

Amplify ELA



Program Guide

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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.



HAPPY BIRTHDAY

Modified Block Schedule
Wednesday

Compare Perspectives

BACK SAVE REFRESH

Narrator's Perspective

Yet the sound increased... and yet the officer heard a roar... a roar and argued about... in a high key and with... the noise steadily increased.

THUMP THUMP THUMP

I looked the clock... and gazed it upon the boards... but the noise... continually increased. Was it possible they heard not?... no, not they heard! they sawed!... they were making a mockery of my honor!

ba-BOOM ba-BOOM

I could hear those hypocritical smiles no longer... bark! louder! louder! louder! "Villains!" I shrieked... I admit the deed... it is the beating of his hideous heart!

PO-DUM

Reader's Perspective

Yet the sound increased... and yet the officer heard a roar... a roar and argued about... in a high key and with... the noise steadily increased. Why would they not be gone?

THUMP THUMP THUMP

I looked the clock... and gazed it upon the boards... but the noise... continually increased. Was it possible they heard not?... no, not they heard! they sawed!... they were making a mockery of my honor!

ba-BOOM ba-BOOM

I could hear those hypocritical smiles no longer... bark! louder! louder! louder! "Villains!" I shrieked... I admit the deed... it is the beating of his hideous heart!

RINGING RINGING

What is the doing?



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 Common Core State 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 650 complete books, both classic and contemporary, encompassing a wide range of genres, topics, and cultural perspectives

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:



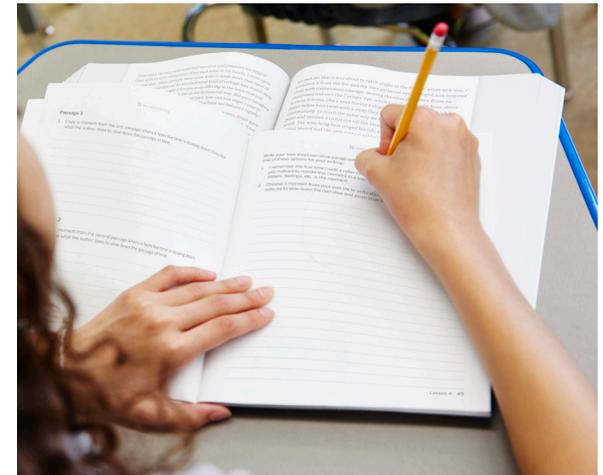
Fostering empathy

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

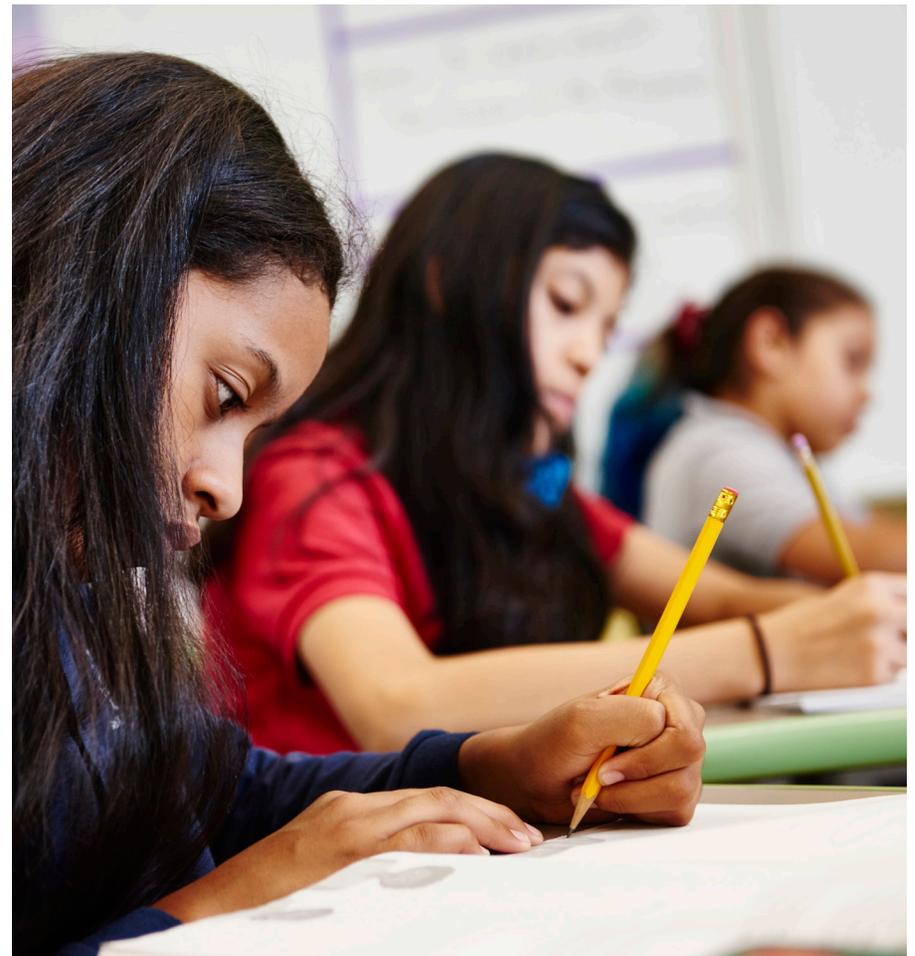
Students write about a specific place and time in their lives, using descriptive details to reveal emotion in their personal narratives.

Culturally responsive pedagogy

Amplify ELA is built on the conviction that equitable instruction is vital to an effective program—that curricula must provide all students with the same opportunities to achieve academic success, and that texts must be relevant to culturally diverse classrooms.

With that in mind, Amplify ELA lessons provide:

- Multiple levels of reading and writing supports to allow every student, including ELLs, to read and write about the same texts.
- A culturally diverse collection of authors, protagonists, and topics to ensure that texts are relevant and relatable.
- Numerous feedback moments with opportunities for teachers to understand their students' stories and create a community of learners.
- A focus on communication from teacher to student and student to student, through frequent small-group collaborations and large-group activities such as debates and Socratic seminars.



Grade 6 core units



6A: Dahl & Narrative

(i)



6B: Mysteries & Investigations

(i) (L)



6C: The Chocolate Collection

(i) (L)



6D: The Greeks

(L)



6E: Summer of the Mariposas

(L)



6F: The *Titanic* Collection

(i) (L)

Grade 7 core units



7A: *Red Scarf Girl* & Narrative

(i)



7B: Character & Conflict

(i) (L)



7C: Brain Science

(i)



7D: Poetry & Poe

(L)



7E: The Frida & Diego Collection

(i) (L)



7F: The Gold Rush Collection

(i) (L)

Grade 8 core units



8A: Perspectives & Narrative

(i)



8B: Liberty & Equality

(i) (L)



8C: Science & Science Fiction

(i) (L)



8D: Shakespeare's
Romeo & Juliet

(L)



8E: Holocaust:
Memory & Meaning

(i) (L)



8F: The Space Race Collection

(i) (L)

(L) Literary
(i) Informational

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*



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

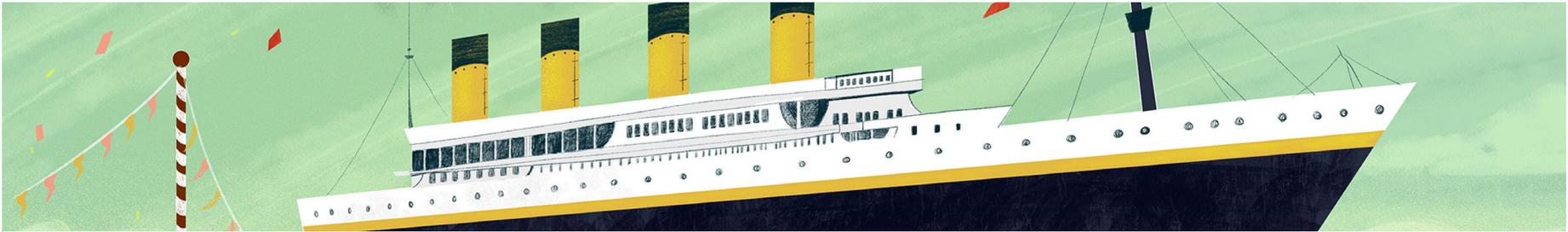
SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

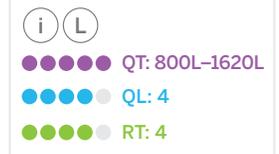
SUB-UNIT 5 • 8 LESSONS



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

7A: Red Scarf Girl & Narrative

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 12 LESSONS

SUB-UNIT 3 • 12 LESSONS

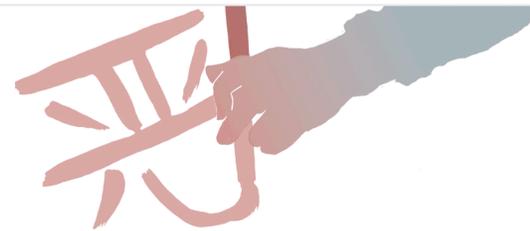
SUB-UNIT 4 • 5 LESSONS



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



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●●●●● 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

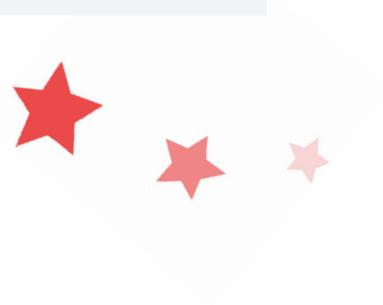
Examine the differences between a character’s thoughts and actions

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

(i) (L)

●●●●● 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

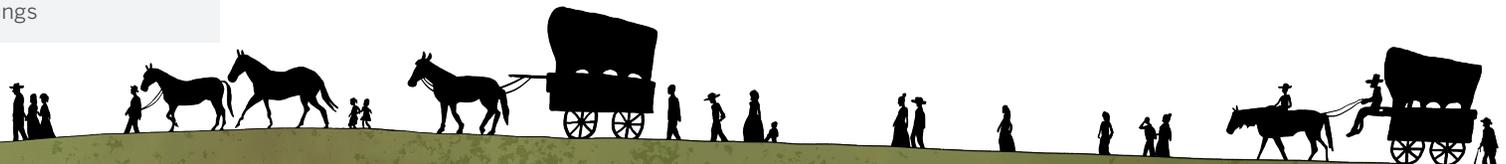
Explore how circumstances united a diverse group of historical characters

WRITING

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

TEXT FEATURES

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



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

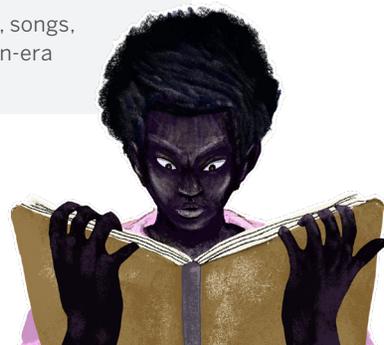
●●●●● RT: 4

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 • 6 LESSONS

SUB-UNIT 3 • 5 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”

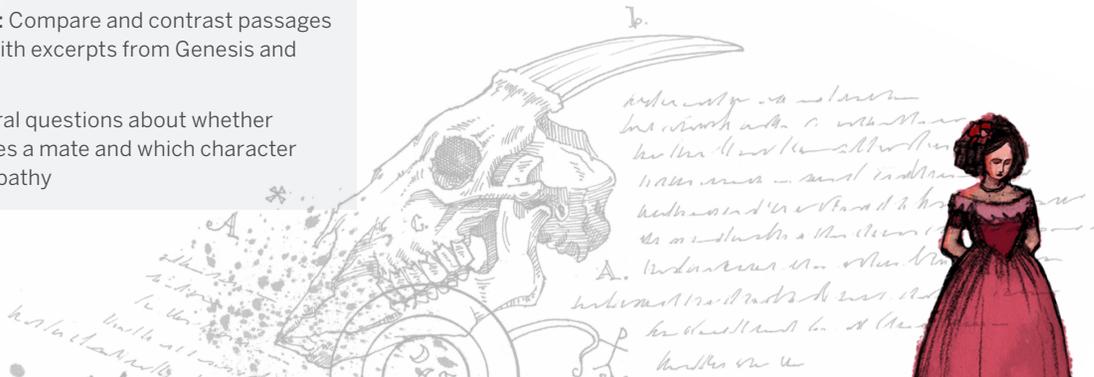
Debate: Argue central questions about whether the creature deserves a mate and which character deserves more sympathy

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

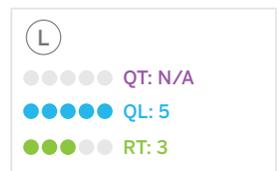
SUB-UNIT 2 • 5 LESSONS



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

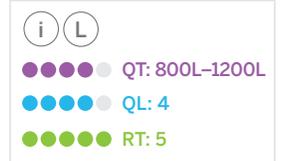
SUB-UNIT 6 • 5 LESSONS



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*



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



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

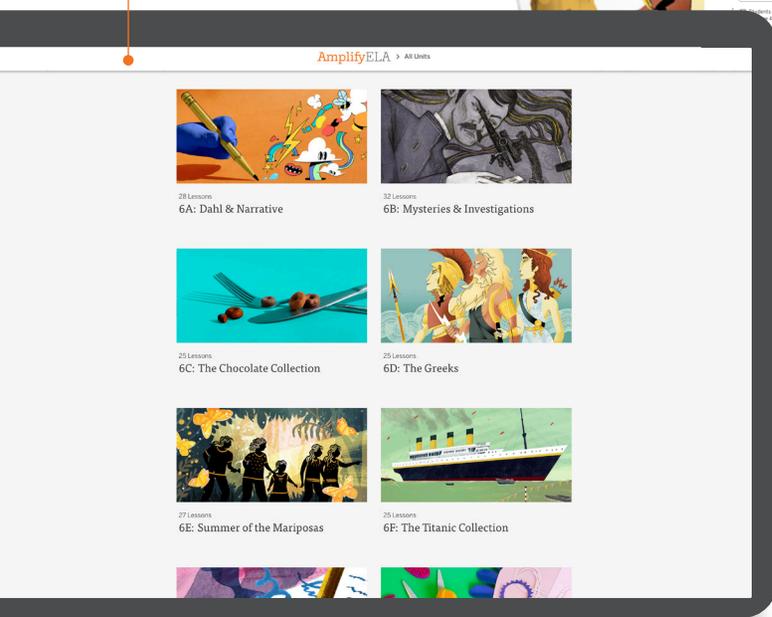
Instruction for blended learning models

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.

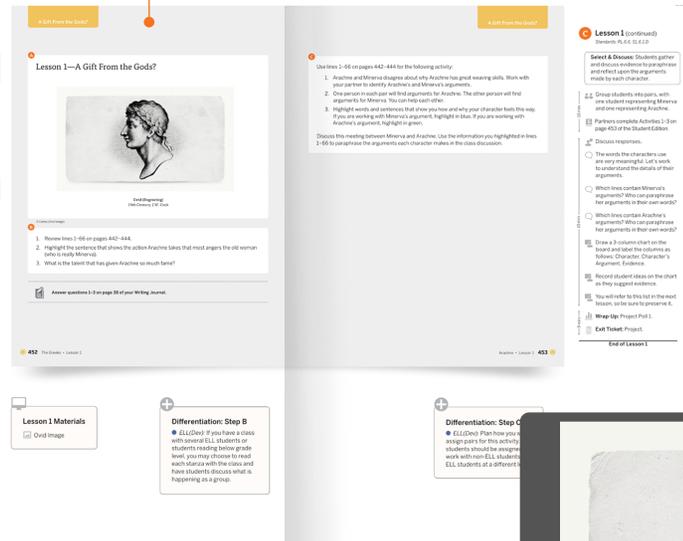
Amplify ELA's blended approach keeps a strong connection between print and digital by having the teacher project uniquely digital moments as students work in their print Student Editions and Writing Journals. This approach works when Wi-Fi or devices are unavailable for both brief or extended periods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

Teacher

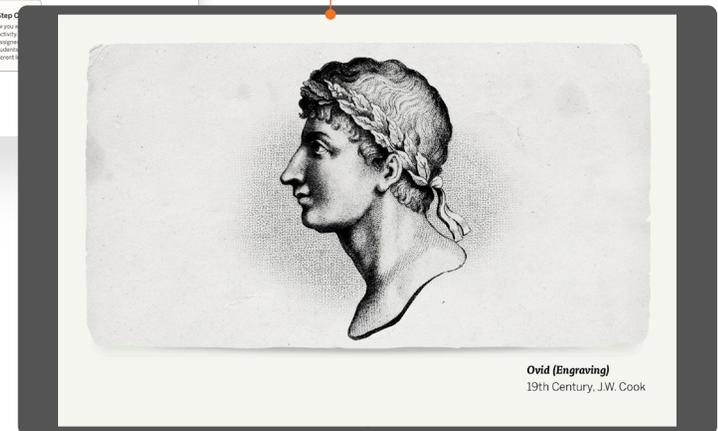
Digital Teacher Edition



Print Teacher Edition



Teacher projection



Student

Digital Student Edition

AmplifyELA | 4th: The Greeks | Sub-unit 3 | Lesson 3

Lesson Brief (3 Activities) | 1. Vocabulary: Vocabulary Activities | 2. Reading: Revise the Argument | 3. Reading: Select Text: Minerva's Argument | 4. Reading: Select Text: Arachne's Argument | 5. Writing: Write Reimagining

Write: Reimagining

Minerva's Tapestry

Arachne

96 Minerva portrayed the divine
97 History of her city, Athens,
98 And how it came to be named.
99 There were the twelve high gods
surrounding Jove:
100 **She characterized each one;**
101 Jove in his majesty and thunders,
102 Neptune splitting a crog
103 With his trident, and the ocean
104 Gushing from the crevasse—
105 By which he claimed the city.
106 **And herself, with a shield and a long
spear;**
107 The high-ridged helmet on her head
108 And over her breasts the eagle,
109 And, where she speared the earth,
eth'rae ridges

1. How would Minerva describe Arachne's (and humans') key character traits?
2. Your teacher may ask you to draw your tapestry. Otherwise, use the space provided to describe your tapestry.

Minerva's tapestry shows the power she and other gods and goddesses have; it reminds Arachne that the gods are in control of many things.

Arachne's tapestry shows the many ways that gods and goddesses such as Minerva have tricked humans; it reminds Minerva that she, too, tricked Arachne.

Both of the tapestries make an argument about the gods and their character traits.

Minerva depicts the gods as powerful creators, while Arachne depicts the gods as deceitful and unfair.

WORDS 144

Back | Save and Continue

Print Student Edition

Sub-Unit 3
Arachne

Overview

Arachne was talented, but the way she acted sometimes got her in trouble. The myth of Arachne shows what can happen when humans anger the gods.

Suggested Reading

Some other stories with a little mythological flavor include *The Sword in the Stone* (1938) by T. H. White, which captures the magic of the King Arthur legends with fair, history, and humor, and *A Wind in the Door* (1962) by Madeleine L'Engle, equal parts myth, magic, and science. Joan Aiken uses a mythological golden harp in *The Whispering Mountain* (1968) to launch her *Wolves of Willoughby Chase* series.

Arachne

Excerpt from "Arachne" in
Selected Tales From Ovid

Translated by Ted Hughes

Writing Journal

Review lines 141-195, which describe a section of the tapestry that Arachne weaves for the contest—it also describes the story of how the god Apollo obtained his human wife, Europa.

1. What is the human Europa doing in this description?

Use lines 95-140 to respond to the Writing Prompt.

1. How would Arachne represent her (and humans') key character traits?
2. Describe Arachne, Minerva or Arachne, and think of the tapestry pictures your character would weave to show Arachne's key character traits.
3. Your teacher may ask you to draw your tapestry. Otherwise, use the space below to write and goddesses have; it reminds Arachne that the gods are in control of many things.
4. Arachne's tapestry shows the many ways that gods and goddesses such as Minerva have tricked humans; it reminds Minerva that she, too, tricked Arachne.
Both of the tapestries make an argument about the powerful creators' traits. Minerva depicts the gods as deceitful and unfair.
Minerva and Arachne focused on describing human character traits like those that Arachne demonstrates. For example, Minerva might argue that Arachne studied to give people gifts to the gods. Because without their gifts, Arachne would lose one element to weave. Arachne might argue with me and other humans deserve credit for all the things they work hard and use their skills to create.

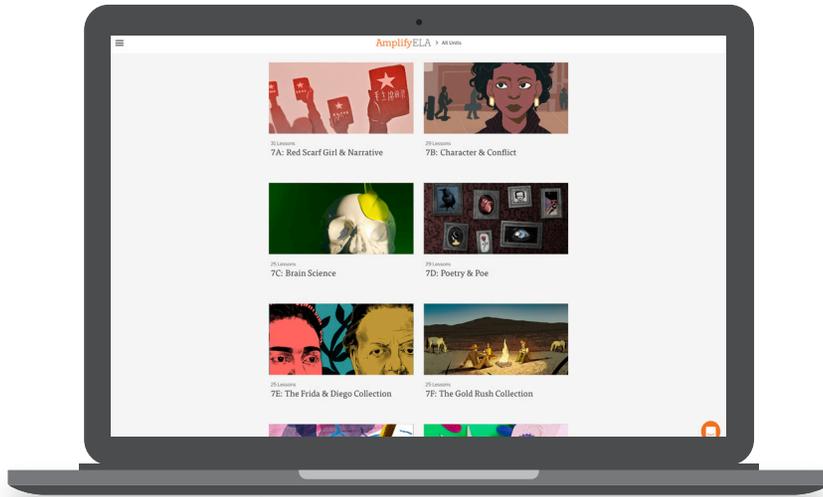
The Greeks
This journal belongs to:

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.



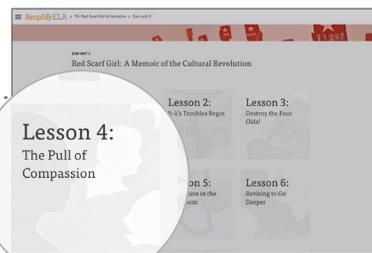
Digital navigation (Teacher)



1 Sub-Unit



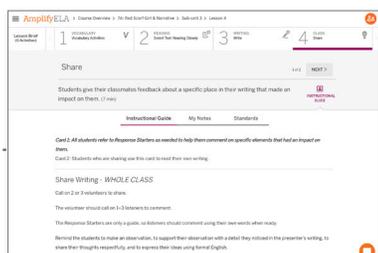
2 Lesson



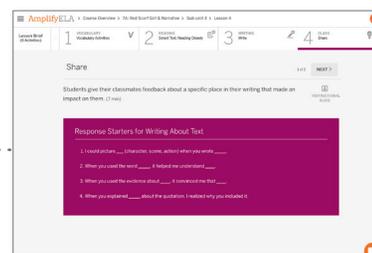
3 Activity/Learning Object



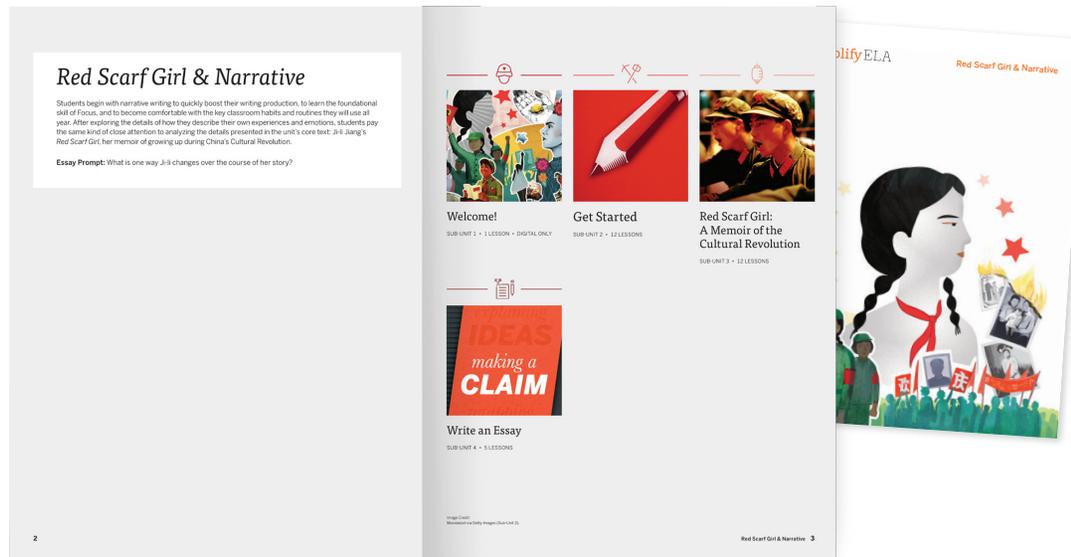
4 Instructional card



5 Student card



Print navigation (Teacher Edition)



1 Sub-Unit Overview



2 Sub-Unit at a Glance

Lesson Objectives	Reading	Writing Prompt	Standards
Lesson 3-1: The World of the Letter Reading: The author uses a letter to introduce the story and to provide background information about the Cultural Revolution. Writing: The author uses a letter to introduce the story and to provide background information about the Cultural Revolution.	Author: Ji-li Jiang Page: 1-10 Genre: Letter Level: 8-10	Write a letter to a friend or family member describing the Cultural Revolution and how it affected your life.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-2: The Cultural Revolution Reading: The author describes the beginning of the Cultural Revolution and the impact it had on her life. Writing: The author describes the beginning of the Cultural Revolution and the impact it had on her life.	Author: Ji-li Jiang Page: 11-20 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-3: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 21-30 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-4: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 31-40 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-5: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 41-50 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-6: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 51-60 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-7: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 61-70 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-8: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 71-80 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-9: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 81-90 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-10: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 91-100 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-11: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 101-110 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4
Lesson 3-12: The Red Scarf Reading: The author describes how she became a Red Guard and the impact it had on her life. Writing: The author describes how she became a Red Guard and the impact it had on her life.	Author: Ji-li Jiang Page: 111-120 Genre: Narrative Level: 8-10	Write a narrative about a significant event in your life and how it affected you.	CCSS.ELA-LITERACY.8-10.L.1.1 CCSS.ELA-LITERACY.8-10.L.1.2 CCSS.ELA-LITERACY.8-10.L.1.3 CCSS.ELA-LITERACY.8-10.L.1.4

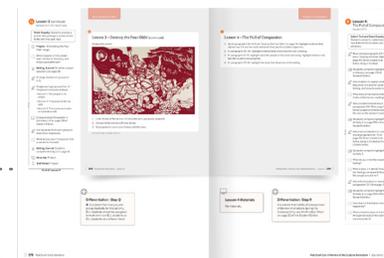
3 Preparation Checklist

Lesson	Preparation Checklist	Page
Lesson 1	Read the text and prepare for the lesson.	Page 1-10
Lesson 2	Read the text and prepare for the lesson.	Page 11-20
Lesson 3	Read the text and prepare for the lesson.	Page 21-30
Lesson 4	Read the text and prepare for the lesson.	Page 31-40
Lesson 5	Read the text and prepare for the lesson.	Page 41-50
Lesson 6	Read the text and prepare for the lesson.	Page 51-60
Lesson 7	Read the text and prepare for the lesson.	Page 61-70
Lesson 8	Read the text and prepare for the lesson.	Page 71-80
Lesson 9	Read the text and prepare for the lesson.	Page 81-90
Lesson 10	Read the text and prepare for the lesson.	Page 91-100
Lesson 11	Read the text and prepare for the lesson.	Page 101-110
Lesson 12	Read the text and prepare for the lesson.	Page 111-120

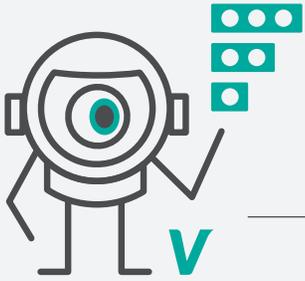
4 Lesson



5 Lesson (continued)



Structured ELA 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 standard 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

Amplify lessons offer two ways for students to reflect on learning at the end of the lesson.

- **Exit Ticket:** Quick snapshot of students' understanding of the standard targeted by the lesson's close 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 *7A: Red Scarf Girl & Narrative*.



1 Overview & planning

The screenshot shows the Lesson Brief interface for 'Lesson 1: The World of Red Scarf Girl'. The top section features a header with the lesson title and a background image of hands holding red scarves with white stars. Below the header is a navigation bar with three tabs: '1 VOCABULARY Vocabulary Activities', '2 CLASS Present: Download the Unit Texts', and '3 READING Work Visually: Reading an Image I'. The main content area is divided into two columns: 'Lesson Brief' and 'Materials'. The 'Lesson Brief' column contains a list of sections: Overview, Preparation, Lesson Objective, Words to Use, Skills & Standards, and Differentiation. The 'Materials' column lists resources such as 'Red Scarf Girl: A Memoir of the Cultural Revolution 5 - PROLOGUE', 'Red Scarf Girl: A Memoir of the Cultural Revolution 1 - THE LIBERATION ARMY DANCER', 'Teacher Tip: 10 Minute Writing', and 'Video of Mao'. There are also buttons for 'RESET LESSON' and 'GENERATE PRINTABLE LESSON GUIDE'.

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 focus and coverage standards; and Differentiation, which describes differentiated supports and provides additional suggestions for modifying activities.

2 Vocab App V

The screenshot shows the Vocab App interface. The top navigation bar has three tabs: '1 VOCABULARY Vocabulary Activities', '2 CLASS Present: Download the Unit Texts', and '3 READING Work Visually: Reading an Image I'. The main content area is titled 'Vocabulary Activities' and includes an 'INSTRUCTIONAL GUIDE' icon. Below this is a section titled 'Open the Vocab App.' which displays a collage of colorful, game-like activity cards. Some of the visible cards include 'NEWS AND GOSSIP', 'TWO KINDS', 'apartment', and 'bots come from many'.

The Vocab App helps students master 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. These activities also align to vocabulary standards.

The screenshot shows the Vocab play screen from a student's perspective. It features a colorful background with a castle and a character. A yellow banner says 'You're up, kid - Jump on it!'. A 'GO' button is visible. On the right, there is a list of words: potential, contrast, felled, former, area, and process. At the bottom, there are two progress indicators: 'You've completed 0 activities today' and 'You got 0 activities correct today'. The screen is labeled 'LEVEL 5' and 'WORDS YOU'VE MASTERED'.

Vocab play screen (Student view)

The screenshot shows the Vocab Reporting interface from a teacher's perspective. It displays a dashboard for 'ELA Teacher' on '2/12/2019'. The dashboard includes several metrics: '28 CORRECT ACTIVITIES', '7 UNCORRECT STREAM', and '71% ACCURACY'. There is a bar chart showing 'STUDENT ON LEVEL L' and a 'STUDENT'S WORD LIST' section. The interface is dark-themed with blue and orange accents.

Vocab Reporting (Teacher view)

4 Work Visually

Lesson Brief (9 Activities) < 3 READING Work Visually: Reading an Image I T TEACHER Discuss: Reading an Image I 4 READING Work Visually: Reading an Image II T TEACHER Discuss: Reading an Image II >

Work Visually: Reading an Image II 1 of 2 NEXT >

Students analyze a second poster of Chairman Mao to continue their practice in "close reading" an image. (4 min)

DIFFERENTIATION INSTRUCTIONAL GUIDE



How do you think the artist wanted people to *feel* about Chairman Mao when they saw this image?

I think the artist wanted people to feel a sense of security and happiness when they see this image of Chairman Mao.

Visualization activities are an essential part of Amplify ELA, as they 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 early lesson from grade 7, students unpack propaganda images and short videos from the Chinese Cultural Revolution to build their understanding of the setting before beginning the memoir *Red Scarf Girl*.

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.

5 Author videos & dramatic readings

Lesson Brief (9 Activities) < T TEACHER Discuss: Reading an Image II T TEACHER Discuss: Watching the Prologue 5 WRITING Write: Describing Details You Notice 6 CLASS Share >

Discuss: Watching the Prologue

Students hear the author herself in the Prologue to *Red Scarf Girl* describe how inspired she was by Mao. (6 min)

INSTRUCTIONAL GUIDE



Students benefit from using listening comprehension skills as they build fluency with complex texts. In these close reading experiences, 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 Ji-Li Jiang reads the opening prologue of her memoir, *Red Scarf Girl*. Her facial expressions, tone of voice, and emphasis help students develop early ideas about what matters to this narrator.

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*.

The screenshot shows the eReader interface for a lesson titled "Write: Describing Details You Notice". The lesson brief states: "Students notice and describe the details in the text that reveal emotion, just like they did with the posters. (12 min)". The main text is the "Prologue" from "Red Scarf Girl", which describes Ji-li's birth and her parents' hopes for her. The interface includes a navigation bar at the top with tabs for "Lesson Brief", "Teacher Discuss: Reading an Image", "Teacher Discuss: Watching the Prologue", "5 Writing: Describing Details You Notice", and "6 Class Share". A "Directions" sidebar on the right instructs students to reread the prologue and highlight specific details.

This circular callout highlights a portion of the text: "Heaven and earth are great, but greater still is the kindness of the Communist Party; father and mother are dear, but dearer still is Chairman Mao." Below this, a blue button labeled "symbol" is shown, which provides a list of contextual definitions for key words like "emblem", "Pioneers", "neck", "joy", "fateful", and "year".

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

This circular callout shows the "Annotations" panel. It features a search bar and a "Filter by" section with options for Highlight, Notes, and Bookmarks. A list of annotations is displayed, including notes from Chapter 2, 20.2 and 23.1, such as "That's insane," I growled ... solutions coming to mind." and "We let the conversation ... the hour silence."

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

Reading 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.

The screenshot shows a page from the print Student Edition of "Red Scarf Girl: A Memoir of the Cultural Revolution". The text describes the author's birth and her parents' hopes. A callout box in the margin provides a definition for the word "tempting": "tempting: tantalizing; tempting".

Point-of-use vocab in print: The print Student Edition places key vocabulary words and their relevant definitions in the text margin to support students and keep them reading.

tantalizing: tempting
successors: people that replace those leaving their jobs

This circular callout shows the "Reading Settings" menu. It includes options for adjusting "Text Size" and "Line Spacing" using visual sliders. There are also toggle switches for "Show Paragraph Numbers", "Show Annotations", and "Show Reveal Words", all of which are currently turned on.

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

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** 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 setting and their analysis of the passage to determine the author’s point of view at the start of her memoir.

 Data collected for Reporting

Differentiated supports: 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 and give targeted feedback.

8 Share

Share

1 of 2 NEXT >

Students give their classmates feedback about a specific place in their writing that made an impact on them. (7 min)

INSTRUCTIONAL GUIDE

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.

9 Exit Ticket

Exit Ticket

HAND IN

Students identify similarities between a propaganda poster and the Prologue in *Red Scarf Girl*. (3 min)

INSTRUCTIONAL GUIDE

Look at this picture again.

1. Which two details appear in the poster and in the Prologue?

E. Chairman Mao

C. Red Scarf

A. Lanterns B. Flowers

D. Sunrise

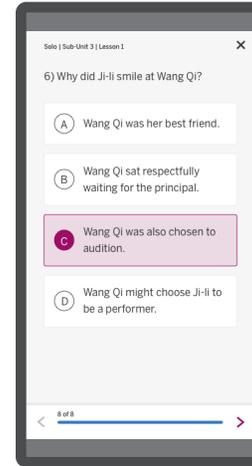
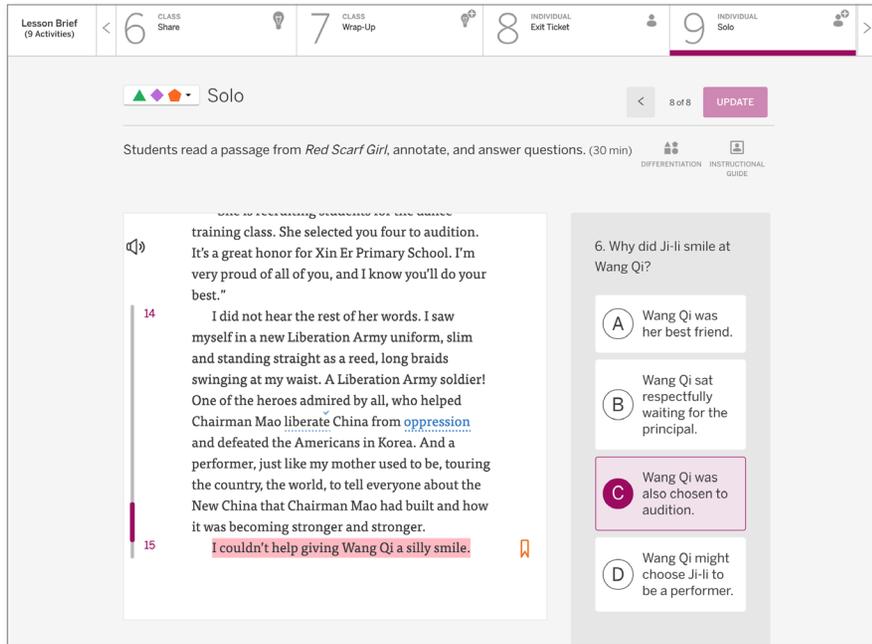
Prologue

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.

Exit Tickets assess students' understanding of the standard targeted by the lesson's close reading. Wrap-Ups offer an opportunity to reflect on the ideas discussed, extend students' thinking, or preview upcoming material.

 Data collected for Reporting

10 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.

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 and 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 650+ books in the Amplify Library, read for 20 minutes or more, and provide feedback about the book.

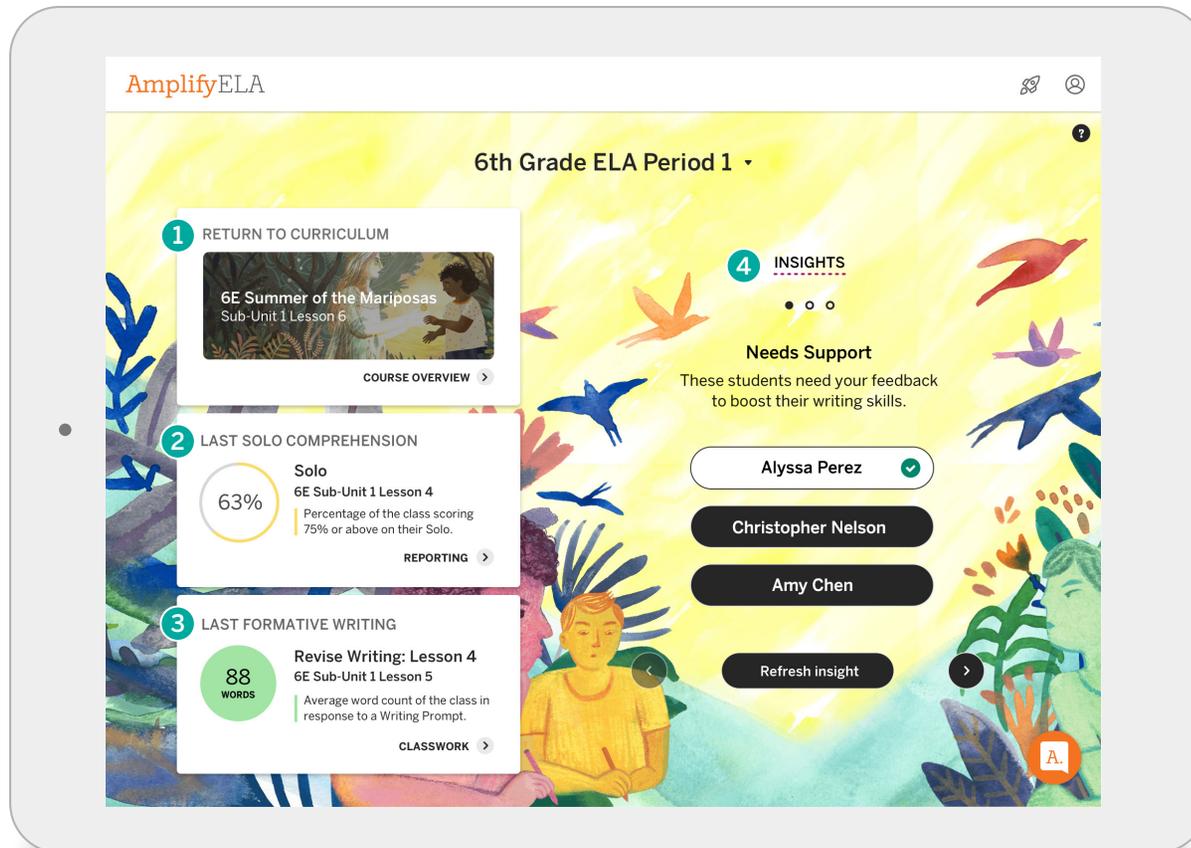
Reading comprehension Solos are differentiated to support students reading below grade level. Supports include text previews, which are written at a lower Lexile level and help students focus on key ideas; reduced text, which focuses students on the most critical passages; and a reduced selection of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



Homescreen puts data at your fingertips

Homescreen provides teachers with a snapshot of recent student performance. From Homescreen, teachers can quickly see how the class performed on reading comprehension in the last Solo assignment and on the last formative writing assignment. Homescreen also identifies and highlights students in need of additional support or feedback from the teacher.

Through Homescreen, teachers can quickly access the digital curriculum, Reporting, and Classwork. With these features at their fingertips, teachers are able to dig in deeper to see more information about student performance and manage students' differentiation levels.



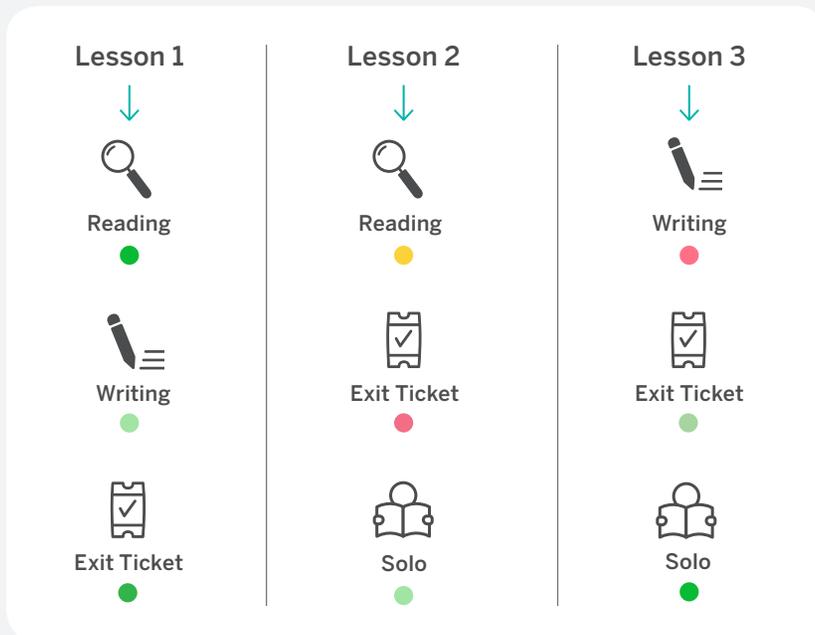
- 1 Digital curriculum
- 2 Reporting
- 3 Classwork
- 4 Insights

Embedded Assessment Measure supports personalized instruction

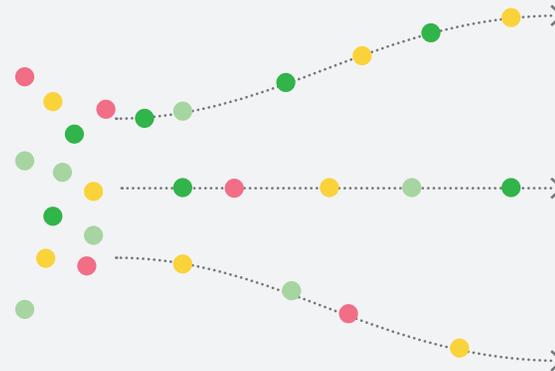
All Amplify ELA units include a robust system of embedded assessment that provides teachers actionable student performance data long before end-of-unit or benchmark exams. The Embedded Assessment Measure (EAM) reports allow teachers to easily track and interpret student performance against the three 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.

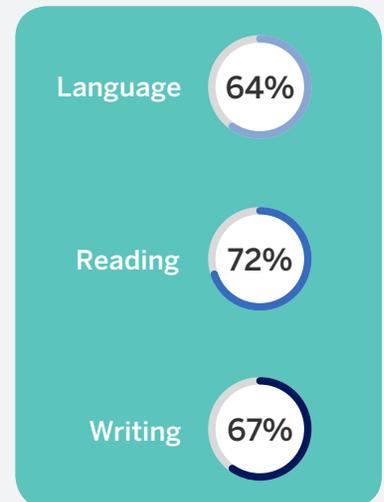
1. Data collected for Reporting



2. Performance data from lessons analyzed



3. Clear teacher reporting on three core domains



Embedded Assessment Measure for **Flex Day 4**

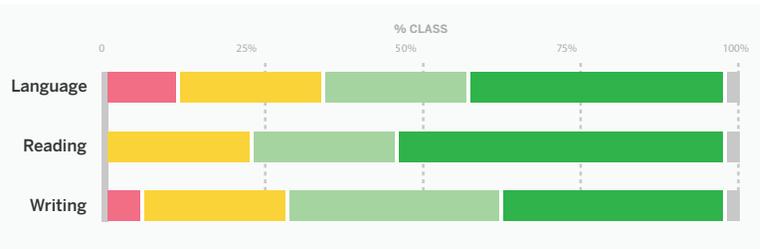
1 Class Overview

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



1 Class Overview

2 Recommended groups for targeted instruction

2 Flex Day Recommendation

KEY

Show Percentile

Recommended grouping for differentiated instruction in the selected Flex Day

Language Group 5 students 29.4 % of class				Reading Group 5 students 29.4 % of class				Writing Group 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	●	●	●

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 Write a Body Paragraph Lesson 1	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 Scarf Girl & Narrative Sub-unit 3 Lesson 1

ELA Student

SHOW READING

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

Which details in the Prologue lead you to think so?

Ji-li 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

SCORES

COMMENTS

write a general comment here

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

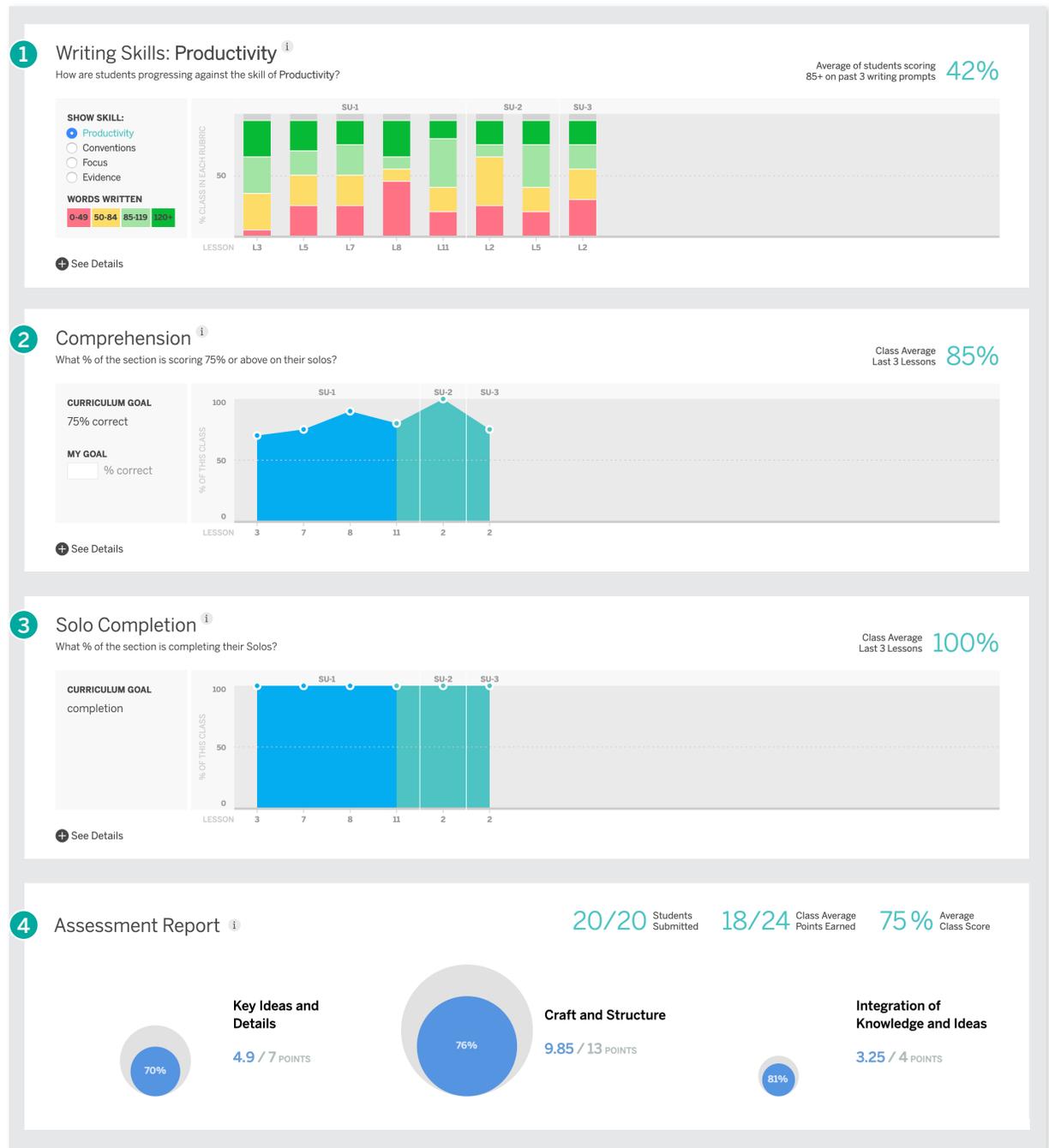
② When you explain how the words show her hope, I understand your reasoning.

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 productivity, comprehension growth, and Solo (or homework) completion, as well as view overall scores for specific skills.

- 1 Writing Skills: Productivity
(Conventions, Focus, and Evidence also available)
- 2 Comprehension
- 3 Solo Completion
- 4 Assessment Report

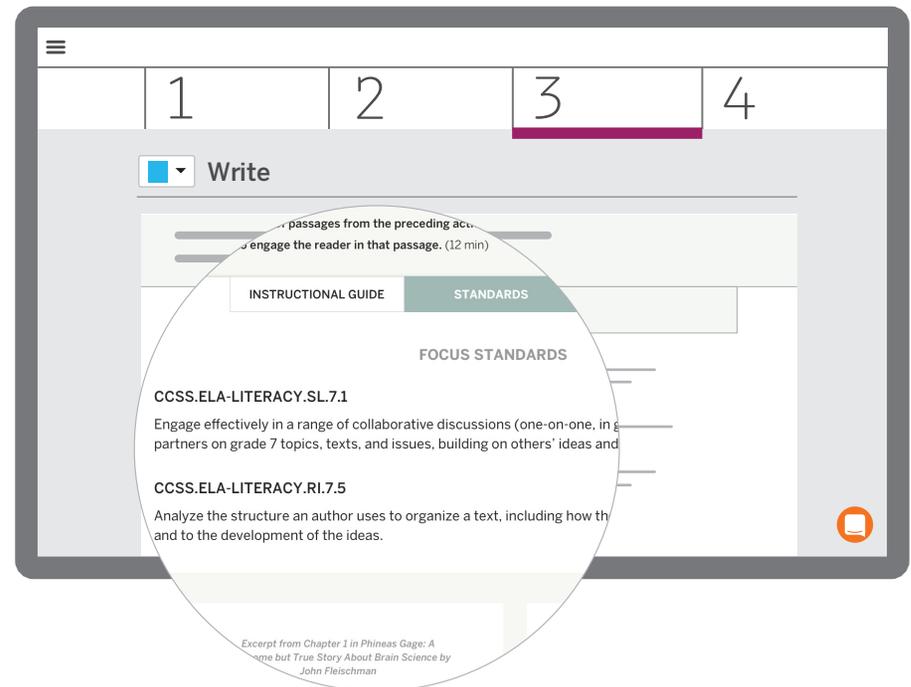


Amplify's approach to standards

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	In-lesson reading activities	In-lesson Writing Prompts	Exit Tickets
<ul style="list-style-type: none">• Students complete individually before class• Teachers view scores in Classwork• Teachers track comprehension growth in Reporting	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Students complete individually at the end of class• Teachers view responses and scores in Classwork

Summative assessments

Unit essays	Unit reading assessments	Interim assessments
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

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

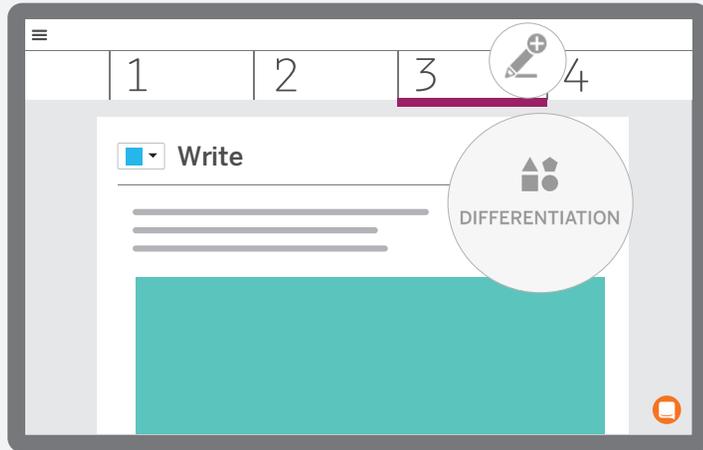
Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters.

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.

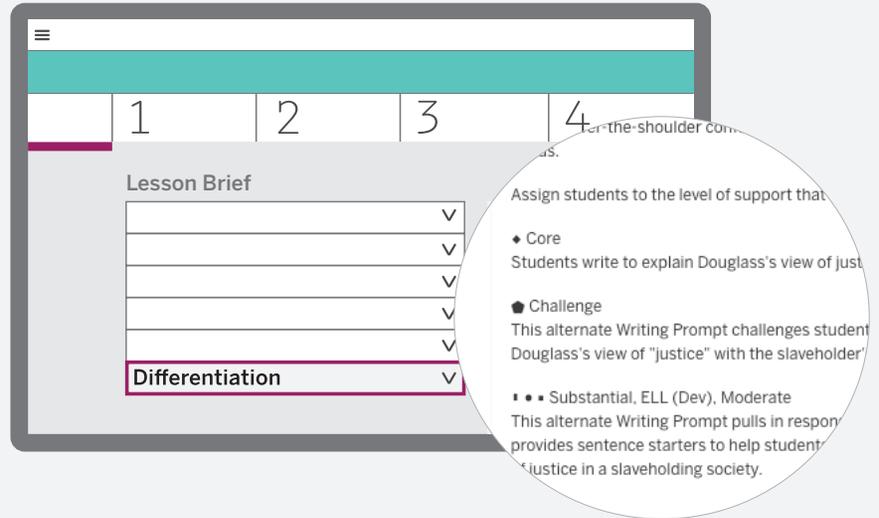
Lesson activity

In Amplify ELA lessons, activities with a plus icon contain differentiation levels that provide supports and extension activities to meet the needs of all learners.



Lesson Brief–Differentiation

Directions in the Differentiation section of the Lesson Brief explain the types of supports provided in each level and when they may be helpful for particular students. This Differentiation section also provides suggestions and ideas on how to support ELLs with strategies not included in the differentiated activities.



Student Level Assignments

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

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	≡ Dozier, Savannah	≡ Drucker, Andrei	≡ Fazzio, Salvatore
					≡ Estrelia, Edgardo	
					≡ Fuentes, Miriam	
					≡ Goldstein, Udi	

English Language Learner supports

Amplify ELA provides many supports for English Language Learners (ELLs), 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.



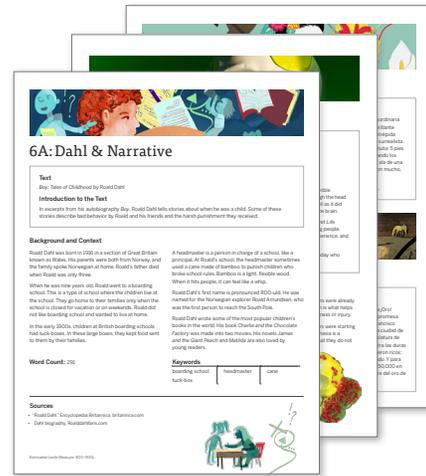
Supports include:

- Vocab App
- 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, or short context setting introductions, to foster reading comprehension
- Sentence frames to provide language conventions and support reading comprehension
- Graphic organizers

Reading supports: Materials to help students struggling with context and text complexity.

Background docs

Each Amplify ELA unit comes with a background 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 key ideas. English and Spanish versions available.



Multi-language glossaries

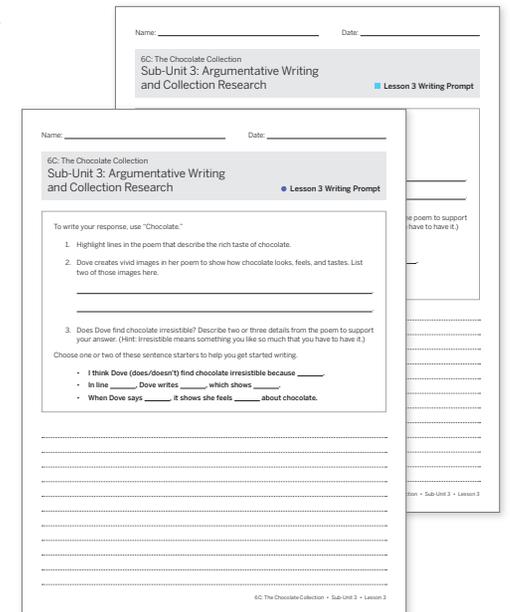
Available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.



English-French Glossary	
a wealth of plenty of	une mine de plein de
abates lessens	atténue amoindrit
activists those who fight for a cause	militants ceux qui se battent pour une cause
address speak to	s'adresser parler à

Differentiated Writing Prompts

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



The English-French Glossary aids students as they read passages with French vocabulary in Unit 6B: Mysteries & Investigations.

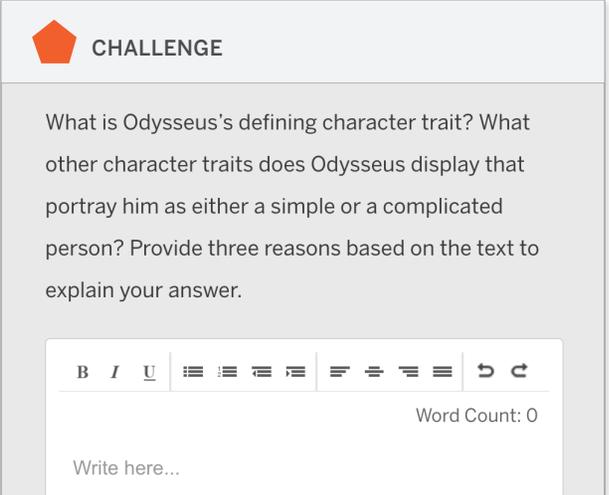
Challenge level support

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 650 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.

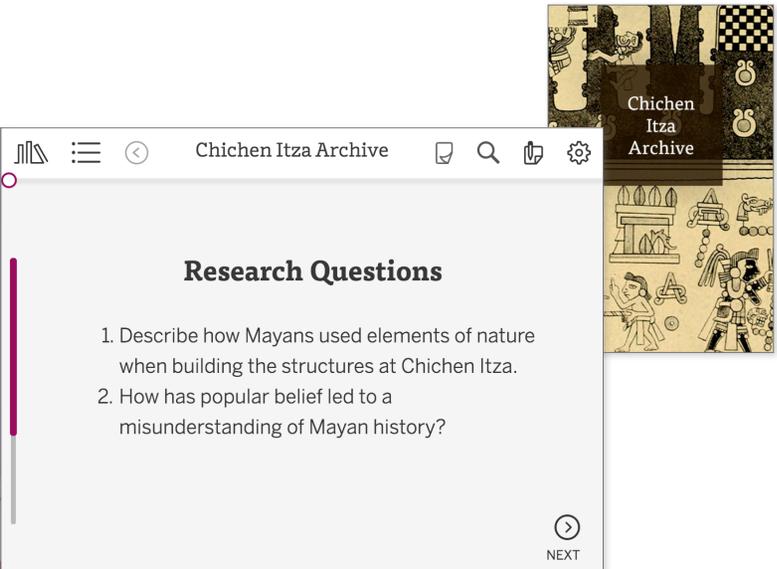
Archive topics include:

- 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



The screenshot shows a writing prompt interface. At the top, there is an orange pentagon icon followed by the word "CHALLENGE" in bold. Below this, the prompt text reads: "What is Odysseus's defining character trait? What other character traits does Odysseus display that portray him as either a simple or a complicated person? Provide three reasons based on the text to explain your answer." Underneath the text is a rich text editor toolbar with icons for bold (B), italic (I), underline (U), bulleted list, numbered list, indent, outdent, link, and unlink. To the right of the toolbar is a "Word Count: 0" indicator. Below the toolbar is a text input area with the placeholder "Write here..."

Challenge level Writing Prompt



The screenshot shows the Chichén Itzá Archive interface. At the top, there is a navigation bar with a home icon, a menu icon, a back arrow, the title "Chichen Itza Archive", a search icon, a share icon, and a settings icon. Below the navigation bar is a large image of a Mayan temple structure. The main content area is titled "Research Questions" and contains two questions: "1. Describe how Mayans used elements of nature when building the structures at Chichen Itza." and "2. How has popular belief led to a misunderstanding of Mayan history?". At the bottom right of the main content area is a "NEXT" button with a right-pointing arrow icon.

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.



Amplify Library

The Amplify Library comprises more than 650 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.



The screenshot shows the Amplify Library interface. At the top, there are tabs for 'Genre', 'My Library', and 'Lists'. A search bar and 'Surprise Me!' button are also visible. Below the navigation, there are several book categories: 'Recently Read', 'Coming-of-Age Stories', and 'Fantasy & SciFi'. A detailed view for the book 'Walk Two Moons' by Sharon Creech is open on the right. The interface includes numbered callouts: 1 points to the 'Recently Read' section, 2 points to the book title and author information, 3 points to the synopsis, 4 points to the Lexile Level (770), and 5 points to the genre tags (Fiction, Realistic).

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

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.

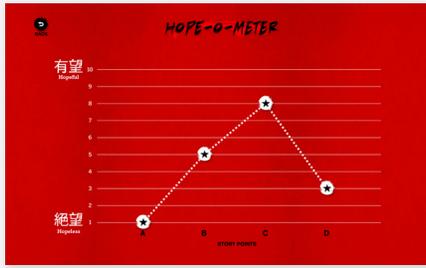


Tell-Tale Art
(7D: Poetry & Poe)

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.

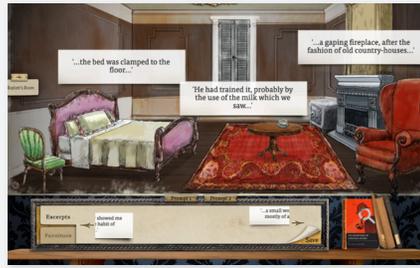


da-dum
da-DUM



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."



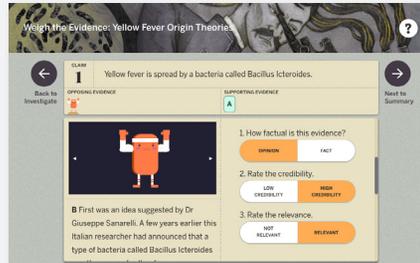
Vocab
(All units)

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.



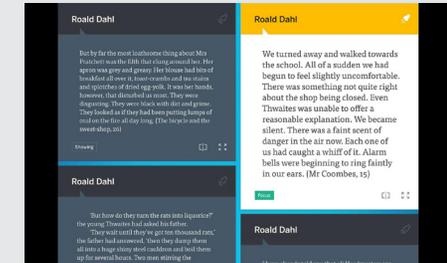
Caught Red-Handed
(6B: Mysteries & Investigations)

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.



Select your challenge...

LAND The Sword of Heracles



The Sword of Heracles was a gift from the hero's father, Zeus. Follow the great Heracles on his many adventures to earn the right to carry Zeus's blade!



Start Exploring

SEA The Shield of Athene



The Shield of Athene was last seen on the island of Crete, protected by the mighty Minotaur. Set sail from the shores of Athens to cross Poseidon's sea and retrieve it!



Start Exploring

UNDERWORLD The Helmet of Hades



There is only one place to start looking for the Helmet of Hades: down in the land of the dead! Explore the underworld to learn the fates of those who have gone before you!



Start Exploring



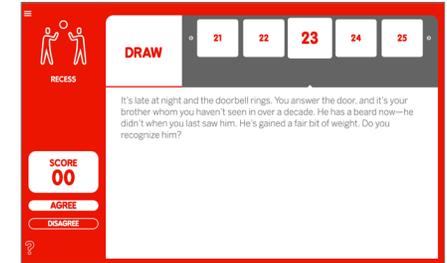
The Emancipation Project (8B: Liberty & Equality)

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



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.



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.



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 study 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.

As opposed to the complete lessons, 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. They 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.



Poetry in America

Amplify ELA partnered with Harvard professor Elisa New to create dynamic multimedia poetry lessons. These activities are focused on a diverse selection of contemporary poetry based on the public television series *Poetry in America*. The engaging lessons combine Amplify ELA's close reading pedagogy with video interviews with celebrities such as Yo-Yo Ma, Joe Biden, and Shaquille O'Neal discussing the power of poetry.

These poetry lessons are designed to be used flexibly, at the discretion of the teacher.



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

2 PARTNER Making Observations: Specific and Universal

3 GROUP Enjoying Language: Blanco's "Mirror Effect"

4 INDIVIDUAL Wrap-Up

clearly or that feels most powerful in the poem. Be ready to share your thinking.

2. What are two new things you noticed about the speaker or the speaker's family?

Looking for the Gulf Motel

Marco Island, Florida

Richard Blanco

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

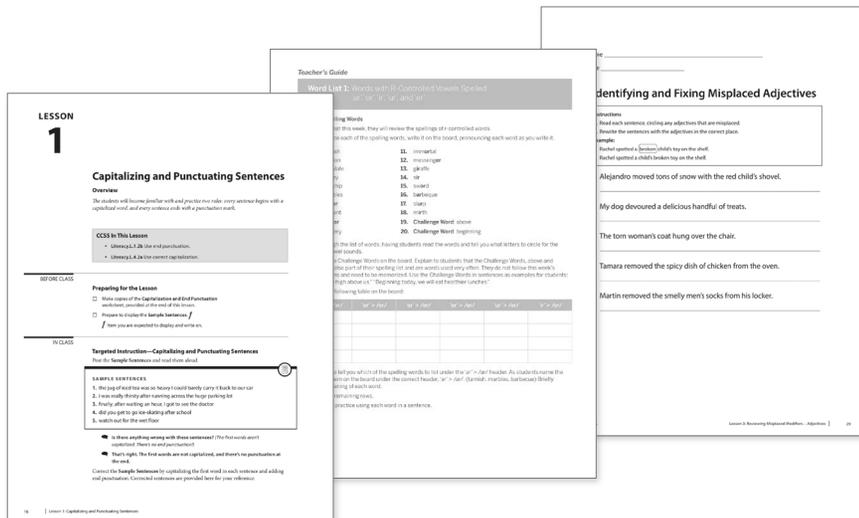
The Gulf Motel with mermaid lampposts and ship's wheel in the lobby should still be rising out of the sand like a cake decoration. My brother and I should still be pretending we don't know our parents, embarrassing us as they roll the luggage cart past the front desk loaded with our scruffy suitcases,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



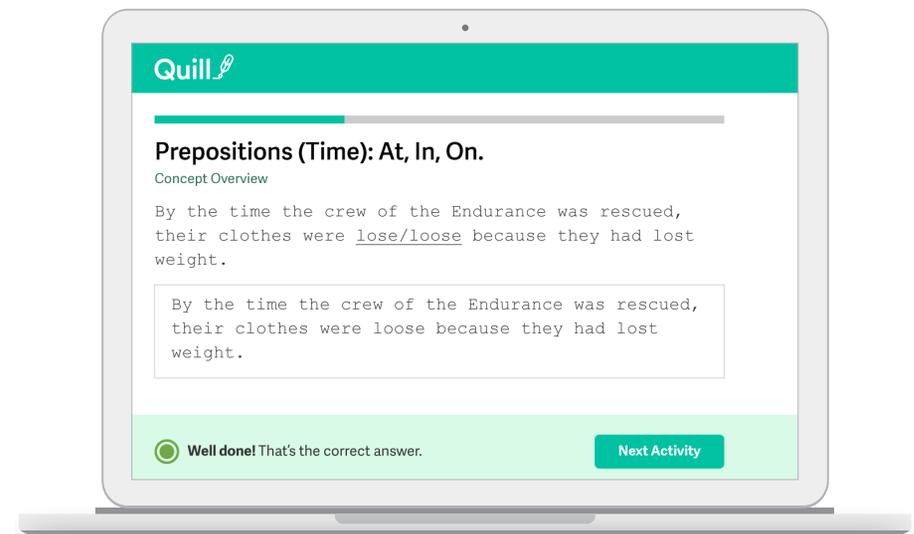
Targeted grammar practice

Teachers can choose when and how to use these materials to best suit their students' needs. The **Grammar Pacing Guide** in the Materials section of each Flex Day provides detailed recommendations for sequencing the following resources.

Mastering Conventions is a series of three downloadable PDF resources that provide extensive coverage of both remedial and grade-level grammar topics. *Mastering Conventions* contains materials for direct, whole-class, or small-group instruction, as well as individualized practice.

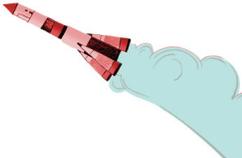
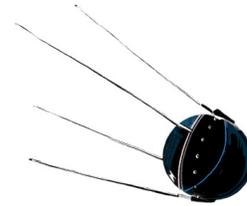


Amplify has also partnered with **Quill.org** to provide students with a set of online tools that help them apply grammar to their writing through interactive activities.



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.



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,^{1,2} and middle grade education should therefore include relevant, challenging, and exploratory curricula with varied and diverse teaching approaches.² 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.² 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,³ 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.⁴ Studies also stress the importance of including a variety of engaging texts that appeal to culturally diverse students.^{5,6} Providing students with domain-specific complex texts enables them to build critical literacy skills and gain necessary content knowledge.^{4,7} 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.⁸ 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.⁹ Close reading instruction is linked to significant gains in reading proficiency and students' self-perceptions around reading, particularly for struggling readers.¹⁰ Student writing is influenced by the books they read.^{11–14} Additionally, strong writing instruction and practice improves reading comprehension and fluency.¹⁵ 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,^{16–19} and research suggests vocabulary instruction should include frequent, varied, direct, and contextualized exposures to words²⁰ and extended in-depth instruction in definitional and contextual information and word-learning strategies.^{21–23} 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.^{24,25} 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.”²⁶ Research on differentiated instruction shows broad benefits in student achievement and school satisfaction for a wide variety of learners.^{27–29} Amplify provides six levels of activities, designed to support a range of English Learners (ELs), 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.² 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 skills³⁰—is highly effective, particularly for promoting acquisition of literacy skills.^{6,30,31} Additionally, the middle school movement calls for instruction that gets students to actively construct knowledge through problem-solving, questioning, or inquiry.² 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.^{32–34} Last, research on effective reading programs demonstrates the importance of collaboration in middle grade classrooms.^{35–37} 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.³⁸ Frequent feedback motivates students, empowers them to be self-regulated learners, and is critical to their success at a given task.^{39,40} Low-stakes formative assessment moments provide opportunities for student growth and learning and are critical to academic success.^{2,41} Within Amplify ELA, software tools and rubrics enable teachers to provide students with written feedback and measure each student’s progress. 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.

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Built by middle school teachers, for middle school students

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— Deborah Sabin,
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