newcomer Leslie Burke. They form a strong bond based in part on the imaginary land they create together and call Terabithia. Their shared fantasy is threatened by unexpected tragedy. Will Terabithia survive?

Themes that align with this guide
 This novel guide helps students compare and contrast the two settings of the novel—the ordinary world of school and chores and the imaginary realm of Terabithia. Students consider the reasons why Jesse and Leslie create their imaginary world and the ways in which these two settings interact. Students also consider some of the challenging life lessons the narrative presents, including the importance of friendship and the difficulty of loss.

About the author
 Katherine Paterson was born in China in 1932. The daughter of missionaries, she moved over a dozen times before she turned 18. She originally penned *Bridge to Terabithia* to help her young son, David, cope with the loss of a childhood friend. David gave her permission to publish the book and would eventually produce and co-write the film version of the book.



NOVEL GUIDE GRADE 6



NOVEL GUIDE GRADE 6



NOVEL GUIDE GRADE 6



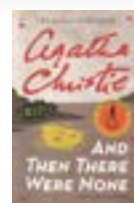
NOVEL GUIDE GRADE 6 & 7



NOVEL GUIDE GRADE 6 & 7



NOVEL GUIDE GRADE 6 & 7



NOVEL GUIDE GRADE 7 & 8



NOVEL GUIDE GRADE 7 & 8



NOVEL GUIDE GRADE 7 & 8



NOVEL GUIDE GRADE 8



NOVEL GUIDE GRADE 8

Poetry in America



Students engage in the study of poetry through lessons developed with Poetry in America. Students use observation, analysis, and discussion to develop an interpretation, and try on each poet's use of language, craft, and structure in creative writing assignments.

Looking for the Gulf Motel
Marco Island, Florida

Richard Blanco

There should be nothing here I don't remember ...

The Gulf Motel with mermaid lampposts and ship's wheel in the lobby should still be rising out of the sand like a cake decoration. My brother and I should still be pretending we don't know our parents, embarrassing us as they roll the luggage cart past the front desk loaded with our scruffy suitcases, two-dozen



Author Richard Blanco reading his poem "Looking for the Gulf Motel"

Carrying a Ladder

Kay Ryan

We are always really carrying a ladder, but it's invisible. We only know something's the matter: something precious crashes; easy doors



Shiza Shahid interprets "Carrying a Ladder"

Fast Break

Edward Hirsch

In Memory of Dennis Turner, 1946-2004

A hook shot kisses the rim and hangs there, helplessly, but doesn't drop.

and for once our gangly starting center boxes out his man and times his jump

perfectly, gathering the orange leather from the air like a cherished possession



Shaquille O'Neal interprets "Fast Break"

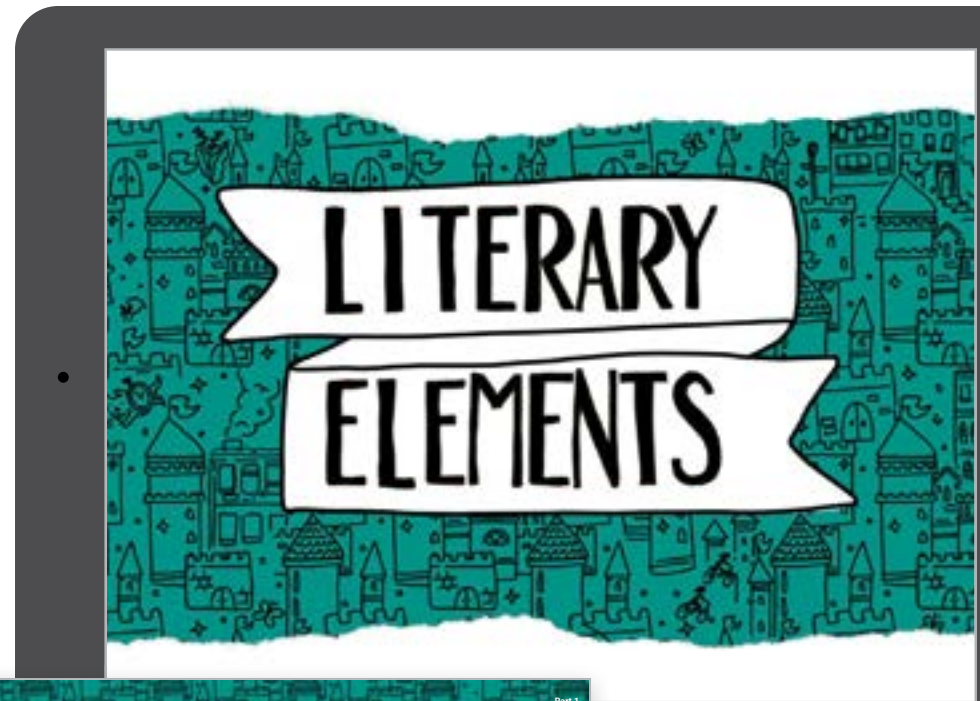
Skill Modules

Amplify's core lessons provide the instruction, practice, and support students need to master grade-level skills. Skill modules are an additional instructional resource to support targeted instruction of particular skills and concepts. They can be used to introduce, review, or provide additional support for students.

Vocabulary Modules provide instruction in skills key to developing vocabulary and building word knowledge. Each Vocabulary Module is aligned to and integrated into a core instructional unit within each grade of Amplify ELA. Refer to the Vocabulary section of the Unit Overview for information about this unit alignment.

Text Analysis Modules provide instruction in skills key to analyzing the structure and content of complex literary and informational texts. Each module includes definitions, examples, and routines that can be applied during close reading activities in lessons. The Teacher Tips at the end of each module provide additional suggestions for practicing these skills in core instructional units.

Writing Modules provide instruction in the core writing skills of Focus, Use of Evidence, and Conventions. Each module includes definitions, examples, and routines that can be applied during writing activities, revision assignments, and essays. The Teacher Tips at the end of each module provide additional suggestions for practicing these skills in core instructional units.



Definition of Character

Character traits are long-lasting qualities that show what someone is like. For example, a character might be kind, honest, or curious.

Sometimes authors directly state a character's traits; other times, you have to notice details (like a character's actions, inner thoughts, reactions, or speech) to figure them out.

Examples of Character

In this quote, you have to notice details to infer a character trait.

"I walked beside the wagon briskly, always keeping an eye on the donkey, looking for a sign that he was not what he appeared to be." (*Summer of the Mariposas*, Chapter 11)

Odilia stays near her sisters and closely watches the donkey. These actions indicate that she is protective.

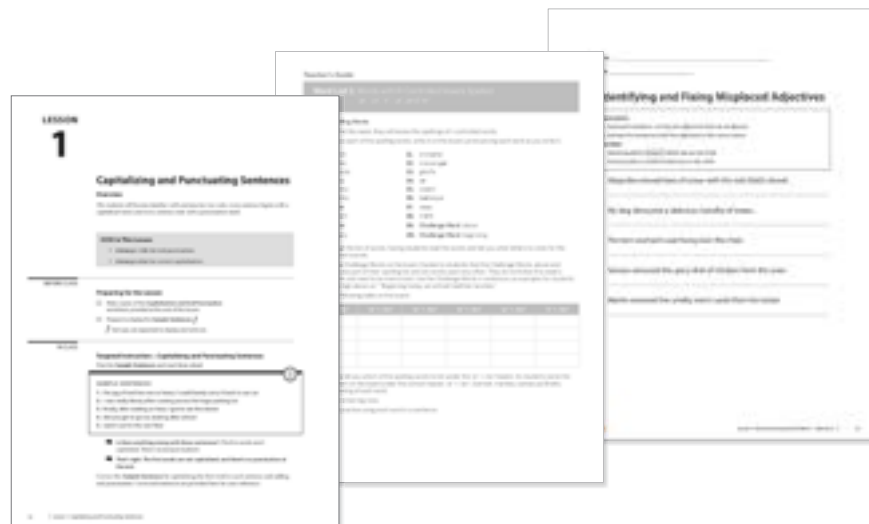
Targeted grammar practice

Amplify's flexible grammar resources support teachers in integrating instruction that aligns to students' demonstrated needs while covering key language standards. Teachers can plan instruction by using the grammar guidance in the Materials section of each Flex Day. They can evaluate a student's use of the foundational skill of Conventions by referencing the Automated Writing Evaluation (AWE) score in students' formative writing.

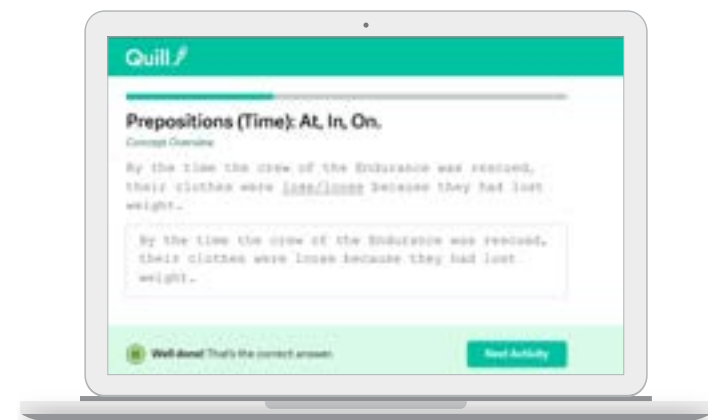
Amplify's digital Grammar Unit allows teachers to assign targeted grammar instruction and practice that aligns to learning standards and that can be used for individual or whole class instruction.



Mastering Conventions (a series of four downloadable PDF resources) provides extensive instruction through lessons and drills that cover both remedial and grade-level grammar topics. These print-based materials are designed for direct, whole-class, or small group instruction, as well as individualized practice.



Amplify has also partnered with **Quill.org** to provide students with a set of online tools that help them apply grammar to their writing through interactive activities.




Integrated vocabulary

Work with vocabulary is integrated into daily reading and writing, as students complete activities that ask them to consider particular word choices and determine the author's intended meaning.

A critical subset of students' text-based vocabulary is pulled into the Amplify Vocab App, where students work at their own pace and level to master these words through game-like activities based on morphology, analogy, synonyms/antonyms, and deciphering meaning. The app also contains streams with ELL appropriate words from the unit texts.

The Vocab App automatically assesses student progress and adjusts students' assigned set of academic words to align to their performance. As students work, the app automatically continues to assign additional practice with words students have not yet mastered, and provides students and teachers with current performance statistics.

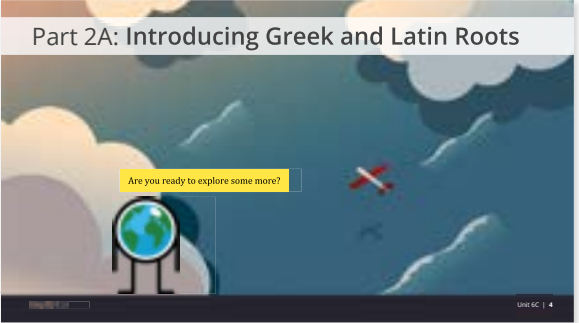
Teachers support this critical, daily vocabulary practice using Amplify's unit-aligned Vocabulary Modules to teach key, standards-aligned vocabulary skills, including context clues, synonyms and antonyms, and morphology.



Defining words from context:
determining the likely definition of an unknown word based on its placement and **context clues** in the sentence and sentences that surround the word

Context clues:

- Information about a word's meaning contained in the sentence or sentences surrounding the word
- Types of **context clues** include *definition, example, synonym, contrast, and inference*



Common prefixes

Example of a prefix: UN-usual

Prefix	Meaning	Examples
o-, an-	not; negative	apathy, asocial, anonymous
un-	not; negative	uncomfortable, unhappy
re-	again; back	return, retract, reread
de-	completely; opposite	delight, dehydrated
in-, im-	into; not	invade, impossible, intolerant
co-, com-, con	together; with	capitol, commit, construct
pro-	forward; before	project, prototype
dis-	not; apart	discomfort, dismember

The foundation

When we saw Amplify and what it had to offer, there was nothing else that even came close.



Reading/Fluency

The middle grades are an essential period in the life of a reader. As the adolescent brain enters a phase of rapid growth, students are asked to draw on developing abilities to plan, coordinate, and consider intellectual interactions. Across subjects, students must learn to use their reading skills to build knowledge, solve problems, synthesize material, identify multiple perspectives, and analyze information. Students enter the middle grades with a wide range of reading abilities, making it even more important to develop these skills carefully.

To build these crucial capacities, readers at this age require deliberate practice with critical analysis. They need to access a purposeful sequence of text types and perspectives, gather evidence from the text, develop interpretations, consider the range of interpretations in the classroom community, and refine their understandings of both literal and figurative meaning. At the same time, texts are becoming increasingly complex, and most readers need support to continue to develop their reading fluency in the face of new vocabulary and unfamiliar syntax.



The Amplify reading program

The Amplify reading program aims to ensure deliberate practice with critical analysis, develop students' reading accuracy, and build student's knowledge through the following reading opportunities:

- **Close reading activities:** Daily lessons and instruction provide clear practice through structured close reading activities, where students closely read—and reread—using the lens of the standards to discern what the writer is saying, analyze their choices, evaluate their claims and assumptions, and build content knowledge. These close reading activities are designed to engage and foster critical thinking with the texts, supporting students as they make meaning and develop their own analyses through a small set of repeated moves.
 - **Analytic reading cycle:** A basic cycle of reading instruction in these lessons asks students to:
 1. Select specific details from the text.
 2. Describe what they see in those details.
 3. Explain what those observations might signify.
 4. Connect moments or details within one text or across texts to build a larger idea or understanding. In every unit, Amplify ELA lessons ask students to describe and explain their ideas based on close observations of the text, encouraging them to develop their own more complex analyses using these fundamental building blocks.
 - **The importance of collaboration:** Just as strong readers check their analysis and understanding as new content is presented, the close reading activities provide ample opportunities for teachers to facilitate a discussion or partner students to compare their evidence and interpretations of the text. For this reason, most activities are designed to support a range of interpretations—as opposed to a pure reading comprehension exercise.
- **Independent reading activities (Solos):** In the Solo activities at the end of core lessons, students apply their developing skills to a new text while answering a range of auto-scored questions that track their ability to read a level text with accuracy. The close reading activities provide practice with

the analytic cycle to build reading comprehension, while the Solos check students' level of independent reading comprehension to help teachers understand their progress and decide whether or not to provide additional Amplify supports for fluency practice.

- **Reading in the Collections:** The research-based Collection units in each grade provide opportunities for students to build content knowledge and adapt their reading skills to work with a variety of primary and secondary sources around a particular topic. The activities in the Collection units are designed to support students as they skim to find key pieces of information to answer a research question, compare perspectives of two or more articles, determine relevant sources and their credibility, and gather pertinent information for a discussion or debate.
- **Reading in the Amplify Library:** The Amplify Library offers an extensive variety of texts spanning many genres, interests, and reading levels to give students continual access to additional class and independent reading opportunities.

Foundational reading supports

- **Word knowledge:** The ability to access increasingly complex texts requires an increasing vocabulary and understanding of how words work. Amplify's Vocab App provides students with daily exposure to the key and challenging words needed to parse meaning from each text, as well as practice with a variety of activities that help students understand how to use context clues, word relations, morphology, and contextual definitions.
- **Fluency support:** The design of the Amplify reading program ensures that all students have access to fluent readings of each new text and opportunities to practice fluency themselves, but studies show that struggling readers benefit significantly from regular and deliberate fluency practice. With that in mind, each Amplify Flex Day contains a fluency activity, allowing students to regularly practice fluency (both rate and expression) with a partner using the unit text.

Writing

Students in the middle grades are invested in becoming effective communicators. Their thinking about text is gaining nuance, yet their grasp of sentence structure and their skill with using textual evidence often trails behind this complexity of thought. The Amplify writing program provides students with frequent practice with the types of writing called out in the standards. More importantly, it gives students ample practice figuring out what they notice and think about a subject that matters to them, then finding just the right words to communicate their thinking to readers.

Getting started with writing in Amplify

The Get Started lessons in the first unit of each grade begin with short narrative writing. Students start learning about writing as an opportunity to express a particular point of view, to “show” a reader how they observe the world. Responding to prompts like “Write about one moment when you were nervous” helps students accomplish three important goals:

- **Build the writing-productivity muscle:** The first ten days of instruction are designed to set up the habits and routines of a productive classroom community—most essentially, making sure that every student can produce 120–140 words (depending on the grade) in 10–12 minutes.
- **Jump-start key writing skills:** In these narrative writing activities, students practice focusing on one moment from an experience and using precise observations to describe that moment.
- **Establish a community of readers and writers:** The lessons provide materials and instruction to establish a structured writing routine: 10–12 minutes of independent writing with the teacher conducting short On-the-Fly conferences to support skill development, and a sharing session where students learn protocols for sharing their work with peers and providing targeted feedback.



The Reading/Writing connection: Writing to develop and communicate an idea

After the Get Started lessons, Amplify's writing instruction draws students into more complex work with text. Two or three times a week, the close reading session is followed by a 10–12-minute writing session, where students focus on one claim in response to an argumentative or informational prompt, use evidence from the text in support of their claim, and use conventions to communicate clearly.

As students move from unit to unit, they continue to respond to these almost-daily Writing Prompts, with this same emphasis on the skills of a focused claim, developed use of evidence, and clear use of conventions. This consistency supports continued progress with skills that play a key role in both argumentative and informational writing. And while this work is progressing, Amplify's Automated Writing Evaluation (AWE) provides continual measurement data about these skills each time a student writes, so teachers can understand patterns of progress, compare one piece of writing to another, and prioritize students for particular supports.

Summative essays: Writing to present and persuade an audience

These essay subunits move students through a 4–5-lesson writing process to plan, draft, revise, and polish a multi-paragraph argumentative or informational essay. These lessons build on the skills students have been developing in the writing activities of the core curriculum: Productivity, Focus, Use of Evidence, and Conventions. Students apply these skills to build structured body paragraphs around the same topic or theme, sequence and connect body paragraphs, formulate transitions between body paragraphs, write introductions that capture the logic of body paragraphs, create conclusions that begin to capture the larger meaning, and use rules of conventions and citations to produce a polished essay.

Writing in the Collections: Writing to answer a question

The research-based Collection units provide the same regular routines and essay activities as the other core units, but also have students conduct short research projects where they develop a research question, identify relevant and credible sources of information, and integrate information into a short piece of writing. In these units, students also work on a creative Writing Prompt, such as writing from the point of view of an actual *Titanic* passenger.

Supporting student writing: Providing targeted feedback and practice

Feedback plays a critical role in helping students meet the challenge of writing, which is why Amplify provides tools to help teachers give students regular, targeted feedback.

- **On-the-Fly supports:** The On-the-Fly supports embedded in each writing activity offer teachers guidance on how to provide effective over-the-shoulder support for each Writing Prompt.
- **Written feedback tools:** Amplify Classwork contains tools for teachers to efficiently review and assess students' written work and provide students with small bites of feedback, allowing students to identify where and how they used a taught skill effectively.
- **Spotlight:** Spotlight is a digital app within the Amplify ELA digital curriculum that enables the teacher to easily highlight strong examples of student work and project these excerpts to use for instruction—or simply for student appreciation!
- **Flex Days and Revision Assignments:** The Revision Assignments built into the Flex Days and embedded within the early lessons provide regular instruction and opportunities for students to practice a taught skill, while also practicing the skill of revision.

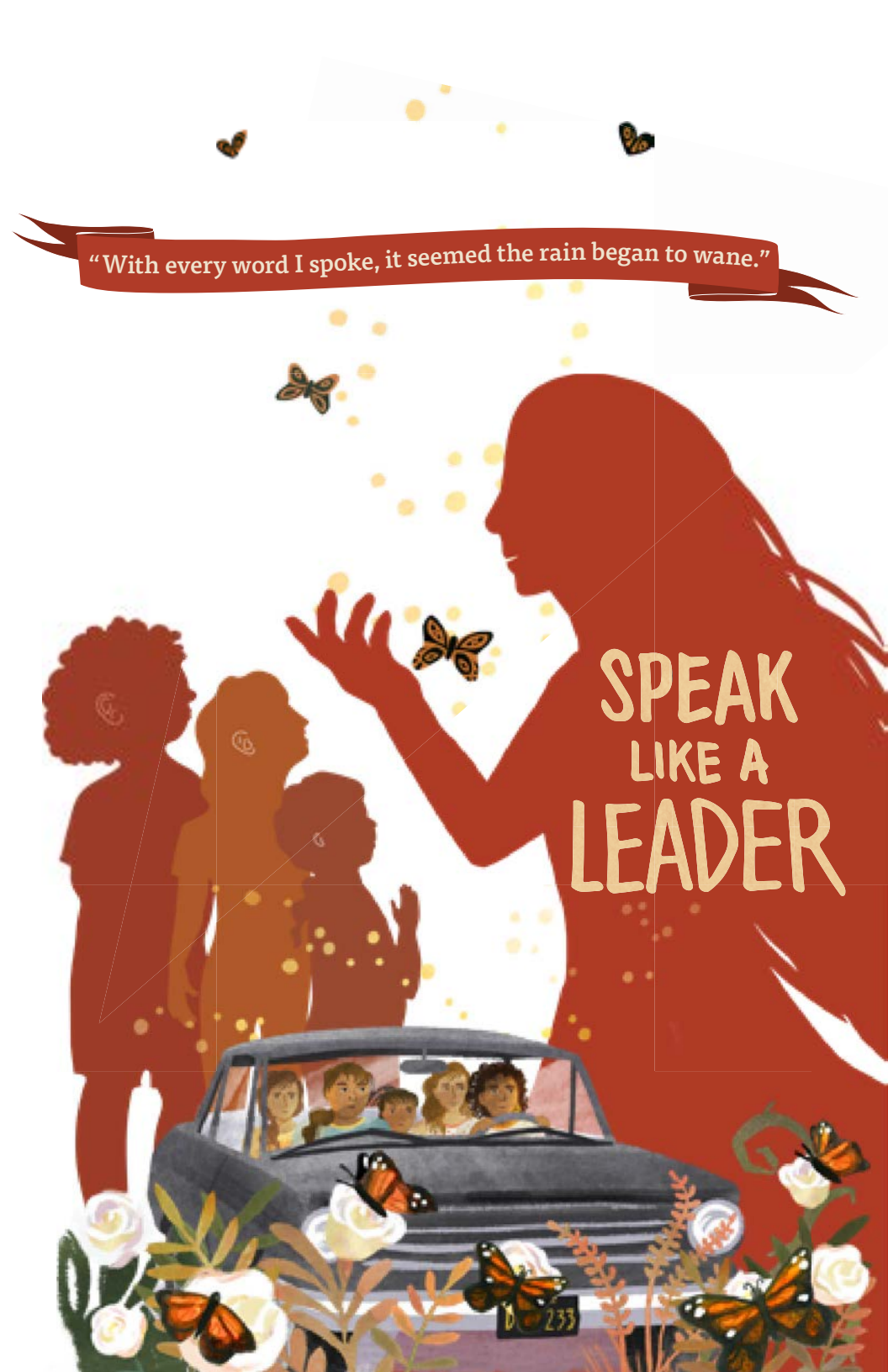
Speaking and listening

Strong texts necessitate and support frequent collaborative discussion. As students determine key ideas and details, notice a writer's craft, and integrate information from the text with what they know, they need to consider a range of interpretations to refine their understanding. Amplify lessons provide regular opportunities for students to practice and benefit from sharing their thoughts in academic conversation, more formal discussions and debates, and prepared performances and presentations. These opportunities are fully integrated into the process of close reading and rigorous writing to complement and support students' literacy work.

- **Daily academic discussion:** The teacher instructional materials note key moments for discussion in pairs, small groups, or the whole class as part of the lesson's close reading session. These discussions have clear direction and purpose—sometimes they serve to surface the range of observations students have gathered from their first read; other times, they have students use those observations to collaborate and refine their understanding of the text.
- **Formal debates and discussion:** Working with complex texts or multiple texts surfaces a range of questions and perspectives. Formal debate structures challenge students to use evidence-driven argument and counterargument, and to understand and evaluate the logic and strength of an opposing perspective. Amplify's Socratic seminars and fishbowl discussions support students as they develop norms and processes to allow for an effective exchange of ideas in their classrooms.
- **Performance and presentation:** Across grades, students have opportunities to work with the text, their ideas, and their peers through various types of performances and presentations. As students plan and perform a scene from a text, engage in conversation as they role-play as passengers on the *Titanic*, or deliver their own version of an abolitionist speech, they are learning to adapt language from the text to a particular purpose.

"With every word I spoke, it seemed the rain began to wane."

SPEAK
LIKE A
LEADER



Amplify ELA research base

Grounded in learning science and tailored for the middle grades, Amplify ELA is a strong integrated curriculum that promotes a rigorous and riveting classroom culture around literacy for all. Amplify ELA is based on extensive research into learning, cognition, and how students develop literacy skills. The program challenges all students to work critically and successfully with complex text, taking into account the specific developmental needs and motivations of this age group.

The Amplify ELA curriculum is built on five research-based pillars:

1. A focus on middle grade engagement

Educating young adolescents is a critical endeavor with unique challenges and opportunities. Middle grade students are peer oriented and thrive when given collaborative, social, and experiential learning opportunities,^{17,34} and middle grade education should therefore include relevant, challenging, and exploratory curricula with varied and diverse teaching approaches.³⁴ Accordingly, Amplify ELA targets student engagement and leverages adolescents' natural inclinations toward collaboration, exploration, and autonomy. This can be seen across the Amplify ELA curriculum in the careful selection of engaging texts, in collaborative activities, and in student-led inquiry-based immersive interactive learning experiences. Psychologically, middle grade students seek to become independent, desire recognition for efforts and achievements, are self-conscious and sensitive to criticism, and generally exhibit a drop in self-competence in academic subjects.³⁴ Amplify's curriculum aims to cultivate intrinsic motivation—the inherent tendency to seek out challenges, explore, and learn. Feelings of competence, relatedness, and autonomy are paramount to intrinsic motivation,³⁹ and Amplify ELA fosters these through components such as differentiated support, frequent feedback, student-led discussions, and routines that build a collaborative, productive, and empathetic community of readers and writers.

2. Text at the center

Text types: Amplify ELA cultivates literacy through rich, multimodal experiences of high-quality texts. Research suggests that students should work with a rich balance of fiction and informational text to build knowledge of both world and word.⁴⁷ Studies also stress the importance of including a variety of engaging texts that appeal to culturally diverse students.^{25,44} Providing students with domain-specific complex texts enables them to build critical literacy skills and gain necessary content knowledge.^{22,47} Amplify places engaging rigorous texts that reflect a range of cultures, ethnicities, and experiences at the center of each learning experience, sequenced so that students continue to build knowledge as they progress to the next grade.

Reading and writing. Reading and writing are best taught together. To write well, students need to become skillful readers of texts.³³ Amplify ELA's effective instruction in reading comprehension emphasizes close reading—the intensive analysis of high-quality text “in order to come to terms with what it says, how it says it, and what it means.” This type of reading is a key component of college and career readiness.⁴² Close reading instruction is linked to significant gains in reading proficiency and students' self-perceptions around reading, particularly for struggling readers.¹⁸ Student writing is influenced by the books they read.^{15,16,27,28} Additionally, strong writing instruction and practice improves reading comprehension and fluency.¹⁹ Therefore, writing and reading activities are highly connected in the Amplify ELA curriculum. Students in Amplify ELA write regularly for an authentic audience and are given frequent writing prompts to both paraphrase and interpret the texts they are reading.

Vocabulary. Vocabulary knowledge plays a critical role in reading comprehension and overall academic success,^{3, 5, 14, 46} and research suggests vocabulary instruction should include frequent, varied, direct, and contextualized exposures to words³⁵ and extended in-depth instruction in definitional and contextual information and word-learning strategies.^{7, 20, 21} Additionally, students should have regular and varied encounters with Tier Two (high-frequency and sophisticated words that students often do not know) and academic vocabulary.^{4, 29} Amplify’s approach to vocabulary instruction encompasses all of these components, and Amplify ELA’s embedded Vocab App provides students with differentiated content drawn from the texts in their current unit.

3. High expectations and strong supports

Amplify ELA meets students where they are while maintaining grade-level rigor for all. Through its differentiated instruction model, the curriculum is designed to “provide equity of access to excellence for the broadest possible range of learners.”⁴⁵ Studies suggest that students of color, students with limited economic means, and underserved English language learners receive less instruction in higher order skills development.^{1, 8} Yet, it is this type of instruction that supports the development of our brains in these areas.^{32, 38} Educators point to the importance of a combination of high expectations for performance and teachers and resources to support those expectations.²⁶ Research on differentiated instruction shows broad benefits in student achievement and school satisfaction for a wide variety of learners.^{9, 10, 12} Amplify provides six levels of activities, designed to support a range of English language learners (ELLs), students with special needs, and advanced students. To support reading comprehension and language production, Amplify ELA employs scaffolds such as text previews, simplified language, visual supports, sentence starters or frames, word banks, guiding questions, graphic organizers, and sentence models.

4. Active, multimodal, and collaborative learning

Students thrive when classroom activities are social and varied.³⁴ Amplify ELA employs direct instruction, student-centered active learning, multimodal instruction, and ample opportunity for student collaboration. Explicit instruction—direct teaching, teacher modeling, and guided practice of literacy

skills³¹—is highly effective, particularly for promoting acquisition of literacy skills.^{2, 6, 31} Additionally, the middle school movement calls for instruction that gets students to actively construct knowledge through problem-solving, questioning, or inquiry.³⁴ Amplify students have many opportunities for active inquiry and learning, including whole-class discussions, small-group work, Reader’s Theater, and Quests. Amplify ELA’s effectiveness is maximized when students use the curriculum’s many digital tools and affordances. Materials supplied in several presentation modes can facilitate learning and retention of information, particularly for lower-achieving students.¹¹ Last, research on effective reading programs demonstrates the importance of collaboration in middle grade classrooms.^{17, 36, 43} Students who come from more traditionally collectivist societies may particularly benefit from a collaborative learning orientation.²³ Within Amplify ELA, there are frequent opportunities for collaboration as students analyze texts, during writing activities, and across student-led activities such as fishbowl discussions, Socratic seminars, and debates.

5. Feedback and assessment

Amplify ELA’s curriculum incorporates many opportunities for formative assessment—or assessment designed to give feedback on student performance that leads to improved learning outcomes.⁴⁰ Frequent feedback motivates students, empowers them to be self-regulated learners, and is critical to their success at a given task.^{30, 37} Research suggests that the brain can work best in an atmosphere of positive, receptive relationships;⁴⁸ trust between teachers and students is an essential ingredient of effective educational relationships.²⁴ Low-stakes formative assessment moments provide opportunities for student growth and learning and are critical to academic success.^{34, 41} Within Amplify ELA, software tools and rubrics enable teachers to provide students with written feedback and measure each student’s progress. Amplify’s emphasis on providing timely, actionable feedback provides the teacher with an effective equity tool that holds students to high expectations, affirms faith in the student, and provides actionable steps.¹³ They also auto-assess students’ vocabulary acquisition and performance on comprehension tasks. Additionally, Amplify’s unique Embedded Assessment Measure tracks students’ reading, writing, and language performance across lessons and provides teachers with recommendations on how to best support each student.

References

1. Allington, R., & McGill-Franzen, A. (1989). School response to reading failure: Chapter 1 and special education students in grades 2,4, & 8. *Elementary School Journal*, 89, 529–542.
2. Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Press.
3. Baumann, J.F., Kame'enui, E. J., & Ash, G. E. (2003). Research on vocabulary instruction: Voltaire redux. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook on research on teaching the English language arts* (2nd Ed., pp 752–785). Mahwah, NJ: Erlbaum.
4. Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
5. Becker, W. C. (1977). Teaching reading and language to the disadvantaged—What we have learned from field research. *Harvard Educational Review*, 47, 518–543.
6. Biancarosa, G., & Snow, C. (2004). Reading next—A vision for action and research in middle and high school reading. *A report to the Carnegie Corporation of New York* (2nd Ed.). Washington, DC: Alliance for Excellent Education.
7. Biemiller, A. (2000). Vocabulary: The missing link between phonics and comprehension. Perspectives. *The International Dyslexia Association*, 26, 26–30.
8. Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.
9. Burris, C. C., & Garrity, D. T. (2008). *Detracking for excellence and equity*. ASCD.
10. Burris, C. C., Wiley, E., Welner, K., & Murphy, J. (2008). Accountability, rigor, and detracking: Achievement effects of embracing a challenging curriculum as a universal good for all students. *Teachers College Record*, 110(3), 571–607.
11. Chen, G., & Fu, X. (2003). Effects of multimodal information on learning performance and judgment of learning. *Journal of Educational Computing Research*, 29(3), 349–362.
12. Cohen, E. G., & Lotan, R. A. (1997). *Working for equity in heterogeneous classrooms: Sociological theory in practice*. Sociology of Education Series. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
13. Cohen, G.L., & Steele, C.M., (2002). A barrier of mistrust: how stereotypes affect cross-race mentoring. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 305–331). Oxford, England: Academic Press.
14. Davis, F. B., (1942). Two new measures of reading ability. *Journal of Educational Psychology*, 33, 365–372.
15. Dressel, J. H. (1990). The effects of listening to and discussing different qualities of children's literature on the narrative writing of fifth graders. *Research in the Teaching of English*, 397–414.
16. Eckhoff, B. (1983). How reading affects children's writing. *Language Arts*, 60(5), 607–616.
17. Edwards, S. (2015). Active learning in the middle grades. *Middle School Journal*, 46(5), 26–32.
18. Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal of Adolescent & Adult Literacy*, 57(5), 367–376.
19. Graham, S., & Hebert, M. (2010). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710–744.
20. Graves, M. F. (2016). *The vocabulary book: Learning and instruction*. Teachers College Press.
21. Graves, M. F., & Fink, L. S. (2007). Vocabulary instruction in the middle grades. *Voices from the Middle*, 15(1), 13.
22. Hirsch, E. (2006). Building knowledge. *American Educator*, 30(1), 8–51.
23. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind*. New York: McGraw-Hill.
24. Howard, G.R. (2002). School Improvement for all: Reflections on the achievement gap. *Journal of School Improvement*, 3(1), 9.
25. International Reading Association & National Middle School Association. (2001). *Supporting young adolescents' literacy learning: A joint position statement of the International Reading Association and the National Middle School Association*. Newark, DE: IRA.
26. Ladson-Billings, G. (2009). *The dreamkeepers. Successful teachers of African-American children* (2nd ed.) San Francisco: Jossey-Bass.
27. Lancia, P. J. (1997). Literary borrowing: The effects of literature on children's writing. *The Reading Teacher*, 50(6), 470–475.
28. Langer, J. A., & Flihan, S. (2000). Writing and reading relationships: Constructive tasks. In R. Indrisano & J. R. Squire (Eds.), *Perspectives on writing: Research, theory, and practice* (112–139). Newark, DE: International Reading Association.
29. Lehr, F., Osborn, J., & Hiebert, E. H. (2004). *A focus on vocabulary*. Honolulu, HI: Pacific Regional Educational Laboratory.
30. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705.
31. Marchand-Martella, N.E., & Martella, R. C. (2013). Explicit instruction. In W. L. Heward (Ed.), *Exceptional children* (10th ed.) (166–168). Columbus, OH: Person/Merrill.
32. Means, B., & Knapp, M. S. (1991). *Rethinking teaching for disadvantaged students*. In B. Means, C. Chelemer, & M.S. Knapp (Eds.), *Teaching advanced skills to at-risk students: Views from research and practice* (pp. 1-26). San Francisco: Jossey-Bass.
33. Murray, D. M. (1990). *Write to learn*. New York: Holt, Rinehart & Winston.
34. National Middle School Association. (2010). *This we believe: Successful schools for young adolescents: A position paper of the National Middle School Association*. National Middle School Association.
35. National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington DC: National Institute of Child Health and Human Development.
36. Nesin, G. (2012). *Active Learning. This we believe in action: Implementing successful middle level schools* (17–27). Westerville, OH: Association for Middle Level Education.
37. Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.
38. Ritchhart, R. (2002). Managing with the brain in mind. *Oxford Leadership Journal*, 1(1), 1–10.
39. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68.
40. Sadler, D. R. (1998). Formative assessment: Revisiting the territory. *Assessment in Education: Principles, Policy & Practice*, 5(1), 77–84.
41. Safer, N., & Fleischman, S. (2005). Research matters: How student progress monitoring improves instruction. *Educational Leadership*, 62(5), 81–83.
42. Shanahan, T. (2012). What is Close Reading? Retrieved from <https://shanahanonliteracy.com/blog/what-is-close-reading>.
43. Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290–322.
44. Snow, C. E., & Biancarosa, G. (2003). *Adolescent literacy and the achievement gap: What do we know and where do we go from here?* New York, NY: Carnegie Corporation.
45. Tomlinson, C. A. (2015). Teaching for excellence in academically diverse classrooms. *Society*, 52(3), 203–209.
46. Whipple, G. (Ed.). (1925). *The twenty-fourth yearbook of the National Society for the Study of Education: Report of the National Committee on Reading*. Bloomington, IL: Public School Publishing.
47. Willingham, D. T. (2006). How knowledge helps. *American Educator*, 30(1), 30–37.
48. Zull, J.E. (2002). *The art of the changing brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus Publishing.

Built by middle school teachers, for middle school students

Executive Leadership

Alexandra Walsh, Chief Product Officer

LaShon Ormond, Senior Vice President
& General Manager, K–12 Humanities

Nishi Ludwig, Vice President,
Humanities Publishing

Deborah Sabin, Vice President,
Secondary ELA Content

Content experts:

Brian Anthony

Catherine Cafferty

Bonnie Dobkin

Dawn Dolinski

Angelica Escalante

Nan Fitzgerald

Sarah Garrett

Irene Kelly

Teri Kinney

Reid Maruyama

Jeffrey Miller

Yasuko Morisaki

Lesley Perez

Hannah Pulit

Adrienne Raphel

Theodora Redding

Kamilah Simpson

Matt Soucy

Sarah Worthington

Educator Advisory Panel:

Charlene Ambroise

Carrie Amon

Madison Akins

Sandy Beck

Janine Bracco

CAST

Danling Fu, PhD

Martha Griffith

Christy Harmoch

Crystal McEvoy

Cynthia Mitchell

Lisa New, PhD

Ruchelle Priester

Deborah K. Reed, PhD

Gail Sigelakis

Heather White, PhD



Staff credits:

India Amos	Monica Dalvi	Anna Katterjohn	Erin O'Donnell	Abigail Sindzinski
Kirsten Anderson	Krista Daly	Sean Kelley	Chris O'Flaherty	Jennifer Skelley
Nanyamka Anderson	Elizabeth Dantzler	Linni Kral	Chioma Okpara	Aimee Smith
Andrew Avery	Gregg Driben	Robert Kurilla	Eddie Peña	Jordan Stine
Jennifer Ball	Matthew Ely	Tashi Lama	Lisa Perniciaro	Stacey Sundar
Amanda Behm	Ayala Falk	Andrea Lausevic	Mike Peterson	Elizabeth Thiers
Laurie Bell	Pedro Ferreira	Christina Lee	Emmely Pierre-Louis	Nancy Tsai
Maia Benaim	Edel Ferri	Melissa Lewis	Jackie Pierson	Jonathan Tully
Brian Black	Ana Fonseca	Amy Liu	Brenda Pilson	Emily Turner-Julier
Allie Bogus	Beth Frey	Dan Lucas	Jill Preston	Elizabeth Von Schoff
Candy Bratton	Nicole Galuszka	Patrick Mahony	Diana Projansky	Leah Walker
Kristen Cenci	Roza Gazarian	Shivani Manghnani	Max Reinhardsen	Claire Wang
Irene Chan	Udi Goldstein	Rebecca Mazzoni	Syed Rizvi	Karen Wang
Susan Chicoski	Jessica Graham	Tre McClendon	Amanda Rodi	Augustina Warton
Alexandra Clarke	Mostafa Habib	Susan Meyer	Kelly Saxton	Margaret Wickham
Alix Clyburn	Caroline Hadilaksono	Meredith Mormile	Miranda Schwartz	Paige Womack
Fred Cofone	Ken Harney	Ian Nies	Rachel Schwartz	Jessica Yin Gerena
Samuel Crane	Ian Scott Horst	Tory Novikova	Zoë Seibel	Ana Zapata
Barbara Crook	Susan Kano	Zoe O'Brian	Sabir Shrestha	

Customer support

Help



Scroll to the bottom of the Global Navigation Menu to access Help, where you'll find answers to the most frequently asked questions.

Teachers can also access Help at my.amplify.com/help.

Professional Learning



The Amplify ELA Professional Learning website provides additional information for teachers, including planning and pacing guides, supports for teaching, screencasts, and tutorials to help teachers understand how to use all parts of the curriculum. On the site, teachers will find information about teaching reading, writing, vocabulary, and grammar; assessment; and providing feedback and differentiation.

Teachers can easily access the website through the Global Navigation Menu, or at ela.amplify.com/professionallearning.

Intercom



For any questions, connect with Amplify directly from the digital curriculum by clicking on the Live Chat icon. Your question or comment will go directly to Amplify Customer Care team and will be answered promptly.

Amplify Customer Care



Amplify staff is ready to help with any issues you may have regarding any aspect of the ELA program, from pedagogy to technology.

To contact them, simply email: elahelp@amplify.com or call **1 (800) 823-1969** if you prefer to speak to someone directly.

Image Credits:

Illustrations copyright © 2013 by Gris Grimly. Used by permission of HarperCollins Publishers (front cover and page 43); Image from iStockphoto by Getty Images (page 55).

Interested in learning more?
Visit **amplify.com**.

Amplify.