

Program Guide



Part 1: Welcome to Amplify

Amplify ELA:

- Engages and ignites students' innate curiosity in great texts.
- Improves writing skills while helping students think analytically and independently and communicate original ideas and opinions.
- Narrows the vocabulary gap by helping students learn academic words in the context of reading.
- Builds students' knowledge with a thoughtful blend of complex, content-rich literary and informational texts.
- Supports deep understanding through consistent, evidence-based reading, writing, and debate practice.
- Ensures equity by giving all students the supports and scaffolds to access great texts and respond to rigorous writing prompts.



We are middle school.

Amplify ELA was designed to anticipate and respond to the distinctive challenges and opportunities middle school students and their teachers face. It was conceived to support middle school students in their particular, and critical, developmental moment.

Middle school students can be hard to reach and quick to disengage. But it's also at this age that they begin to question and think for themselves, and their identities start to come into focus. Great literature can make them feel more connected, build empathy, and inspire independent thinking.

Text is always at the center.

The text is at the heart of every Amplify ELA lesson. Students are challenged by complex texts and rewarded with rich language, interesting ideas, and a variety of viewpoints. Traditionally, difficult texts are made compelling and comprehensible as students experience them through a variety of multimedia activities including audio, video readings, and unique apps. Embedded opportunities to practice skills prepare students for performance moments without sacrificing or slowing the momentum of the unit.

Tools for teachers.

Amplify ELA has formative assessments in the form of daily exit tickets, independent reading comprehension questions, and analytical writing prompts. Teachers receive reports on formative assessments to understand student progress against key skills and standards. All lessons have step-by-step instructional guides and embedded teacher supports available in both print and digital resources.

Scaffolds for struggling students

Amplify ELA provides multiple entry points and the right scaffolding opportunities so that every student can engage deeply with a rigorous curriculum. The challenge is to meet all students where they are, enabling access from any learning level, and also allow room for maximal growth to prepare students for grade-level expectations and year-end testing. Throughout the program, teachers will find embedded tools and guidance on how to best support students with disabilities, students reading below grade level, advanced students, and English learners.

In the following sections, we describe:

- How we cover 100 percent of the Tennessee standards in print and digital formats
- How we provide tools for teachers
- How we support middle school students
- How a typical day, unit, and year look like in the Amplify classroom

Dear middle school ELA teachers,

You likely became an ELA teacher because you love literature, and you feel passionate about imparting that love to young people. And you specifically chose to work with middle schoolers because they are at just the right developmental moment to appreciate finding, in great literature, connections to their changing identities and burgeoning questions about the world. Yet, the demands of increasingly rigorous standards, disparities in student skill levels, and decreasing attention spans make it harder than ever before to fulfill your vision.

What if there was a way to do what you love amidst this ever-challenging classroom environment?

What if...

- You could ignite the spark of inquiry in even your least engaged students?
- You could get all of your students to truly love reading and writing because it has renewed meaning for them?
- Your students could lose themselves in great literature the way you did, years ago?

Amplify ELA is savvy about the challenges of teaching middle school ELA and how to keep those challenges from derailing your class. It is passionate about helping you experience the rewards.

We help you make sure the standards are covered, the skills are taught, your students are supported and encouraged, and the test is prepped. But we do this in the background so you can spend your time bringing the text to life, making the classroom hum, and letting each student know you are paying attention to their growth.

Sincerely,

Amplify ELA

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Part 1: Welcome to Amplify

Print and digital instruction

Amplify ELA’s new, blended curriculum can be used in classrooms with limited access to devices. Our engaging print material highlights the many digital experiences that can be shared with students through classroom projections. Teachers can make choices about when their students use devices without compromising learning or 100 percent standards coverage.

Teacher

Digital teacher edition



Print teacher edition



Teacher projection materials

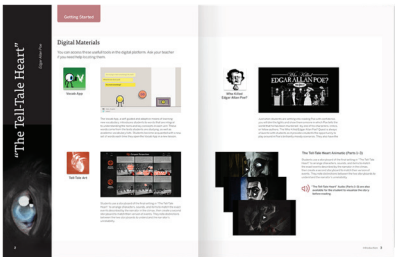


Student

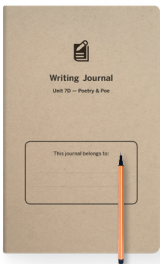
Digital student edition



Interactive student print edition



Student personal writing journal



Empowering teachers in any context

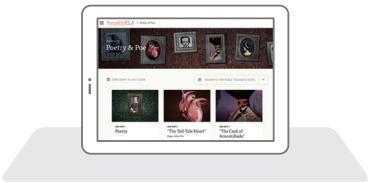
This flexibility enables teachers to design instruction based on their classroom needs and resources.

Students and teachers with devices

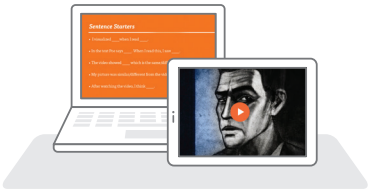
Full standards coverage
Meet 100% of standards with a hybrid implementation model.



Core text
Core texts available in both print and through Amplify ELA's embedded eReader.



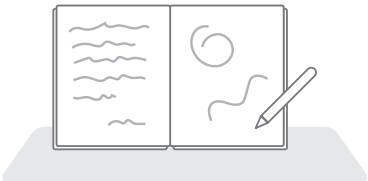
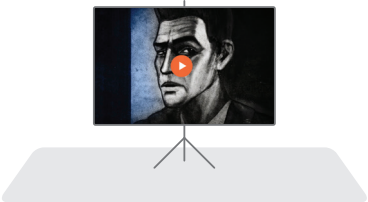
Engaging media
Videos, audio supports, and apps available for students with devices; teachers can project multimedia assets as students use print.



Writing 2–3x per week
Whether on devices or using their writing journals, students keep their writing in one place so they can revise and track their progress.



Students offline, teacher with device



Part 1: Welcome to Amplify

Grade 6 units



●●●●● QT: 1090L

●●●●● QL: 2

●●●●● RT: 2

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

ACTIVITY HIGHLIGHTS
Respond with constructive comments to peers' writing

TEXT FEATURES
Memoir with vivid descriptions and 20th century British slang

6A: Dahl & Narrative

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

- *Boy: Tales of Childhood* by Roald Dahl
- *The Story of My Life* by Hellen Keller
- *The Secret Garden* by Frances Hodgson Burnett
- *Tony Hawk: Professional Skateboarder* by Tony Hawk and Sean Mortimer
- *Inside Out & Back Again* by Thanhha Lai
- Excerpt from: *The Adventures of Tom Sawyer* by Mark Twain [6A SU3 L2 LO8]



●●●●● QT: 750L–1170L

●●●●● QL: 3

●●●●● RT: 3

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

ACTIVITY HIGHLIGHTS
Use an app to identify, organize, and evaluate claims and supporting evidence

TEXT FEATURES
Narrative nonfiction of scientific discoveries, detective stories, inductive reasoning

6B: Mysteries & Investigations

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

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain
- *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., *New York Times* (2018)
- “Young Goodman Brown” by Nathaniel Hawthorne
- “A Mysterious Visit” by Mark Twain
- Hippocratic Oath/Physician’s Pledge
- “See it Through” by Edgar Guest
- “Outwitting Nature’s Greatest Killer” by Mark Johnson, & Devi Shastri



●●●●● QT: 860L–1540L

●●●●● QL: 4

●●●●● RT: 4

6C: The Chocolate Collection

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

- ***Chocolat*** by Joanne Harris
- ***The Dharma Bums*** by Jack Kerouac
- “Is It Fair to Eat Chocolate?” by Deborah Dunn, *Skipping Stones* (Nov./Dec. 2008)
- “Pilot Dropped Candy Into Hearts of Berlin,” ABC News (July 2008)
- “Can Chocolate Be Good for My Health?” by Katherine Zeratsky, MayoClinic.org (Feb. 2012)
- “The Tropics” from ***The Story of Chocolate*** by the Chocolate Council of the National Confectioners Association
- “The Sweet Lure of Chocolate” by Jim Spadaccini, *Exploratorium Magazine Online*
- “Good Harvest” by Karen E. Lange, *All Animals* (Sept. 2011)
- “Eat More Chocolate, Win More Nobels?” by Karl Ritter and Marilyn Marchione, Associated Press (Oct. 2012)
- “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore, *National Geographic News* (March 2011)
- “Dark Chocolate: A Bittersweet Pill to Take” by Mary Brophy Marcus, *USA Today* (Dec. 2006)
- **Appendix C Statement** from ***Labor in Portuguese West Africa*** by William A. Cadbury (1910)
- ***The Autobiography of Benjamin Franklin*** by Benjamin Franklin
- ***Life on the Mississippi*** by Mark Twain
- ***A History of US: Book 10: All the People 1945–2001*** by Joy Hakim
- Letter from Lord Rothschild to Laurence Fish
- “Chocolate” from ***American Smooth*** by Rita Dove
- Act I, Scene Eight from ***Così fan tutte***: English National Opera Guide 22

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

ACTIVITY HIGHLIGHTS

Scavenger hunts, debate, internet research, and media project

TEXT FEATURES

Primary and secondary source materials, varied topics and perspectives

Part 1: Welcome to Amplify



L

●●●●● QT: 870L–1140L

●●●●● QL: 4

●●●●● RT: 3

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

ACTIVITY HIGHLIGHTS

Myth World Quest, write original interpretations of ancient myths

TEXT FEATURES

Modern prose retellings of myths and translation of ancient narrative poem

6D: The Greeks

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.

- *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- *The Odyssey* by Homer, translated by E.V. Rieu
- *Tales from Ovid* by Ted Hughes
- *The Arabian Nights’ Entertainments*, “Second Voyage” by Andrew Lang
- *Prometheus Bound* by Aeschylus
- “Circe’s Palace” by Nathaniel Hawthorne
- “The Picture Minerva Wove” by Carolyn Sherwin Bailey



L

●●●●● QT: 840L–860L

●●●●● QL: 3

●●●●● RT: 4

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

ACTIVITY HIGHLIGHTS

Fishbowl discussions, presentations of research on Aztec mythology

TEXT FEATURES

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

6E: Summer of the Mariposas

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

- *Summer of the Mariposas* by Guadalupe Garcia McCall
- Graphic novel of *The Odyssey* by Gareth Hinds
- “The Iron Horse” passage from *Enrique’s Journey* by Sonia Nazario
- *The Odyssey* by Homer, translated by E.V. Rieu
- “The Boy and the Bayonet” by Paul Laurence Dunbar
- “Mariposa” by Edna St. Vincent Millay



●●●●● QT: 800L-1620L

●●●●● QL: 4

●●●●● RT: 4

6F: The Titanic Collection

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

- **A Letter from Mary Lines**, 1912
- **"Discovery of the Titanic"** by *Lapham's Quarterly* editors
- **"May Be Waifs' Mother,"** *New York Times* (April 1912)
- **"The Iceberg Was Only Part of It"** by William J. Broad, *New York Times* (April 2012)
- ***The Sinking of the Titanic and Great Sea Disasters*** by Logan Marshall (editor)
- **"Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says,"** *The Epoch Times*
- ***Sinking of the Titanic, Most Appalling Ocean Horror*** by Jay Henry Mowbray
- ***Letter from the Dock, Wharf, Riverside, and General Workers Union*** by Ben Tillett (April 1912)
- ***A Night to Remember*** by Walter Lord
- ***Carpathia Manifest Records***, 1912
- **Testimony of Olaus Abelseth** (May 3, 1912)
- **Final Wireless Transmissions Aboard the RMS Titanic, April 14, 1912**
- **"Untitled"** a poem by Anonymous, (read at the Titanic Memorial Dedication in Belfast, Ireland – June 1920)
- **"Testimony of Olaus Abelseth"** from United States Senate Inquiry
- **Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS Titanic**
- **Untitled Poem read at the Titanic Memorial Dedication in Belfast, Ireland—June 1920**, anonymous
- **"The Harvest Of The Sea (On the sinking of the Titanic)"** by Charles Hanson Towne
- **Excerpt from the British Government report submitted to US Senate on April 15, 1912: "The Third-Class Passengers"**

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 multi-media project

ACTIVITY HIGHLIGHTS

Research and role-play a Titanic passenger and write from their point of view

TEXT FEATURES

Compelling artifacts from voyage (menus, journals), letters, photographs

Grade 7 units



7A: Red Scarf Girl & Narrative

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

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



●●●●● QT: 780L

●●●●● QL: 3

●●●●● RT: 2

TOPIC & THEME

The impact of individual experiences

READING

Examine the differences between a character’s thoughts and actions

WRITING

Use revision to strengthen elaboration

ACTIVITY HIGHLIGHTS

Use an app to trace a character’s level of hopefulness over the course of a text

TEXT FEATURES

Memoir of the Chinese Cultural Revolution, historic propaganda images



7B: Character & Conflict

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

- *A Raisin in the Sun* by Lorraine Hansberry
- “Harlem” by Langston Hughes
- “Sucker” by Carson McCullers
- *To Be Young, Gifted and Black: An Informal Autobiography of Lorraine Hansberry* by Lorraine Hansberry, adapted by Robert Nemiroff
- “The Gift of the Magi” by O. Henry
- “Mother to Son” by Langston Hughes
- “Dreams” by Langston Hughes



●●●●● QT: 870L–1400L

●●●●● QL: 3

●●●●● RT: 3

TOPIC & THEME

Individual dreams, family dynamics, and societal restrictions

READING

Analyze a character’s unconscious motivations

WRITING

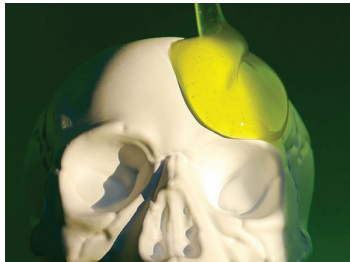
Make thematic connections across genres

ACTIVITY HIGHLIGHTS

Perform scenes, analyze film, compare historical and fictional portrayals

TEXT FEATURES

Mid-20th century African-American drama, memoir, poetry



●●●●● QT: 970L–1310L

●●●●● QL: 4

●●●●● RT: 4

7C: Brain Science

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

- ***Phineas Gage: A Gruesome but True Story About Brain Science***
by John Fleischman
- ***The Man Who Mistook His Wife for a Hat*** by Oliver Sacks
- ***Inventing Ourselves: The Secret Life of the Teenage Brain***
by Sarah-Jayne Blakemore
- “Sonnet—To Science” by Edgar Allan Poe
- “The Brain” by Emily Dickinson
- “Recovery from the Passage of an Iron Bar Through the Head”
by John M. Harlow, M.D.
- “Demystifying the Adolescent Brain,” by Laurence Steinberg
- Excerpts from the majority and dissenting opinions in *Roper v. Simmons*

TOPIC & THEME

Brain development and brain disorders

READING

Synthesize information from multiple texts to develop understanding of a topic

WRITING

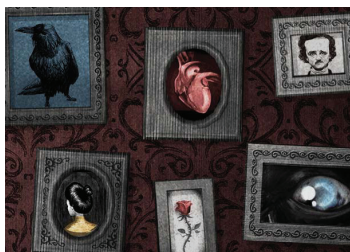
Describe facts, explain concepts, and convince the reader of an opinion

ACTIVITY HIGHLIGHTS

Perception Academy Quest, discussions to refine conceptual understanding

TEXT FEATURES

Narrative and informational nonfiction about discoveries in brain science



●●●●● QT: 820L–1530L

●●●●● QL: 4

●●●●● RT: 3

7D: Poetry & Poe

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

- “The Tell-Tale Heart” by Edgar Allan Poe
- “The Cask of Amontillado” by Edgar Allan Poe
- **The M’Naghten Rule** by anonymous author
- “The Silence” by Federico García Lorca
- “The White Horse” by D.H. Lawrence
- “A narrow fellow in the grass” by Emily Dickinson
- “The Raven” by Edgar Allan Poe
- “Chicago” by Carl Sandburg
- “The Yellow Wallpaper” by Charlotte Perkins Gilman
- “The Charge of the Light Brigade” by Alfred, Lord Tennyson
- “I Wandered Lonely as a Cloud” by William Wordsworth
- “Alone” by Edgar Allan Poe
- “A Poison Tree” by William Blake

TOPIC & THEME

Reading like a movie director

READING

Evaluate the reliability of a fictional narrator

WRITING

Compare and contrast characters’ perspectives on a narrative

ACTIVITY HIGHLIGHTS

Use a storyboarding app, debate narrator’s sanity, compare film adaptations

TEXT FEATURES

American poetry and gothic literature with unreliable narrators

Grade 7 units



●●●●● QT: 910L–1430L

●●●●● QL: 5

●●●●● RT: 4

7E: The Frida & Diego Collection

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.

- “Frida Kahlo” by Phyllis Tuchman, *Smithsonian Magazine* (Nov. 2002)
- “Detroit Industry: The Murals of Diego Rivera” by Don Gonyea, *npr.org* (April 2009)
- “Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera,” *New York Times* (May 1933)
- *My Art, My Life: An Autobiography* by Diego Rivera (with Gladys March)
- “Letter to Ella and Bertram Wolfe” from *The Letters of Frida Kahlo: Cartas Apasionadas* by Frida Kahlo (compiled by Martha Zamora)
- “Sonnet 130” by William Shakespeare
- “TO F--” by Edgar Allan Poe
- *Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo*, by Guadalupe Rivera and Marie-Pierre Colle

TOPIC & THEME	READING	WRITING	ACTIVITY HIGHLIGHTS	TEXT FEATURES
Art as personal and political expression	Identify various sources’ perspectives on a topic	Synthesize information from several sources to develop an argument	Descriptive writing, Socratic seminar, internet research, and media project	Paintings, memoirs, articles, letters portraying unconventional artists



●●●●● QT: 1020L–1600L

●●●●● QL: 4

●●●●● RT: 4

7F: The Gold Rush Collection

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

- ***The Gold Rush Diary of Ramón Gil Navarro*** by Ramón Gil Navarro
(edited and translated by María del Carmen Ferreyra and David S. Reher)
- **“California Culinary Experiences”** by Prentice Mulford
- ***Roughing It*** by Mark Twain
- ***Sights in the Gold Region, and Scenes by the Way*** by Theodore T. Johnson
- ***The Shirley Letters from California Mines in 1851–1852*** by Dame Shirley
- Song excerpt: **“Oh My Darling, Clementine”** by Percy Montrose
- ***Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush*** by Jerry Stanley
- ***California: The Great Exception*** by Carey McWilliams
- **“A Letter from Gold Mountain,” *Good Fortune: My Journey to Gold Mountain*** by Li Keng Wong
- **“There’s Gold in Them Hills,”** from ***A History of US 5: 1820–1860***, by Joy Hakim
- **“Pioneers! O Pioneers!”** from ***Leaves of Grass*** by Walt Whitman
- **Excerpt from *Murphy, Gold Rush Dog*** by Alison Heart
- **Excerpt from *A History of US 5: Liberty For All 1820–1860*** by Joy Hakim

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

ACTIVITY HIGHLIGHTS

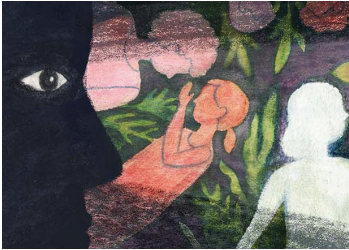
Research one of the key groups in the gold rush and write a gold rush diary

TEXT FEATURES

Primary and secondary source documents, poems, lyrics, maps, and images

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Grade 8 units



●●●●● QT: 890L–1080L

●●●●● QL: 3

●●●●● RT: 3

8A: Perspectives & Narrative

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.

- *Going Solo* by Roald Dahl
- *Fish Cheeks* by Amy Tan
- *My Mother’s Garden* by Kaitlyn Greenidge
- *Davy and the Goblin*, by Charles E. Carryl
- Excerpt from *A Bad Beginning* by Lemony Snicket
- Excerpt from *Davy and the Goblin* by Charles E. Carryl
- Excerpt from *The Girl Who Loved Tom Gordon* by Stephen King
- Excerpt from *The Life of Pi* by Yann Martel
- Excerpt from *The Princess Bride* by William Goldman
- Excerpt from *The Phantom Tollbooth* by Norton Juster

TOPIC & THEME
The craft of narrative

READING
Notice the impact of author’s craft and structure

WRITING
Write a narrative about a childhood memory

ACTIVITY HIGHLIGHTS
Write personal narratives, workshop with peers, watch video author interviews

TEXT FEATURES
WWII memoir and contemporary coming-of-age 1st person narratives



●●●●● QT: 900L–1500L

●●●●● QL: 5

●●●●● RT: 4

8B: Liberty & Equality

Students look at the words of a range of creators to see how their writing contributed to extreme shifts in social organization.

- *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
- *Gettysburg Address* by Abraham Lincoln
- *The Declaration of Independence* by Thomas Jefferson and the Second Continental Congress
- *Up From Slavery: An Autobiography* by Booker T. Washington
- *The Every-day Life of Abraham Lincoln* by Francis F. Brown
- Excerpt from John C. Calhoun’s speech to the US Senate, 1837
- “Song of Myself” by Walt Whitman
- Excerpt from “The claims of the Negro, ethnologically considered: an address before the literary societies of Western Reserve College” by Frederick Douglass

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

ACTIVITY HIGHLIGHTS
Emancipation Quest, watch dramatic readings, deliver abolitionist speech

TEXT FEATURES
19th century language and syntax, complex rhetorical styles



●●●●● QT: 980L–1540L

●●●●● QL: 4

●●●●● RT: 4

8C: Science & Science Fiction

Using different presentations of the “Frankenstein” story, students wrestle with some of the text’s central themes: the source of humanity and the root of evil.

- ***Gris Grimly’s Frankenstein*** by Gris Grimly and Mary Shelley
- ***Frankenstein*** by Mary Shelley
- “**The Tables Turned**” by William Wordsworth
- ***The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution*** by Walter Isaacson
- “**A Man-Made Monster in Grand Guignol Film Story**” by Mordaunt Hall, *New York Times* (*Frankenstein* movie review, Dec. 1931)
- “**All Watched Over by Machines of Loving Grace**” by Richard Brautigan
- ***A Lady’s Life in the Rocky Mountains*** by Isabella L. Bird
- ***Analytical Engine*** by Charles Babbage
- ***Steve Jobs: Technology Innovator and Apple Genius*** by Matt Doeden
- **Genesis 2**, Revised Standard Version
- ***Benjamin Franklin: An American Life*** by Walter Isaacson
- ***Heroes, Gods and Monsters of the Greek Myths*** by Bernard Evslin
- “**Prometheus,**” ***Heroes, Gods and Monsters of the Greek Myths*** by Bernard Evslin
- “**Pygmalion,**” ***Heroes, Gods and Monsters of the Greek Myths*** by Bernard Evslin
- Excerpt from ***History of US 8: Age of Extremes: 1880–1917*** by Joy Hakim

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

ACTIVITY HIGHLIGHTS

Write from a character’s perspective, debate making creature a partner

TEXT FEATURES

Gothic text in graphic form, archaic language, Biblical and mythological allusions



●●●●● QT: N/A

●●●●● QL: 5

●●●●● RT: 3

8D: Shakespeare’s *Romeo & Juliet*

Romeo and Juliet combine romance with action, offering a wide range to read about and act out.

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

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

ACTIVITY HIGHLIGHTS

Perform scenes from the play, compare filmed performances to text

TEXT FEATURES

Drama with Elizabethan language, inverted syntax, extensive figurative language

Part 1: Welcome to Amplify



●●●●● QT: 800–1200L

●●●●● QL: 4

●●●●● RT: 5

8E: Holocaust: Memory & Meaning

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

- “I Cannot Forget” by Alexander Kimel
- *A Child of Hitler: Germany in the Days When God Wore a Swastika* *Maus I: My Father Bleeds History* by Alfons Heck
- *Shores Beyond Shores* by Irene Butter
- “Jesse Owens’ Olympic Triumph Over Time and Hitlerism” by Lerone Bennett, Jr.
- *Maus I: A Survivor’s Tale: My Father Bleeds History* by Art Spiegelman
- *Night* by Elie Wiesel
- “100,000 Hail Hitler; U.S. Athletes Avoid Nazi Salute to Him” by Frederick T. Birchall from The New York Times , 8/1/36
- “Helene Mayer, Fencing Champ, Says She’ll Try for the Olympics” from *Jewish Daily Bulletin*, 4/11/34 *Hero on a Bicycle* by Shirley Hughes

TOPIC & THEME	READING	WRITING	ACTIVITY HIGHLIGHTS	TEXT FEATURES
The influences and responses to Hitler’s Holocaust	Synthesize multiple accounts to develop understanding and empathy	Analyze the impact of propaganda and explain the response to unfolding events	Image analysis, watch video with survivor, discuss importance of remembering	Poems, articles, memoirs, graphic novel, portrayals of sensitive content



●●●●● QT: 870L-1490L

●●●●● QL: 5

●●●●● RT: 4

8F: The Space Race Collection

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

- “In Event of Moon Disaster” by William Safire
- “Sputnik” from *Rocket Boys: A Memoir* by Homer Hickam
- *Flight: My Life in Mission Control* by Christopher C. Kraft, Jr. and James L. Schefter
- Memorandum for Vice President by John F. Kennedy
- “Buzz Aldrin on His Lunar Home, the Eagle” by Marc Myers, *The Wall Street Journal*
- “Smooth as a Peeled Egg” from *Two Sides of the Moon: Our Story of the Cold War Space Race* by David Scott and Alexei Leonov with Christine Toomey
- “Dreaming of a Moonage” from *Moondust: In Search of the Men Who Fell to Earth* by Andrew Smith
- “Stars” by Robert Frost
- *The War of the Worlds* by H. G. Wells
- “The nearly forgotten story of the black women who helped land on the moon,” by Stephanie Merry, *The Washington Post*
- Remarks by the President at Medal of Freedom Ceremony, The White House, President Barack Obama
- *A Ball, a Dog, and a Monkey* by Michael D’Antonio
- President Kennedy’s Address at Rice University, September 12, 1962
- *Into That Silent Sea*, by Francis French and Colin Burgess
- “What the Moon Rocks Tell Us,” from National Geographic, Kenneth F. Weaver
- *Pale Blue Dot* by Carl Sagan
- “Life on Mars to Become a Reality in 2023, Dutch Firm Claims” by Karen McVeigh, *The Guardian*
- “The Space Race: An Introduction” by Lapham’s Quarterly editors (2014)
- “And a Dog Shall Lead Them” from *A Ball, A Dog, and a Monkey* by Michael D’Antonio
- “A Seagull in Flight” from *Into That Silent Sea* by Francis French and Colin Burgess
- “First to Fly” from *Into That Silent Sea* by Francis French and Colin Burgess
- “You Are Here” from *Pale Blue Dot* by Carl Sagan
- *A History of US 10: All the People Since 1945 - Chapter 36* - by Joy Hakim
- “Katherine Johnson: Trailblazer and Brilliant Mathematician” Excerpt Remarks by the President at Medal of Freedom Ceremony, The White House, November 24, 2015”

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 multi-media project

ACTIVITY HIGHLIGHTS

Research a cosmonaut or astronaut and write blog entries from their point of view

TEXT FEATURES

Primary and secondary source documents, poems, and images

Part 2: Program Goals

Pedagogical approach

Educating young adolescents is a critical endeavor with unique challenges and opportunities.

Our goal is to help teachers establish a classroom where students thrive academically, socially, and emotionally while remaining focused on the essential skills of reading, writing, speaking, listening, and forming a literate community. Teachers will recognize that the program gives students a lot of opportunities to read deeply, gather observations and evidence from the text, discuss a range of interpretations, collaborate with peers to refine accuracy, and write to develop and present ideas. These essential close reading activities are supported by technology, but the focus is critical engagement with texts. The work students do is rigorous, text dependent, analytical, and deep, with the goal of harnessing students' critical thinking and allowing them to feel the power of their ideas.

Text at the center

Close reading is the central experience of the Amplify classroom. Perhaps more than at any other age, middle grade students need to work deeply with complex text and develop the critical capacities needed to succeed in high school and beyond. The complex texts that comprise Amplify ELA build students' skills and knowledge, and foster curiosity, reflection, and evaluation. The lesson design supports the centrality of the close reading experience in a number of ways:

- Observe first, then interpret. Before developing an interpretation of the text, students study it, by highlighting or annotating it, gathering facts or evidence they can refer to as they set out to interpret what it is saying literally and what it may be saying beyond the literal meaning.
- Read the text in multiple ways. Students read aloud, memorize, follow along to dramatic readings, use charts or digital apps to explore the text more visually, and discuss with teachers and classmates. Each of these approaches allows students to gain new insights, ponder distinct interpretations, and understand language.
- Write regularly to develop, compare, and refine ideas. Frequent writing prompts that support students to rethink the text and interpret it in their own words. Sharing protocols invite students to present their understandings to their peers.
- Read to develop, apply, and synthesize knowledge of the world and word. Amplify's texts are sequenced so that students build knowledge across the year and into subsequent grades. All texts, both fiction and informational, cover a wide range of subject areas, from classic literature to contemporary literature, from neuroscience to key American thinkers, from Greek mythology to modern, seminal drama.

High expectations and strong supports

All students need to take on the challenges of rigorous work, and teachers need real tools to help all students make progress. The Amplify lessons help students “work up” in three important ways.

- **Universal design:** The curriculum is designed so that, whenever possible, one engaging and rich activity serves the needs of every student, providing appropriate challenge or access. The sequencing of activities within a lesson includes gathering and discussing small observations to developing or critiquing a large interpretation; supports, such as Amplify’s Reveal tool or audio; clearly established routines and habits; and a small set of key throughline skills. These activities create a multifaceted framework that provides supports for a wide range of students to productively explore the same texts at grade level.
- **Teacher-facing differentiation:** Throughout Amplify’s embedded Instructional Guides, Teacher Lesson Briefs, and other supports, teachers find instructions and ideas about how to support or modify a lesson to tailor it for students with disabilities, students reading below grade level, advanced students, and English learners. To help teachers facilitate close reading and integrated writing, Amplify provides embedded guides on how to provide short, on-the-fly supports for students with a variety of skill levels and learning needs.
- **Student-facing differentiation:** In cases when Amplify’s universal design can’t meet the needs of all learners, teachers can provide students with one of six levels of supports specifically designed for a range of learners including English Learners, students with disabilities, students reading below grade level, and students who would benefit from extra challenges on the activity. These differentiated supports may be sentence starters to help students begin writing to a prompt, text dependent questions broken down into a manageable sequence, reduced portions of text, visual supports or word banks, etc. The goal and design of each differentiated support allows students to continue to work with the grade level text, collaborate with classmates, and fully meet the reading and writing objectives of the class.



Part 2: Program Goals

Critical and collaborative engagement

The middle grade years are marked by the need to establish new social relationships, coupled with a high degree of curiosity, and a developing ability to think critically and abstractly. Amplify ELA lessons foster a classroom community through interactive, close reading activities that focus on cognitively challenging work and present a variety of opportunities for collaborative, social, and experiential learning:

- Students are guided to develop a range of interpretations and then work collaboratively to re-read, re-evaluate, and refine their reading based on a shared understanding of the text.
- Close reading work targets students' ability to select, explain, and analyze text details in support of their interpretation or to develop an idea, rather than pointing to one correct response.
- Writing is fully integrated into the classroom community of close readers, and students write regularly to compare texts, synthesize ideas, analyze an argument, and develop an explanation. Each writing opportunity is coupled with the opportunity for students to share their writing with peers, surface a range of ideas, develop the ability to reflect critically on one's writing, and create an authentic sense of audience.
- Close reading activities such as debates, Socratic seminars, performances, and in-class polls provide ways for students to actively engage with peers and the text simultaneously.

Integrated approach, targeted objectives

The Amplify program adopts an integrated approach to standards instruction. The lessons target the most compelling aspect of the chosen text passage and instruction focuses on the standard that best supports that work. These standards are identified as a lesson's focus standard. At the same time, working with complex text demands that readers work across standards, and lessons support this inclusive type of text exploration, rather than isolated standard practice:

- The focus standards identified in the instructional guide are called out within the activity where practice and instruction strongly covers that standard, allowing teachers to plan or adapt instruction accordingly.
- The exit ticket at the end of each lesson aligns to a lesson focus standard to provide teachers with a quick gauge of students' ability to work with that standard.
- Each lesson also includes additional standards students work with in the lesson, to allow teachers to identify how the standards spiral through lessons at different touchpoints.

Timely feedback and ongoing assessment

Amplify designed embedded, formative assessment measurements and targeted feedback tools to help teachers make timely decisions about instructional strategy and provide the guidance developing students need to grow quickly as readers and writers.

- Embedded Assessment Measures guide instructional decisions. Amplify's formative assessments are designed so that teachers can identify important performance patterns and have regular opportunities to re-evaluate student progress with key skills based on classroom work. Daily exit tickets are aligned to the lesson's reading objectives; daily writing, reading, and vocabulary reports show patterns of overall progress with these key skills, and Amplify's ELA's Embedded Assessment Measure (EAM) assesses students' daily lesson work against standard strands.
- Targeted feedback to develops strengths. Research shows that students thrive with regular, targeted feedback to understand and develop their strengths. ELA offers a feedback tool that helps teachers provide written feedback in real time to their students. In addition to mentor texts, point of use feedback tools (on-the-fly) and sharing routines allow students to recognize how a specific skill they used amplified the power of their ideas.
- Automated assessment tools to let teachers focus on instruction. Amplify's automated writing evaluator autoscores student writing, so that teachers can use this data to make strategic decisions about which students may most need feedback or additional supports.
- Activities to provide additional learning opportunities. With targeted learning experiences to support key close reading, writing, language, and foundational skills, Amplify's flex days and revision assignments allow teachers to strategically assign activities based on recommendations and patterns from Amplify's data reports.

Multimodal and strategic use of technology

Within each unit and throughout the grade, Amplify provides multiple ways for students to interact with text, including the strategic use of technology to expand the learning experience.

- Writing is integrated as primary mode of developing ideas during reading activities, in addition to being a method of demonstrating understanding at the conclusion of a unit.
- Dramatic readings and performances are used regularly to provide middle grade students with continuing models of and practice with fluent readings.
- Immersive 3–5 day learning experiences, known as Quests, provide multifaceted opportunities for students to build and apply knowledge as they solve a mystery, make a diagnosis or argue for a chosen character or idea.
- Interactive apps are strategically placed to allow students to work with key text elements or skills in new ways.
- A variety of speaking and listening forums including Socratic seminars, debates, and fishbowl discussions help students argue from evidence, and develop and refine their understanding as they express their ideas.

Part 3: Classroom structure

Structured ELA routines with flexible lesson activities

Amplify ELA lessons follow a structure grounded in regular routines but flexible enough to allow for a variety of learning experiences. Lesson structures vary from day to day, ensuring that students are always engaged. The following represents the sequence of activity types that appear in a typical lesson.



Build vocabulary
(5 Minutes)

Build Vocabulary

Students work independently to build key vocabulary with the adaptive Vocab App.

or

Teacher-student Check-ins

Teacher greets students and makes sure they're set up for success.



Collaborate and interpret text
(15–20 Minutes)

Work With Text Out Loud

Students make meaning by interpreting audio and dramatic performances of the text.

or

Work Visually

Students make meaning by visually conveying ideas in a text.

or

Work With Text as Theater

Students make meaning by planning and performing dramatic interpretations of a text.

or

Select the Best Evidence

Students closely reread passages to identify and analyze language that supports an idea.

or

Use the Text as Referee

Students partner to talk through questions, using specific places in the text to come to a consensus.



Develop and present ideas (15–25 Minutes)

Try It On

Students try their hand at writing like the authors they are reading, incorporating new techniques using classic and contemporary works as models.

or

Write for an Authentic Audience

Students use independent writing time to focus their ideas and express them in a way that will inform or persuade their audience.

or

Revise

Students change, delete, and reorder text; they consider the impact of these changes on the clarity and power of their communication.

or

Debate

Students engage in formal or informal group debates where they develop claims, anticipate and respond to counterclaims, and convey information persuasively.

Reflect (5–10 Minutes)

Exit Ticket

Quick snapshot of students' understanding of a focus standard.

and

Wrap-Up

Share and Respond.

Synthesize or extend thinking.

Preview upcoming elements.

Independent work (20–60 Minutes)

Complete Solo

or

Read independently

or

Teacher uses time to prepare for next class session

Part 3: Classroom structure

Instruction for blended learning models

Our print and digital formats work together to support and empower teachers, however they teach, and whatever their classroom needs and resources are.

Our suite of print assets includes:

- **A student edition**
Our grade-level student edition includes everything you need to teach Amplify ELA's digital lessons. All of the texts and writing prompts are identical to the digital edition. Students can still experience the digital parts of the curriculum with in-class teacher projections. Everything required to align with standards and Amplify's pedagogy is available in print.
- **Set of six student writing journals (one per unit)**
The student writing journal is designed to look like a composition notebook, and is where students keep all of their writing, if they're not submitting it online. The analog journal is an especially effective tool for struggling writers, as parents, teachers, and students can track their (longhand) writing practice and growth from the beginning of the unit to the end.
- **Set of six teacher editions (one per unit)**
Each teacher edition contains the full student edition with a wraparound—with differentiated instruction, ELL and supports, vocabulary supports, small-group and “pair and share” exercises, and more — in the margins. The scripting and lesson instruction is designed to support the full spectrum of teachers, including brand new digital natives, last minute substitutes, and experienced traditionalists.

When students are working from the printed student edition, they can still experience the digital curriculum via in-class teacher projections. If students have access to devices a few times a week, or access to a computer lab, they'll have more time and opportunity to explore and experience the digital curriculum on their own. Teachers have the flexibility to teach how they want — with the confidence that, no matter how and when their students have access to devices, key skills will be covered.



Part 4: Reviewers and content experts

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Madison Akins	Cynthia Mitchell
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For more information on Amplify ELA,
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