

# Program guide



# Amplify Literacy: A fresh solution for Florida

GRADES PREK-5

AmplifyCKLA  
FLORIDA

GRADES 6-8

AmplifyELA  
FLORIDA

Florida students deserve ELA resources built just for their needs, designed to:

- Build academic knowledge that fosters a love of literature
- Build skill and stamina in speaking and listening, reading, and writing
- Create next-level student engagement through rich media and interactive student tools
- Give you back more time to teach



Looking for a K-8 solution?  
Visit us at [amplify.com/fl-review](https://amplify.com/fl-review)



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# Welcome, Florida teachers!

**We're thrilled that you're exploring Amplify ELA Florida—a fresh new program grounded in the B.E.S.T. standards.**

With all of this year's challenges, why turn to something fresh? Because the Amplify ELA Florida Edition offers:

- Great literature and compelling non-fiction, taught in engaging new ways for today's learners
- Fully blended print and digital instruction designed to meet your students wherever they're learning
- Differentiation to support all your students in studying the same rigorous texts
- Embedded assessments and data insights you can start using on day 1
- Customization to support you, wherever and however you're teaching
- Instruction that targets key standards and harnesses multiple learning modes

No matter how the world may change ... no matter where you're teaching this year or next year ... literacy remains fundamental. Your students deserve the best. And so do you.



practices

IN MANY WAYS

IN MANY WAYS

CHECK MY WORK

HAPPY BIRTHDAY

Modified Block Schedule  
Wednesday

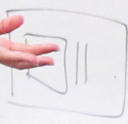
### Compare Perspectives

BACK SAVE REFRESH

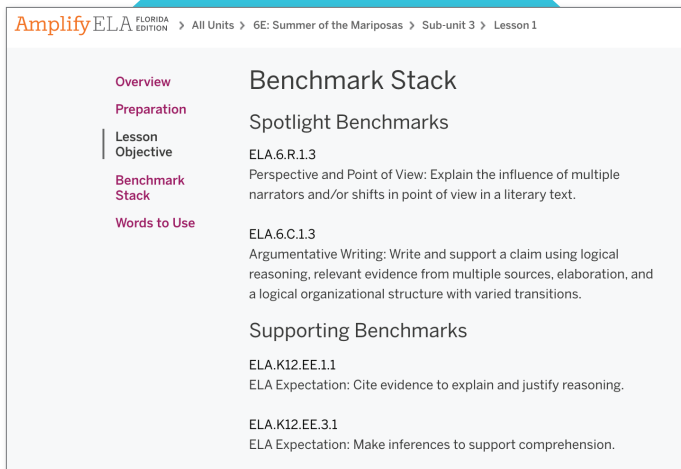
Narrator's Perspective

Reader's Perspective

<p>Yet the sound increased... and yet the officer heard it first... a noise and argued about whether it was a high key and with rising generalizations, but the noise steadily increased. Why would they not be gone?</p>	<p>I looked the officer... and granted it upon the boards, but the noise... continuously increased. Was it possible they heard not?... no, not they heard! they saw it!... they knew! they were making a mockery of my honor!</p>	<p>I could hear those hypocritical smiles no longer... bark! louder! louder! louder! 'Villains!' I shrieked. 'It's terrible no more! I admit the deed... -steer up the plank! Here they come! -it is the beating of his hideous heart!'</p>
<p>Yet the sound increased... and yet the officer heard it first... a noise and argued about whether it was a high key and with rising generalizations, but the noise steadily increased. Why would they not be gone?</p>	<p>I looked the officer... and granted it upon the boards, but the noise... continuously increased. Was it possible they heard not?... no, not they heard! they saw it!... they knew! they were making a mockery of my honor!</p>	<p>I could hear those hypocritical smiles no longer... bark! louder! louder! louder! 'Villains!' I shrieked. 'It's terrible no more! I admit the deed... -steer up the plank! Here they come! -it is the beating of his hideous heart!'</p>



# Amplify ELA Florida is built to help you teach the new B.E.S.T. standards



Amplify ELA FLORIDA EDITION > All Units > 6E: Summer of the Mariposas > Sub-unit 3 > Lesson 1

**Overview**  
**Preparation**  
**Lesson Objective**  
**Benchmark Stack**  
**Words to Use**

## Benchmark Stack

### Spotlight Benchmarks

ELA.6.R.1.3  
Perspective and Point of View: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

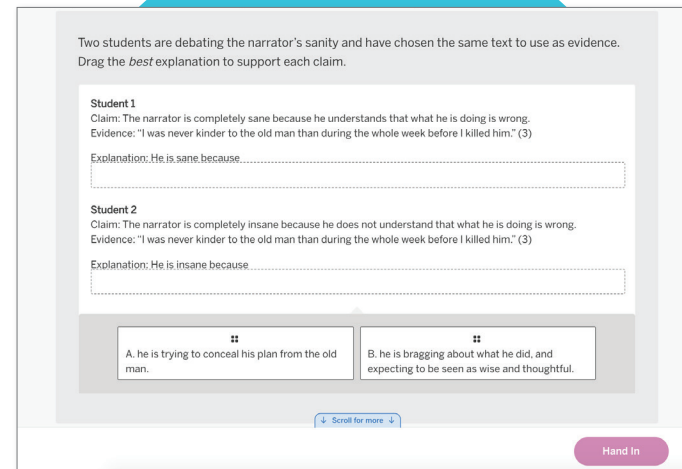
### Supporting Benchmarks

ELA.K12.EE.1.1  
ELA Expectation: Cite evidence to explain and justify reasoning.

ELA.K12.EE.3.1  
ELA Expectation: Make inferences to support comprehension.

1

**Standards at point of use** in every lesson for teachers, both print and digital



Two students are debating the narrator's sanity and have chosen the same text to use as evidence. Drag the *best* explanation to support each claim.

**Student 1**  
Claim: The narrator is completely sane because he understands that what he is doing is wrong.  
Evidence: "I was never kinder to the old man than during the whole week before I killed him." (3)  
Explanation: He is sane because.....

**Student 2**  
Claim: The narrator is completely insane because he does not understand that what he is doing is wrong.  
Evidence: "I was never kinder to the old man than during the whole week before I killed him." (3)  
Explanation: He is insane because.....

A. he is trying to conceal his plan from the old man.      B. he is bragging about what he did, and expecting to be seen as wise and thoughtful.

Hand In

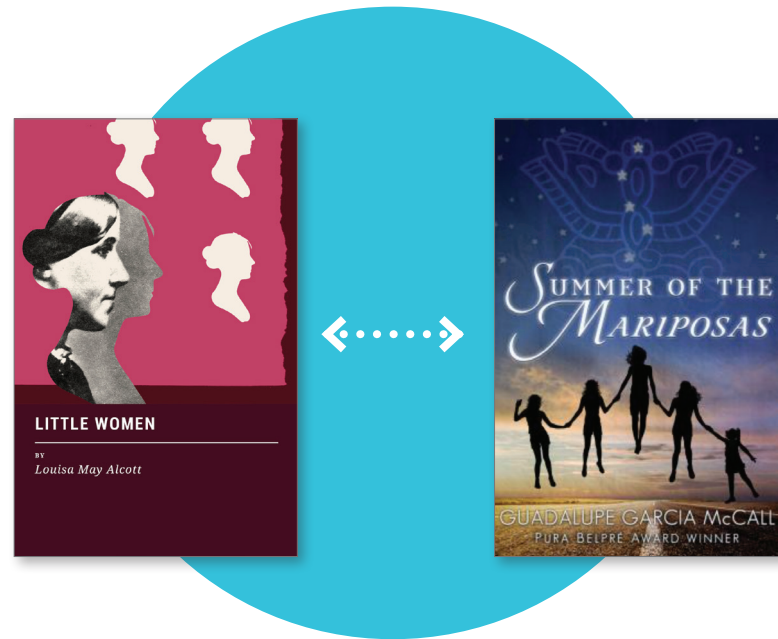
2

**Daily Exit Tickets** aligned to the lesson's spotlight B.E.S.T. standard



### 3

Reading with the **B.E.S.T. modules** to help you introduce or reinforce a standard using texts from the Florida text list



### 4

**Clarify & Compare lessons** in every unit help students clarify their understanding of a grade level benchmark and apply that understanding to a comparison of two texts.

# Amplify ELA supports diverse, inclusive Florida classrooms

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

## 1

### Centrality of Student Voices

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





# 2

## The Culturally Diverse Classroom

Amplify ELA Florida ensures that the diversity of students see themselves affirmed in the curriculum and have the opportunity to explore and affirm the contributions of a range of cultures and identities.



# 3

## Academic Achievement

Amplify's curriculum supports teachers to set strong expectations for all students while giving teachers access to the supports needed to meet students where they are.



# Lessons designed to engage every Florida Middle School student

Daily lessons provide structure and full standards coverage for students but still give teachers the flexibility to meet the needs of their class.



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

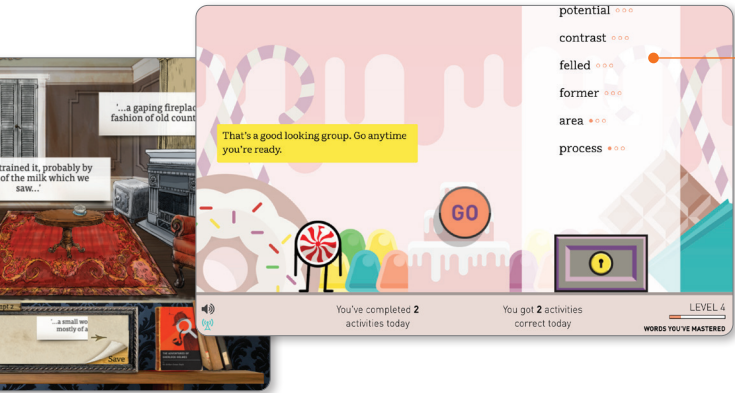


Built-in scaffolds like audio read aloud, Reveal words, and writing differentiation give all students the opportunity to work on grade level.

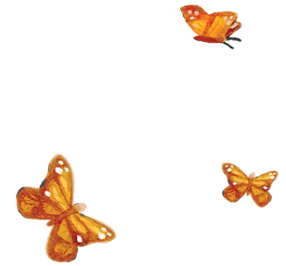
**The Tell-Tale Heart**

1 TRUE!—nervous—very, very terribly

dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? hearken! and observe how healthily—



Multimedia with the visual beauty of a video game and the rigor of a "Perfect Score" on Ed Reports curriculum



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



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

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

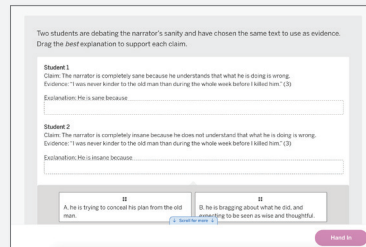
Thought provoking writing prompts and engaging activities like Socratic seminars and debates

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

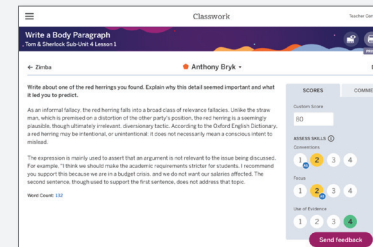


# Assessments aligned to the B.E.S.T. standards with robust reporting to drive instructional choices

## Exit Ticket



## Auto-scored Formative Writing Assignment

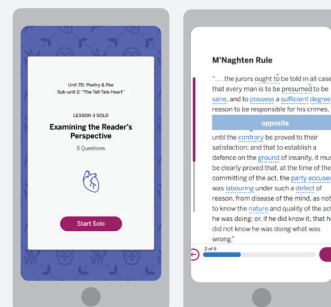


## Daily Formative Assessments

Built-in daily formative assessments including Exit Tickets, auto-scored writing, and auto-scored reading comprehension questions all aligned to the B.E.S.T. standards. These formative moments power the Embedded Assessment Measure.

## Formative Daily Reads

Independent readings are accompanied by standards-aligned questions, which are auto-scored to provide real time reading comprehension data. Students can choose to complete Solos through Amplify's mobile app.



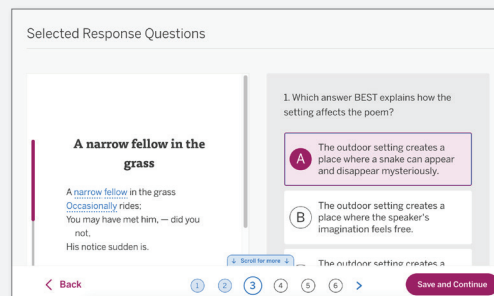
## Embedded Assessment Measure

The Embedded Assessment Measure measures student performance as they work in daily lessons and then provides groupings based on where students are struggling.



## Reading Assessment

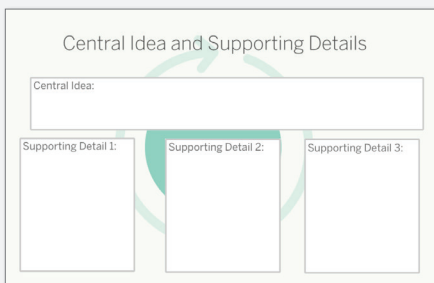
- The end-of-unit reading assessments include reading comprehension questions and constructed response prompts and provide practice with the types of questions and activities students may encounter on end-of-year state assessments.



## End-of-unit summative assessments

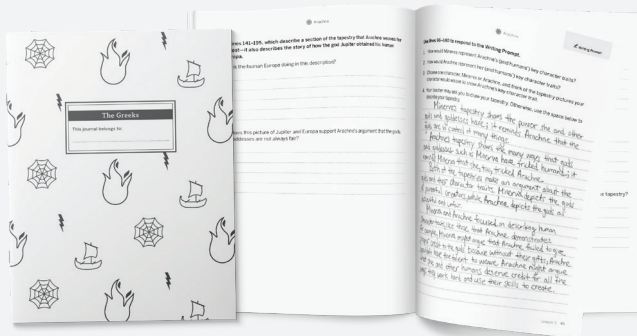
### Flex Day

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

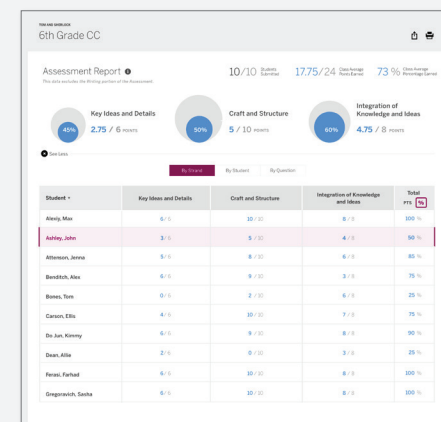


### Essay Sub-unit

The essay sub-units move students through a 4–5 lesson writing process to plan, draft, revise, and polish a multi-paragraph argumentative or informational essay.



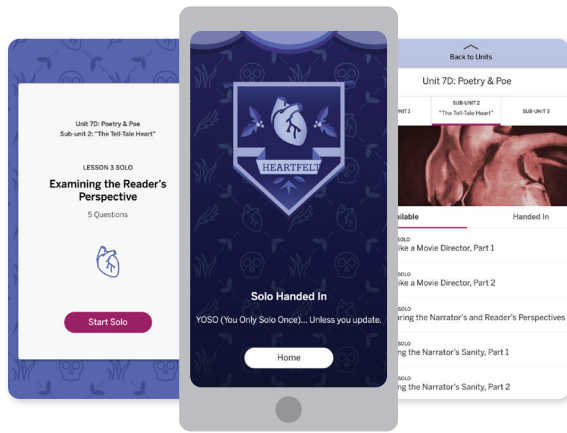
## Actionable Reporting



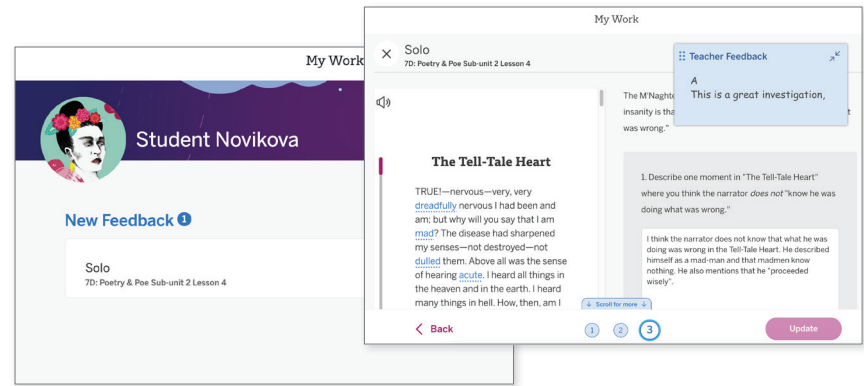
# Amplify ELA Florida works wherever your students are

Amplify ELA Florida's blended curriculum offers fully-aligned digital and print Student and Teacher Editions, allowing teachers and families to support a variety of learning situations—from asynchronous remote to live, in-class teaching—and transition as needed.





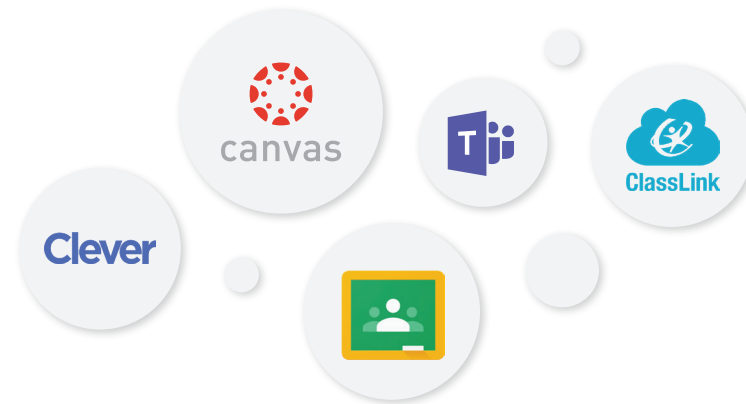
**Mobile resources** so students can read and answer comprehension questions right on their phones



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



Every single core text is available in full in our **digital Amplify Library** along with 700+ other titles



Plug in well with the tools that you use. **Connections with major LMS and tools** including: Google Classroom, Microsoft Teams, Canvas, Schoology, Clever

# Program Overview



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

— **Deborah Sabin**,  
Chief Academic Officer,  
Amplify ELA Florida



# Pedagogical approach

Educating middle schoolers is a critical endeavor with unique challenges and opportunities. Every Amplify ELA Florida 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 Florida lessons foster a classroom community that thrives on a wide range of student observations and where student voices and ideas drive the learning. 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

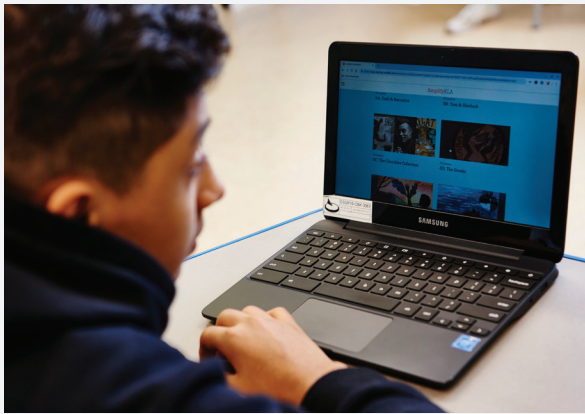
Students explore the most compelling aspects of text passages with instruction that targets key standards. By integrating analytic reading practices, evidence-based writing, and academic discussion, students are able to harness and develop the power of their ideas.



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 Florida 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. Numerous Florida model texts are represented within the core units; additional texts and selections are available through the Benchmark Modules and Amplify Library.

Texts in the Amplify ELA Florida curriculum cover a wide range of topics, themes, and genres, including relevant texts from the Florida booklist. Taken as a whole, the texts show students a diverse picture of the world, while fostering a lifelong love of reading.

**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 Florida curriculum cover a wide range of topics, themes, and genres, with differentiated supports that ensure that all students can also 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 according to the following criteria:

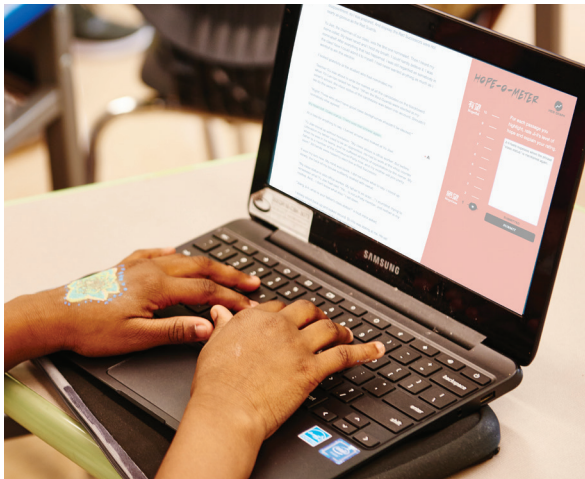
- Text complexity as defined by qualitative, quantitative, and reader and task measurements as required by the Florida B.E.S.T. standards and the Amplify Text Complexity Index
- Balance of literary (L) and informational (i) texts
- Varied representation of genres: novels, plays, poetry, biographies,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

# Social and emotional learning (SEL)

Social and emotional learning (SEL) is embedded in Amplify ELA Florida 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 Florida:



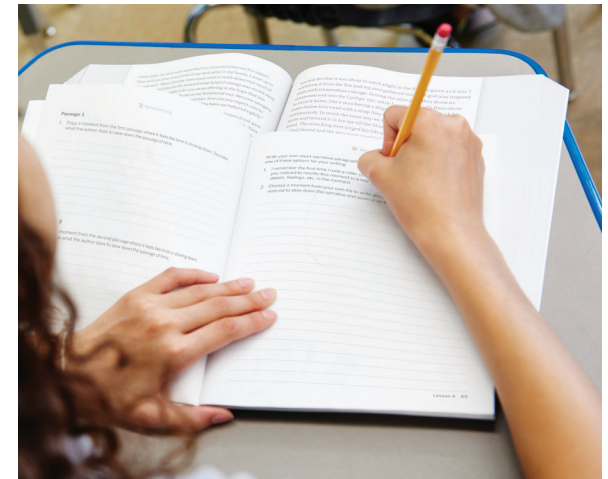
## Fostering empathy

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



## Collaborating

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



## Writing from personal experience

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

# Unit overviews and core readings

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

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

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

### Fiction

- Novels
- Short stories
- Poetry
- Myths
- Drama

### Non-fiction

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

### Multimedia

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

Florida sample texts are highlighted throughout in **orange type**.

## Grade 6 core units



6A: Dahl & Narrative



6B: Mysteries & Investigations



6C: The Chocolate Collection



6D: The Greeks



6E: Summer of the Mariposas



6F: The *Titanic* Collection



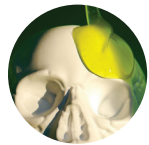
## Grade 7 core units



7A: *Red Scarf Girl* & Narrative



7B: Character & Conflict



7C: Brain Science



7D: Poetry & Poe



7E: The Frida & Diego Collection



7F: The Gold Rush Collection



## Grade 8 core units



8A: Perspectives & Narrative



8B: Liberty & Equality



8C: Science & Science Fiction



8D: Shakespeare's  
*Romeo & Juliet*



8E: Holocaust:  
Memory & Meaning



8F: The Space Race Collection



Informational

Literary

# 6A: Dahl & Narrative

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 10 LESSONS

SUB-UNIT 3 • 12 LESSONS

SUB-UNIT 4 • 4 LESSONS

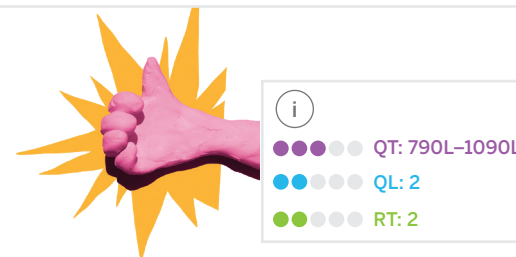


Students begin with narrative writing and then apply their new observational skills to lively readings from Roald Dahl's memoir *Boy*.

## TEXTS

- *Boy: Tales of Childhood* by Roald Dahl

- Excerpts from *Lincoln: a Photobiography* by Russell Freedman
- Excerpts from *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry



### ACTIVITY HIGHLIGHTS

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

**Writing workshops:** Respond with constructive comments to peers' writing

### THE BIG IDEA

The power of first-person memoir to capture the experiences and emotions of childhood

### 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

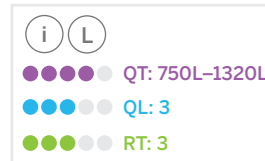
SUB-UNIT 6 • 1 LESSON



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 from *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*
- “Monster or Machine? A profile of the Coronavirus at 6 Months” by Alan Burdick
- Excerpts from *The Phantom Tollbooth* by Norton Juster
- “Eulogy of the Dog” by George Vest
- Excerpts from *Treasure Island* by Robert Louis Stevenson
- Excerpts from *Black Ships Before Troy* by Rosemary Sutcliff



## 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:** Use the detective notebook to investigate clues and draw conclusions alongside Sherlock Holmes

## THE BIG IDEA

Investigators’ approaches to medical and criminal mysteries



## 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 non-fiction 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

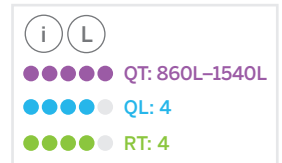
SUB-UNIT 6 • 1 LESSON



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*
- Excerpt from ***Incidents in the Life of a Slave Girl*** by Harriet Ann Jacobs
- **“The House on the Hill”** and **“Ghost Villanelle”** by Edwin Arlington Robinson
- Excerpts from ***Lincoln: a Photobiography*** by Russell Freedman
- **“Eulogy of the Dog”** by George Vest



## ACTIVITY HIGHLIGHTS

**Independent research:** Construct research questions and explore reliable and valid sources online

**Debate:** Use rhetorical appeals to argue for or against including chocolate in school lunches

**Multimedia presentation:** Create an interactive timeline to illustrate research findings

## THE BIG IDEA

Facts and stories about chocolate through the ages and across cultures

## READING

Identify and compare various authors' purposes and perspectives

## WRITING

Synthesize information from several sources to develop an argument

## TEXT FEATURES

Primary and secondary source materials, varied topics and perspectives



# 6D: The Greeks

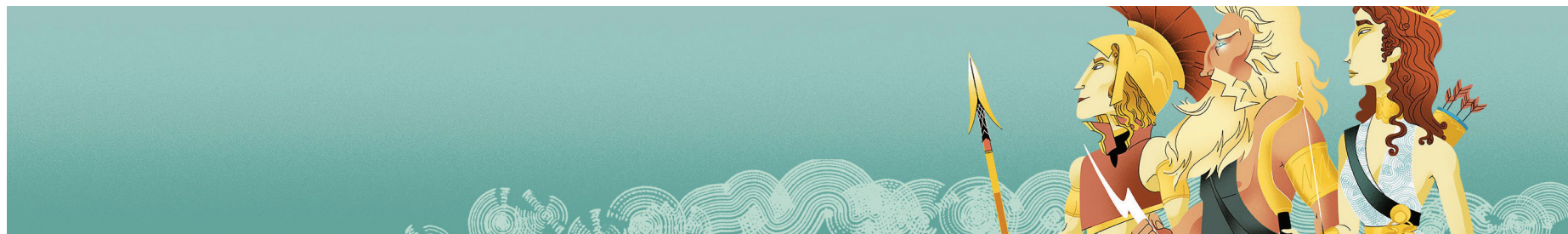
SUB-UNIT 1 • 6 LESSONS

SUB-UNIT 2 • 7 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 5 LESSONS

SUB-UNIT 5 • 1 LESSON



Students consider the relationships between heroes, ordinary people, and the gods in ancient Greek myths.

## 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
- Excerpt from *Black Ships Before Troy* by Rosemary Sutcliff
- Excerpts from *Little Women* by Louisa May Alcott
- Excerpts from *A Long Walk to Water* by Linda Sue Park

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●●●●● QT: 610L–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

## THE BIG IDEA

Humans vs. gods in Ancient Greece

## READING

Analyze the connections between symbols, characters, and themes in mythology

## 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

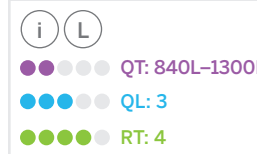
SUB-UNIT 3 • 1 LESSON



Students dive into the lively journey of the Garcia sisters as they explore the essential elements of a full novel, from character development to plot structure to universal themes.

## TEXTS

- **Summer of the Mariposas** by Guadalupe García 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
- Excerpt from **Little Women** by Louisa May Alcott
- Excerpts from **Incidents in the Life of a Slave Girl** by Harriet Ann Jacobs
- “**Speech to National Council of Negro Women**” by Condoleezza Rice



## 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 García McCall, author of *Summer of the Mariposas*

## THE BIG IDEA

The hero’s journey through Aztec mythology

## READING

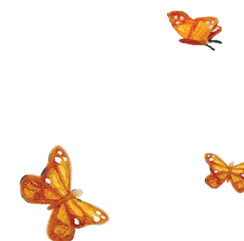
Trace a character’s arc from the beginning of a novel to the end

## 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

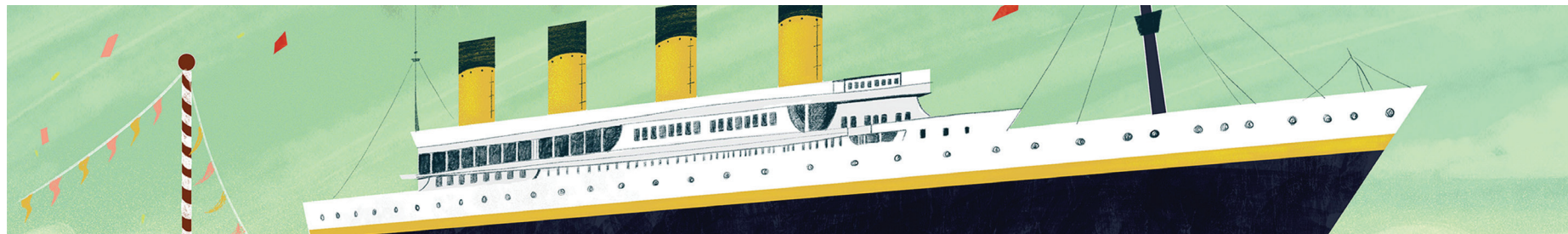
SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

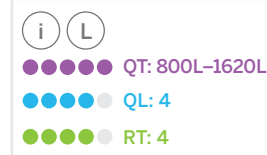
SUB-UNIT 5 • 8 LESSONS



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

## THE BIG IDEA

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

# Grade 6 Florida Flex Days

Amplify has created Flex Days for grade 6 (approximately every fifth lesson) to give you built-in time for all the differentiation, reteaching, and extension work you've been wanting to do. Ready-to-go options include:

- Specific activities to target needed additional practice with key Florida Benchmarks and Expectations, including theme, central idea, figurative language, and paraphrasing
- Targeted recommendations for groupings based on each student's performance on embedded assessments
- Writing activities with suggested prompts for additional analytic writing aligned to either the unit texts or a text of your choice
- Individualized grammar and conventions lessons, either following the pathway mapped out by the benchmarks or targeting the areas identified through Amplify's automated writing evaluator
- Independent Vocab App work
- Targeted fluency practice using key lesson passages

Teachers may also use these flexible opportunities for:

- Additional work with Benchmark modules
- Clarify & Compare performance tasks
- Work with Amplify Novel Guides
- Additional grammar work through Quill
- Personalized close reading practice in the form of an interactive graphic novel called Florida Close Reading

**Embedded Assessment Report**

Refresh Report  
Last updated Feb 21.

**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 enough submission
- No submission

**Language**

**Reading**

**Writing**

**Benchmark Introduction**

That's a good looking group. Go anytime you're ready.

GO

You've completed **2** activities today

You got **2** activities correct today

LEVEL 4

WORDS YOU'VE MASTERED

**Flex Day Recommendation**

Recommended grouping for selected Flex Day based on student submission

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	●	●	●	Alexis, Max	●	●	●	Ashley, John	●	●	●
Attenson, Jenna	●	●	●	Dean, Allie	●	●	●	Do Jun, Kimmy	●	●	●
Benditch, Alex	●	●	●	Gregoravich, Sasha	●	●	●	Ferasl, Farhad	●	●	●
Young, Andrew	●	●	●	Dweck, Carol	●	●	●	Al-Filiri, Fatima	●	●	●

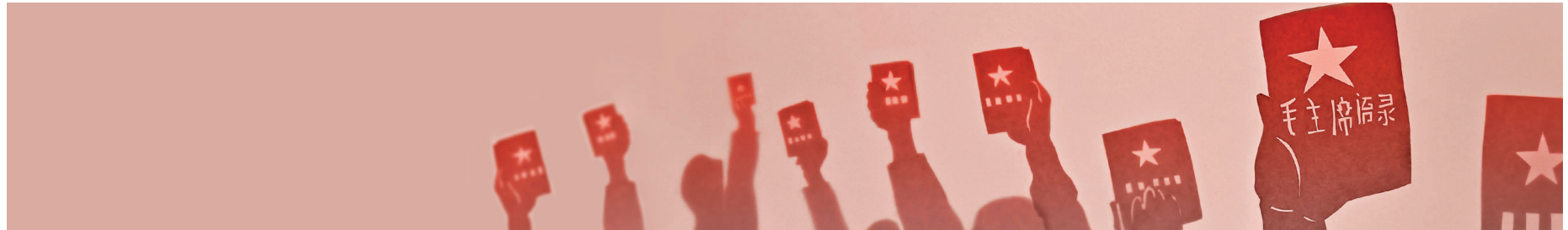
# 7A: Red Scarf Girl & Narrative

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 12 LESSONS

SUB-UNIT 3 • 12 LESSONS

SUB-UNIT 4 • 5 LESSONS



Students explore 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
- Excerpts from *Freedom Walkers* by Russell Freedman
- “Give Me Liberty or Give Me Death” Speech by Patrick Henry



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●●●●● QT: 780L–1130L

●●●●● 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

## THE BIG IDEA

The impact of social and political forces on 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

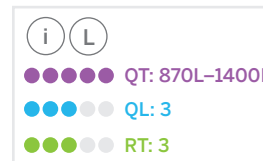
SUB-UNIT 5 • 1 LESSON



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
- *Address Before a Joint Session of the Congress, November 27, 1963* by Lyndon Baines Johnson
- Excerpts from *The Prince and the Pauper* by Mark Twain
- *Sonnet 18* by William Shakespeare
- Excerpts from *The Count of Monte Cristo* by Alexandre Dumas
- Excerpts from *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass



## 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

## THE BIG IDEA

The impact of societal restrictions and racism on individual dreams and family dynamics

## READING

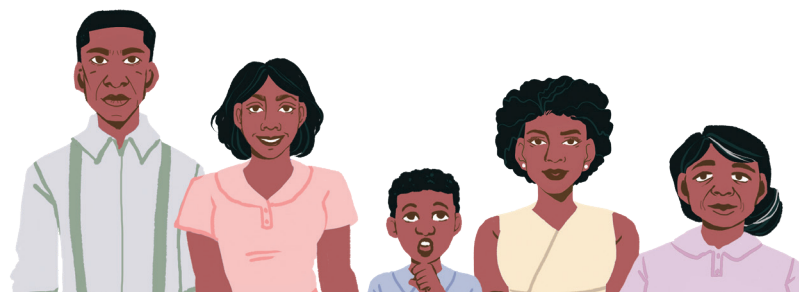
Analyze a character's unconscious motivations

## 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

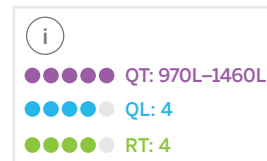
SUB-UNIT 5 • 1 LESSON



Students explore narrative non-fiction 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***
- **“The Destructive Male”** by Elizabeth Cady Stanton
- Excerpts from ***George vs. George: The American Revolution As Seen from Both Sides*** by Rosalyn Schanzer
- **“On Women’s Right to Vote”** by Susan B. Anthony
- **Address Before a Joint Session of the Congress, November 27, 1963** by Lyndon Baines Johnson
- **Farewell Address** by Dwight Eisenhower



## 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*

## THE BIG IDEA

Brain development and brain disorders

## READING

Synthesize central ideas developed throughout text sections and across text features

## WRITING

Describe facts, explain concepts, and use logical reasoning to support claims

## TEXT FEATURES

Narrative and informational non-fiction about discoveries in brain science



# 7D: Poetry & Poe

SUB-UNIT 1 • 4 LESSONS

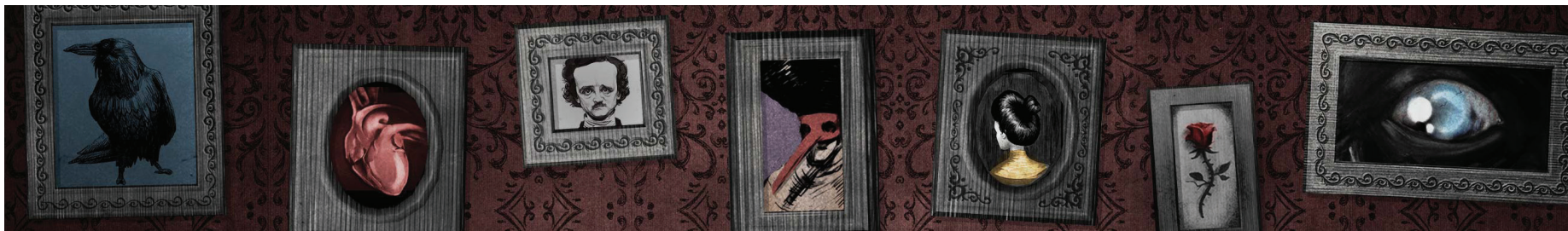
SUB-UNIT 2 • 7 LESSONS

SUB-UNIT 3 • 6 LESSONS

SUB-UNIT 4 • 6 LESSONS

SUB-UNIT 5 • 5 LESSONS

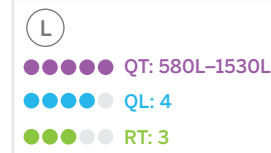
SUB-UNIT 6 • 1 LESSON



Edgar Allan Poe's texts invite students to read like a movie director—there is always a lot to notice, visualize, and talk about. These lessons have students examine what they know as readers versus what the narrator is telling them.

## TEXTS

- “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
- Excerpt from *The Count of Monte Cristo* by Alexandre Dumas
- “The Eyes Have It” by Philip K. Dick
- “The Tell-Tale Heart” by Edgar Allan Poe



## 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

## THE BIG IDEA

Visual storytelling and the art of suspense

## READING

Analyze the influence of unreliable narrators

## WRITING

Compare and contrast characters’ perspectives

## 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

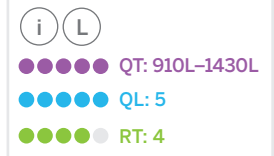
SUB-UNIT 6 • 1 LESSON



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
- Excerpt: “**Frida Becomes My Wife**” 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
- **Sonnets 18, 116, and 130** by William Shakespeare
- “**the sonnet-ballad**” by Gwendolyn Brooks



## 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

## THE BIG IDEA

Art as personal, cultural, and political expression

## READING

Analyze how figurative language conveys an author’s tone and perspective

## WRITING

Synthesize information from several sources to develop an argument

## TEXT FEATURES

Paintings, memoirs, articles, letters portraying unconventional artists



# 7F: The Gold Rush Collection

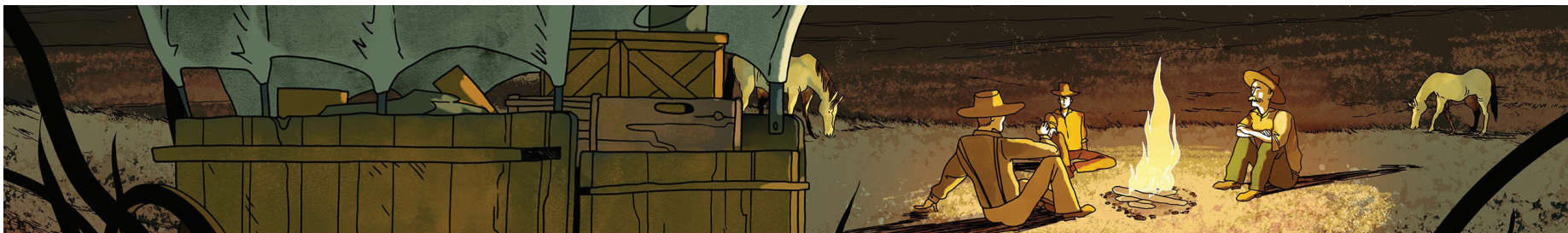
SUB-UNIT 1 • 4 LESSONS

SUB-UNIT 2 • 4 LESSONS

SUB-UNIT 3 • 4 LESSONS

SUB-UNIT 4 • 4 LESSONS

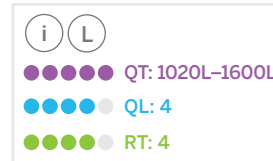
SUB-UNIT 5 • 8 LESSONS



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**, from *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
- Excerpt: **“The Toil of Trace and Trail”** from *The Call of the Wild* by Jack London
- Excerpts: **Preface and Chapter XI** from *Sights in the Gold Region, and Scenes by the Way* by Theodore T. Johnson
- Excerpt: **Chapter 3—“The Magic Equation”** from *California: The Great Exception* by Carey McWilliams



## ACTIVITY HIGHLIGHTS

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

**Develop information literacy:** Evaluate the reliability and credibility of online informational sources

**Multimedia presentation:** Create an interactive timeline to illustrate research findings

## THE BIG IDEA

The diverse characters and disparate conditions of the California Gold Rush

## READING

Compare and contrast how authors with differing perspectives address related topics

## WRITING

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

## TEXT FEATURES

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



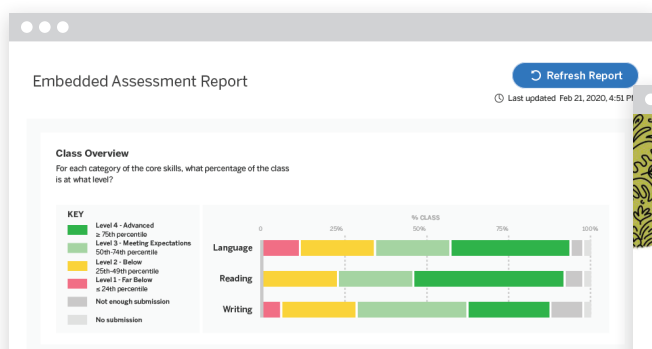
# Grade 7 Florida Flex Days

Amplify has created Flex Days for grade 7 (approximately every fifth lesson) to give you built-in time for all the differentiation, reteaching, and extension work you've been wanting to do. Ready-to-go options include:

- Specific activities to target needed additional practice with key Florida Benchmarks and Expectations, including theme, central idea, figurative language, and paraphrasing
- Targeted recommendations for groupings based on each student's performance on embedded assessments
- Writing activities with suggested prompts for additional analytic writing aligned to either the unit texts or a text of your choice
- Individualized grammar and conventions lessons, either following the pathway mapped out by the benchmarks or targeting the areas identified through Amplify's automated writing evaluator
- Independent Vocab App work
- Targeted fluency practice using key lesson passages

Teachers may also use these flexible opportunities for:

- Additional work with Benchmark modules
- Clarify & Compare performance tasks
- Work with Amplify Novel Guides
- Additional grammar work through Quill
- Personalized close reading practice in the form of an interactive graphic novel called Florida Close Reading



HOME STATS

potential ●●●●  
contrast ●●●●  
felled ●●●●  
former ●●●●  
area ●●●●  
process ●●●●

That's a good looking group. Go anytime you're ready.

GO

You've completed 2 activities today

You got 2 activities correct today

LEVEL 4

WORDS YOU'VE MASTERED

## Definition of Allusion

An **allusion** is a reference to a well-known real or fictional event, person, place, or thing.

Examples:

- She is **carrying the weight of the world on her shoulders**. (This indirectly references Atlas, a figure in Greek mythology who had to hold up the world on his shoulders.)
- You're a real **Einstein**. (Though often used sarcastically, this is a direct reference to Albert Einstein, a scientist well known for his brilliance.)

**Flex Day Recommendation** KEY

Recommended grouping for selected Flex Day based on student submission

Show Percentile

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	●	●	●	Alexy, Max	●	●	●	Ashley, John	●	●	●
Attenson, Jenna	●	●	●	Dean, Alle	●	●	●	Do Jun, Kimmy	●	●	●
Benditch, Alex	●	●	●	Gregorovich, Sasha	●	●	●	Ferasi, Farhad	●	●	●
Young, Andrew	●	●	●	Dweck, Carol	●	●	●	Al-Filhi, Fatima	●	●	●

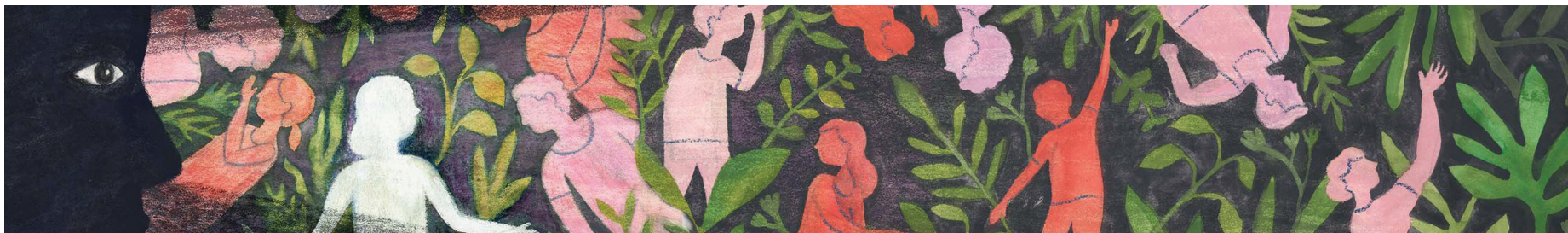
# 8A: Perspectives & Narrative

SUB-UNIT 1 • 1 LESSON

SUB-UNIT 2 • 9 LESSONS

SUB-UNIT 3 • 10 LESSONS

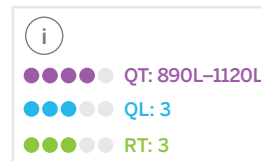
SUB-UNIT 4 • 5 LESSONS



Students attend 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.

## TEXTS

- Excerpts from *Going Solo* by Roald Dahl
- “Fish Cheeks” by Amy Tan
- “My Mother’s Garden” by Kaitlyn Greenidge
- Excerpt from *Team Moon: How 400,000 People Landed Apollo 11 on the Moon* by Catherine Thimmesh
- “Blessings of Liberty and Education” by Frederick Douglass



## 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”

## THE BIG IDEA

Making sense of individual, cultural, and familial identity within conflicting forces of society

## READING

Notice the impact of an author’s craft and structure

## WRITING

Write a narrative about a childhood memory

## TEXT FEATURES

WWII memoir, contemporary coming-of-age narratives, issues of equity



# 8B: Liberty & Equality

SU 1 • 2 LESSONS

SU 2 • 14 LESSONS

SU 3 • 2 LESSONS

SU 4 • 3 LESSONS

SU 5 • 5 LESSONS

SU 6 • 5 LESSONS

SU 7 • 1 LESSON



Students explore the powerful words of Frederick Douglass and a range of other Americans who lived through slavery and 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
- Gettysburg Address
- Declaration of Independence
- Excerpt: John C. Calhoun's speech to the US Senate, 1837
- "Song of Myself" by Walt Whitman
- "On Woman's Rights" by Sojourner Truth
- "A Day that Will Live in Infamy" by Franklin Roosevelt
- "The Yellow Wallpaper" by Charlotte Perkins Gilman
- Excerpts from *Rip Van Winkle* by Washington Irving
- "9/11 Address to the Nation" by George W. Bush

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●●●●● QT: 880L–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

## THE BIG IDEA

The meaning of "all men are created equal"

## READING

Evaluate how an author builds an argument and uses rhetoric in a narrative text

## WRITING

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

## TEXT FEATURES

19th century language and syntax, slave narratives, and political rhetoric



# 8C: Science & Science Fiction

SUB-UNIT 1 • 17 LESSONS

SUB-UNIT 2 • 6 LESSONS

SUB-UNIT 3 • 5 LESSONS

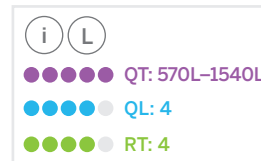
SUB-UNIT 4 • 1 LESSON



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 from *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 from *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
- Excerpts from *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- Excerpts from *The Chosen* by Chaim Potok
- Excerpts from *The Call of the Wild* by Jack London
- Excerpts from *The Princess and the Goblin* by George MacDonald
- Excerpts from *Things Fall Apart* by Chinua Achebe
- Excerpts from *To Kill a Mockingbird* by Harper Lee



## 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

## THE BIG IDEA

Creators vs. creations

## READING

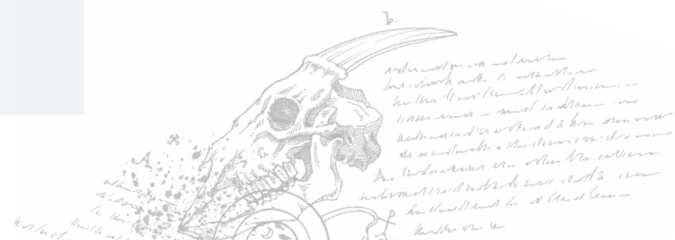
Analyze an author’s use of universal themes and archetypes

## 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

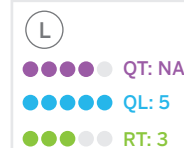
SUB-UNIT 3 • 1 LESSON



Students experience an interactive introduction to Shakespearean English and the world of the Bard through a curated series of excerpts and performances of key passages from *Romeo and Juliet*.

## TEXTS

- *Romeo and Juliet* by William Shakespeare
- “The Gift of the Magi” by O. Henry
- “The Bells” by Edgar Allan Poe
- “We Real Cool” by Gwendolyn Brooks



## 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

## THE BIG IDEA

The forces of love vs. the forces of hate

## READING

Paraphrase  
Shakespearean English  
and trace extended metaphors

## WRITING

Choose between contradictory positions and argue with evidence

## TEXT FEATURES

Drama with Elizabethan language and structures, inverted syntax, extensive figurative language



# 8E: Holocaust: Memory & Meaning

SU 1 • 1 LESSON

SU 2 • 3 LESSONS

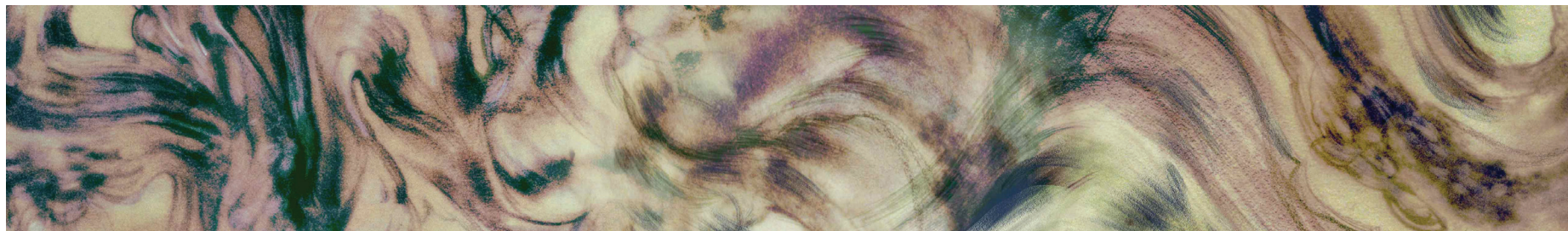
SU 3 • 4 LESSONS

SU 4 • 5 LESSONS

SU 5 • 1 LESSON

SU 6 • 5 LESSONS

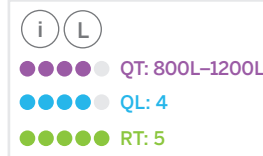
SU 7 • 1 LESSON



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
- Excerpts from *A Child of Hitler* by Alfons Heck
- Excerpts from *Shores Beyond Shores* by Irene Butter
- “Jesse Owens’ Olympic Triumph” by Lerone Bennett, Jr., *Ebony*
- Excerpts from *Maus I: A Survivor’s Tale: My Father Bleeds History* by Art Spiegelman
- Excerpt from *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*
- “What Does American Democracy Mean to Me?” by Mary McLeod Bethun



## 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

## THE BIG IDEA

The influences of 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

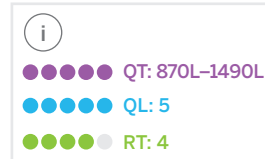
SUB-UNIT 5 • 8 LESSONS



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 *Moon dust* 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
- Excerpts: “**A Seagull in Flight**” and “**First to Fly**” from *Into That Silent Sea* by Francis French and Colin Burgess
- Excerpt: **Remarks by the President at Medal of Freedom Ceremony** by Barack Obama (in “Katherine Johnson: Trailblazer and Brilliant Mathematician”)
- Excerpt: “**The nearly forgotten story of the black women who helped land a man on the moon**” from *The Washington Post* by Stephanie Merry (in “Katherine Johnson: Trailblazer and Brilliant Mathematician”)
- Excerpt: “**Smooth as a Peeled Egg**” from *Two Sides of the Moon* by David Scott and Alexei Leonov with Christine Toomey



## ACTIVITY HIGHLIGHTS

**Develop information literacy:** Evaluate the reliability and credibility of online informational sources

**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

## THE BIG IDEA

The successes and sacrifices of space exploration

## READING

Integrate information from a variety of sources and perspectives to develop a nuanced understanding of complex topics

## WRITING

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

## TEXT FEATURES

Speeches, images, primary and secondary source documents



# Grade 8 Florida Flex Days

Amplify has created Flex Days for grade 8 (approximately every fifth lesson) to give you built-in time for all the differentiation, reteaching, and extension work you've been wanting to do. Ready-to-go options include:

- Specific activities to target needed additional practice with key Florida Benchmarks and Expectations, including theme, central idea, figurative language, and paraphrasing
- Targeted recommendations for groupings based each student's performance on embedded assessments
- Writing activities with suggested prompts for additional analytic writing aligned to either the unit texts or a text of your choice.
- Individualized grammar and conventions lessons, either following the pathway mapped out by the benchmarks or targeting the areas identified through Amplify's automated writing evaluator
- Independent Vocab App work
- Targeted day fluency practice using key lesson passages

Teachers may also use these flexible opportunities for:

- Additional work with Benchmark modules
- Clarify & Compare performance tasks
- Work with Amplify Novel Guides
- Additional grammar work through Quill
- Personalized close reading practice in the form of an interactive graphic novel called Florida Close Reading

**Embedded Assessment Report**

Refresh Report  
Last updated Feb 21

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

**KEY**

- Level 4 - Advanced  $\geq 75$ th percentile
- Level 3 - Meeting Expectations 50th-74th percentile
- Level 2 - Below 25th-49th percentile
- Level 1 - Far Below  $\leq 24$ th percentile
- Not enough submission
- No submission

**Benchmark Skill Routine**

HOME STATS

potential ○○○○  
contrast ○○○○  
felled ○○○○  
former ○○○○  
area ○○○○  
process ○○○○

That's a good looking group. Go anytime you're ready.

GO

You've completed 2 activities today

You got 2 activities correct today

LEVEL 4

WORDS YOU'VE MASTERED

**Flex Day Recommendation**

Recommended grouping for selected Flex Day based on student submission

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	●	●	●	Alexis, Max	●	●	●	Ashley, John	●	●	●
Attenson, Jenna	●	●	●	Dean, Allie	●	●	●	Do Jun, Kimmy	●	●	●
Benditch, Alex	●	●	●	Gregorovich, Sasha	●	●	●	Ferasl, Farhad	●	●	●
Young, Andrew	●	●	●	Dweck, Carol	●	●	●	Al-Filiri, Fatima	●	●	●

# Story Writing (Beginning, Intermediate, Advanced)



Dynamic character development and plot structure

## Story Writing sub-units:

- Creating a Believable Character (grade 6)
- Experimenting with a Second Character (grade 7)
- Writing a Short Story (grade 8)

## 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

## Additional Grammar resources:

- 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

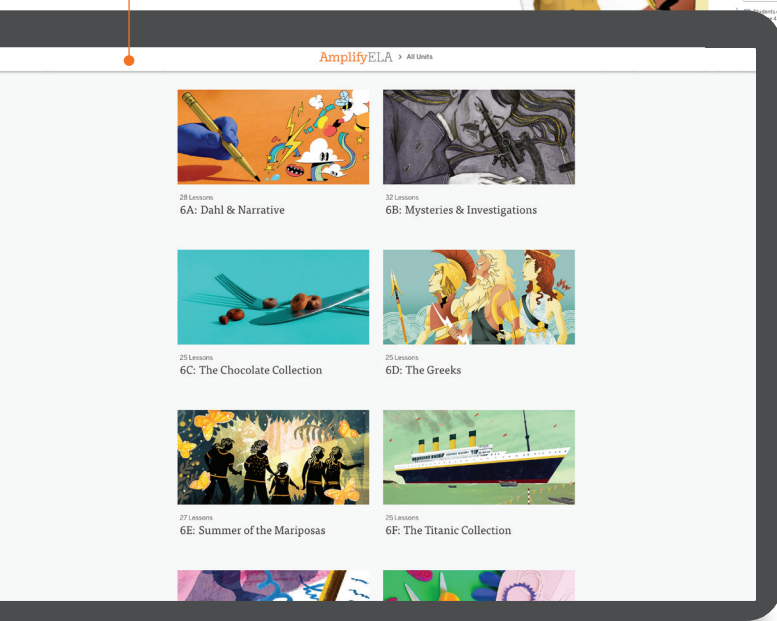
# Instruction for blended learning models

Amplify ELA Florida'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.

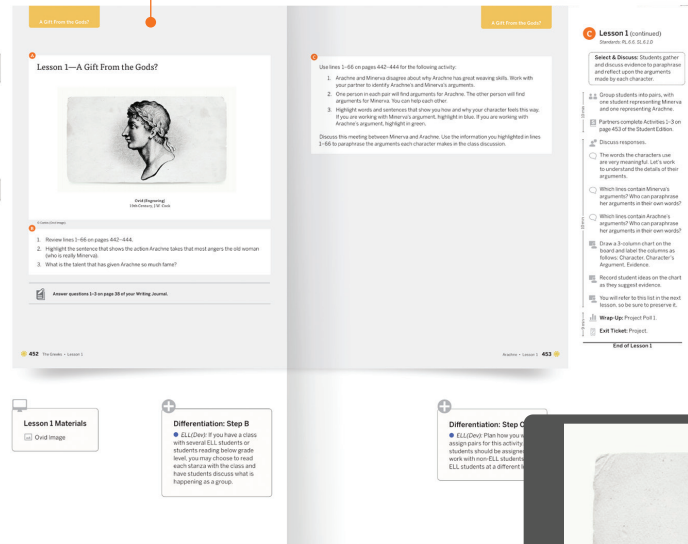
Amplify ELA Florida's blended approach keeps a strong connection between print and digital by having the teacher project uniquely digital moments as students work in their print Student Editions and Writing Journals. This approach works when Wi-Fi or devices are unavailable for both brief or extended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

## Teacher

### Digital Teacher Edition



### Print Teacher Edition

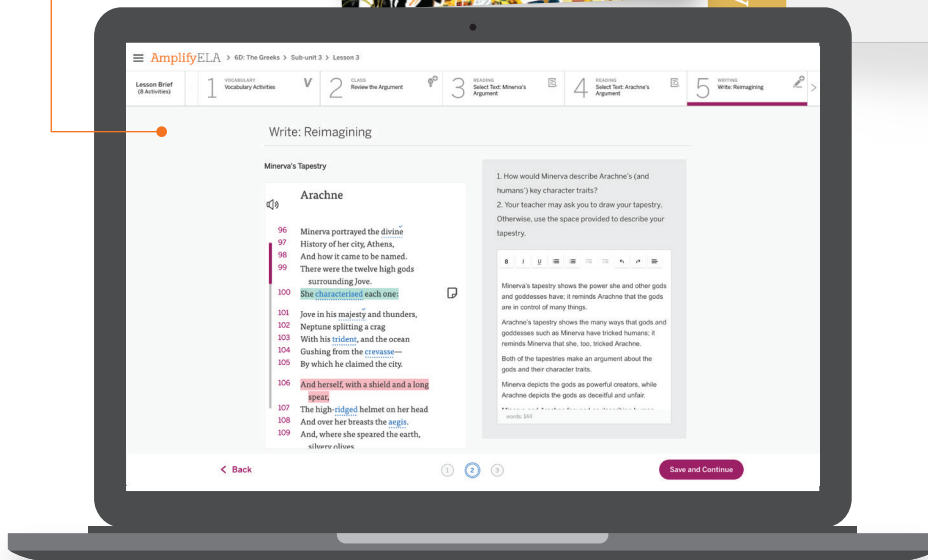


### Teacher projection

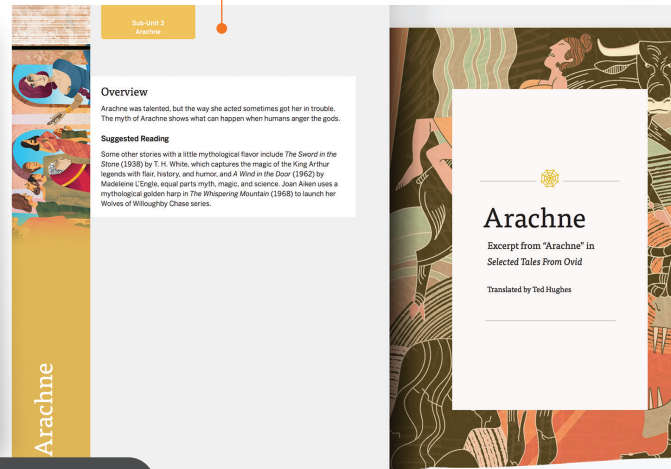


# Student

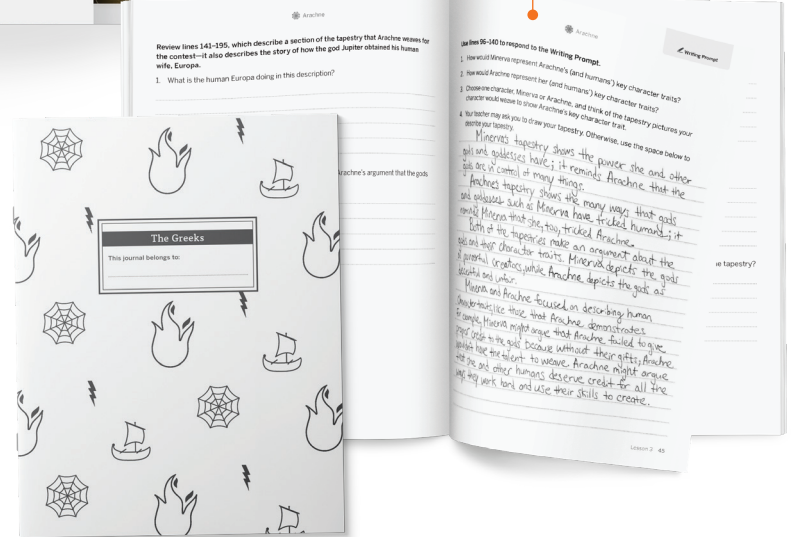
## Digital Student Edition



## Print Student Edition



## Writing Journal



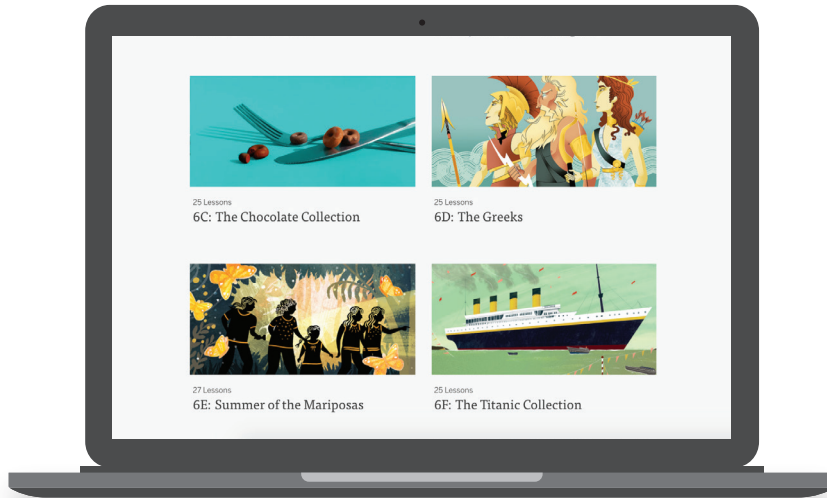
# Inside a lesson



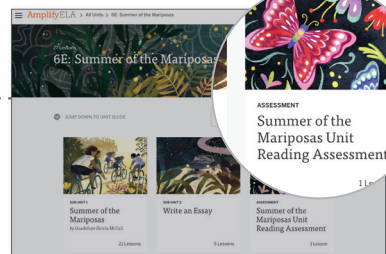
Amplify has put it all together in one place so we can hook our kids with engaging material, then track how well they're performing.



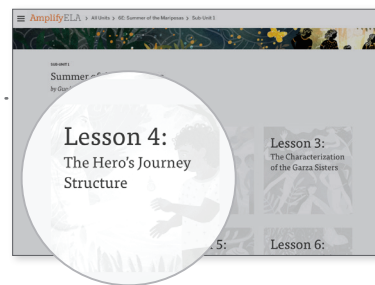
# Digital navigation (Teacher)



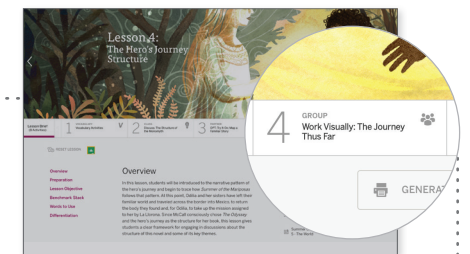
## 1 Sub-Unit



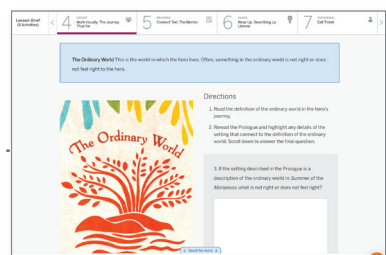
## 2 Lesson



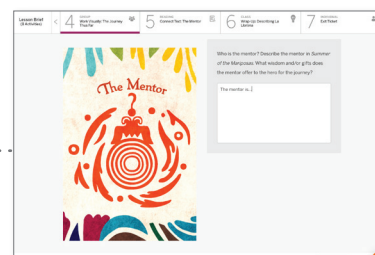
## 3 Activity/Learning Object



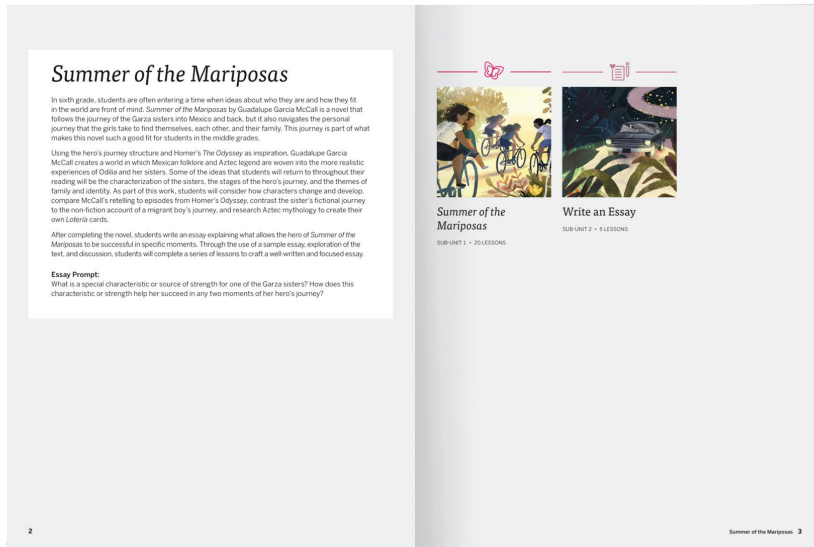
## 4 Instructional card



## 5 Student card



# Print navigation (Teacher Edition)



## 1 Sub-Unit Overview



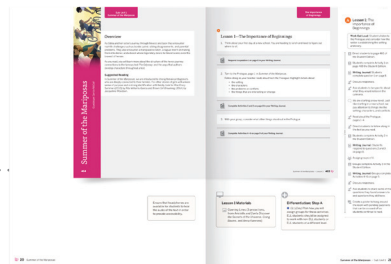
## 2 Sub-Unit at a Glance

Lesson Overview	Reading	Writing Prompt	Standards
<b>Lesson 1: The Importance of Being Honest</b> Read: "The Importance of Being Honest" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 2: The Importance of Being Brave</b> Read: "The Importance of Being Brave" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 3: The Importance of Being Kind</b> Read: "The Importance of Being Kind" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 4: The Importance of Being Smart</b> Read: "The Importance of Being Smart" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 5: The Importance of Being Strong</b> Read: "The Importance of Being Strong" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 6: The Importance of Being Happy</b> Read: "The Importance of Being Happy" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 7: The Importance of Being Healthy</b> Read: "The Importance of Being Healthy" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 8: The Importance of Being Clean</b> Read: "The Importance of Being Clean" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 9: The Importance of Being Safe</b> Read: "The Importance of Being Safe" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 10: The Importance of Being Responsible</b> Read: "The Importance of Being Responsible" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 11: The Importance of Being Respectful</b> Read: "The Importance of Being Respectful" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]
<b>Lesson 12: The Importance of Being Grateful</b> Read: "The Importance of Being Grateful" by [Author] Write: [Prompt]	[Text]	[Text]	[Standards]

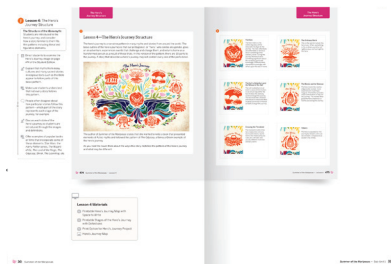
## 3 Preparation Checklist

Lesson	Preparation Checklist	Page
Lesson 1	[Checklist items]	Page 10-11
Lesson 2	[Checklist items]	Page 12-13
Lesson 3	[Checklist items]	Page 14-15
Lesson 4	[Checklist items]	Page 16-17
Lesson 5	[Checklist items]	Page 18-19
Lesson 6	[Checklist items]	Page 20-21
Lesson 7	[Checklist items]	Page 22-23
Lesson 8	[Checklist items]	Page 24-25
Lesson 9	[Checklist items]	Page 26-27
Lesson 10	[Checklist items]	Page 28-29
Lesson 11	[Checklist items]	Page 30-31
Lesson 12	[Checklist items]	Page 32-33

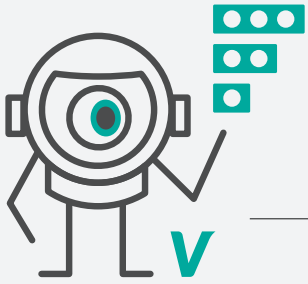
## 4 Lesson



## 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 benchmark 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 benchmark 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 Florida routines and activities come together in a lesson from 6E: *Summer of the Mariposas*.



# 1 Overview & planning

**Lesson 4: The Hero's Journey Structure**

Lesson Brief (8 Activities) | 1 VOCABULARY Vocabulary Activities | 2 CLASS Present: Download the Unit Texts | 3 PARTNER Introduce: Ji-ji's World | 4 READING Work Visually: Reading an Image I

RESET LESSON | GENERATE PRINTABLE LESSON GUIDE

**Overview**

In this lesson, students will be introduced to the narrative pattern of the hero's journey and begin to trace how *Summer of the Mariposas* follows that pattern. At this point, Odilia and her sisters have left their familiar world and traveled across the border into Mexico, to return to the body they found and, for Odilia, to take up the mission assigned to her by La Llorona. Since McCall consciously chose *The Odyssey* and the hero's journey as the structure for her book, this lesson gives students a clear framework for engaging in discussions about the structure of this novel and some of its key themes.

**Materials**

- All Projections
- Summer of the Mariposas 0 - Prologue
- Summer of the Mariposas 3 - The Star
- Summer of the Mariposas 5 - The World

# 2 Vocab App V

Vocabulary Activities

Open the Vocab App.

NEWS AND GOSSIP

TWO KINDS

apartment

bots come from many

The Vocab App helps students master critical text-based and academic vocabulary words through game-like activities based on morphology, analogy, synonyms/antonyms, and deciphering meaning. They help students develop dictionary skills by focusing on parts of speech, etymology, and multiple meanings. There are also activities for ELL-appropriate words from the unit's texts, asking students to match an English definition, Spanish translation, context sentence, audio pronunciation, and visual definition. These activities also align to vocabulary standards.

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

potential

contrast

felled

former

area

process

You're up, kid - Jump on it!

GO

You've completed 0 activities today

You got 0 activities correct today

LEVEL 5

WORDS YOU'VE MASTERED

Vocab play screen (Student view)

STUDENTS

SELECT STUDENT: ELA Teacher

2/12/2019 - 6/5/2019

GRACE | STREAM | Cole

28 COMPLETED ACTIVITIES

7 CORRECT ACTIVITIES

71% ACCURACY

0 MISSED WORDS

STUDENT ON LEVEL L

STUDENT'S WORD LIST

Vocab Reporting (Teacher view)

### 3 Work Visually

The screenshot shows a digital learning interface for 'Connect Text: The Hero's Journey'. At the top, a navigation bar includes 'Lesson Brief (7 Activities)', '1 VOCABULARY Vocabulary Activities', '2 INDIVIDUAL Review: Important Events', '3 READING Connect Text: The Return Home', '4 READING Connect Text: The Hero's Journey' (highlighted), and '5'. Below the navigation bar, the title 'Connect Text: The Hero's Journey' is displayed. On the left is a colorful circular illustration titled 'The Hero's Journey' with various icons representing different stages of a journey. To the right of the illustration, the 'Directions' section reads: '1. Open *Summer of the Mariposas* in your Amplify Library. 2. Work with your group to identify and describe each part of the hero's journey in *Summer of the Mariposas*.' At the bottom, there are numbered navigation buttons (1-6) and a 'Next' button.

Visualization activities are an essential part of Amplify ELA Florida, 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 lesson from grade 6, students use a visual map of the Hero's journey to build their understanding of how Guadalupe Garcia McCall makes use of this classic structure in her novel, *Summer of the Mariposas*.

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

### 4 Author videos & dramatic readings

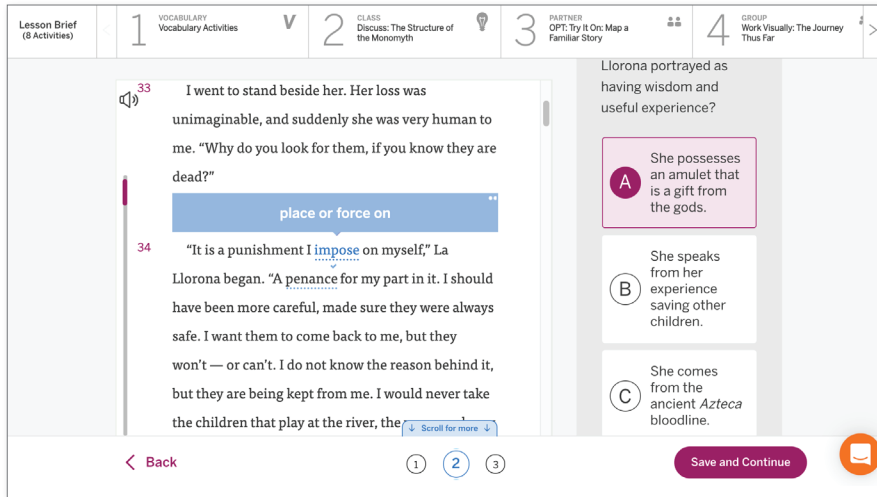
The screenshot shows a digital learning interface for an author video. At the top, a navigation bar includes 'Lesson Brief (28 Activities)', '4 CLASS Latina Teen Heroine', '5 CLASS Identifying with a Character' (highlighted), '6 CLASS Inspirations for Characters', '7 CLASS Female Characters', and '8'. Below the navigation bar, there are tabs for 'Instructional Guide' and 'My Notes'. The main content area contains text: 'This video may be used in Sub-unit 1, Lesson 2. This lesson focuses on Odilia and the development of her character. As students get to know Odilia, you can share this video to provide insight into why McCall included her as the protagonist.' Below this is a 'Video Description': 'Guadalupe Garcia McCall speaks about wanting to empower girls and her desire to have a protagonist who looks like readers.' At the bottom, there is a video player showing a woman (Guadalupe Garcia McCall) and a caption: 'Watch Guadalupe Garcia McCall's interview segment "Latina Teen Heroine."'.

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

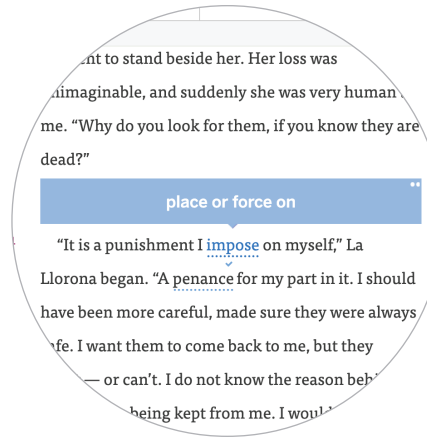
In this lesson, students listen and watch as author Guadalupe Garcia McCall talks about her inspiration for writing the novel *Summer of the Mariposas*. Students hear about how her own sisters McCall and her experiences as a middle school teacher influenced her writing.

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

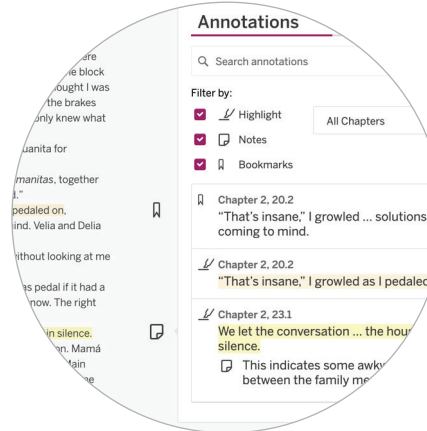
# 5 Reading/eReader



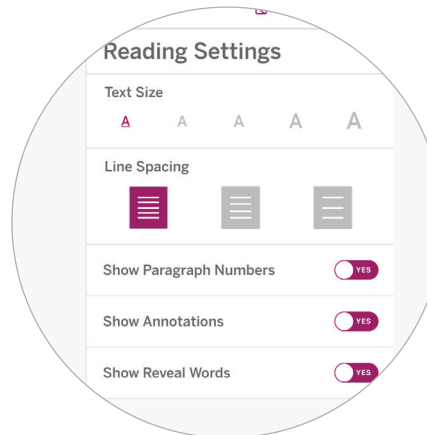
Reading standards establish high expectations for all students, even as they enter the middle grades at a variety of reading levels. In Amplify ELA Florida lessons, students access universal supports embedded in the eReader (and built into the print versions of the text) to help them participate fully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



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

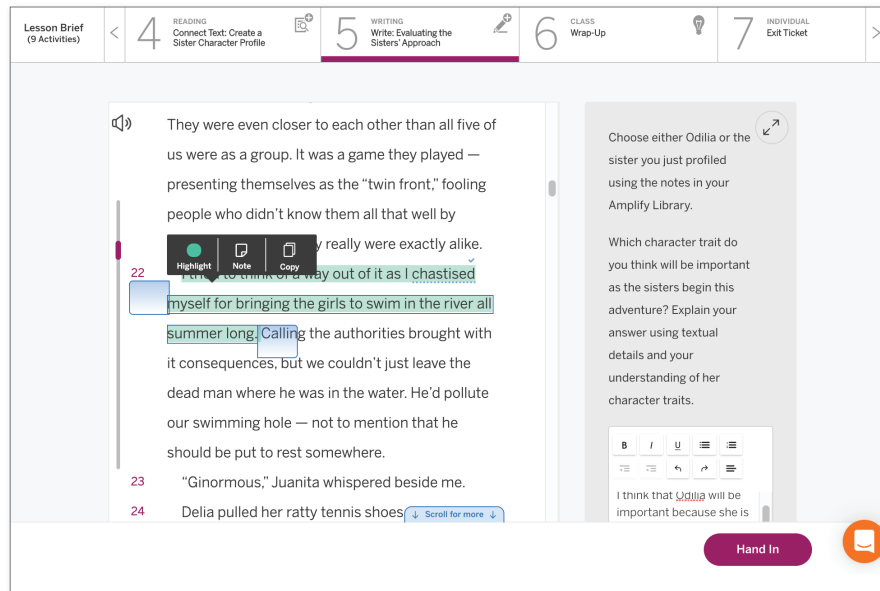


**Highlight, Bookmark, and Notes:** The digital highlighting, bookmarking, and annotation tools allow students to save and review any text notes from any lesson.



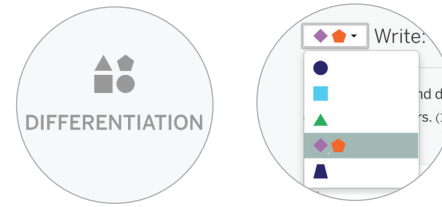
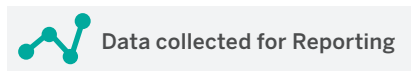
**Text size and line spacing:** Students can adjust text size and line spacing to find what works best for them.





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.

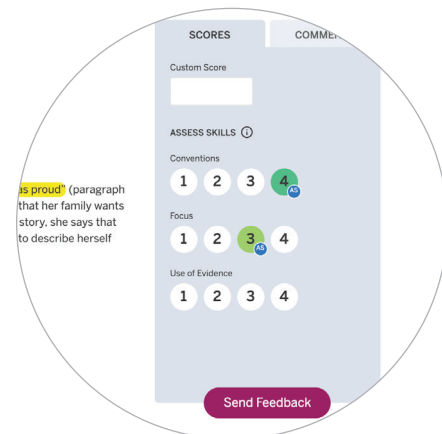
In this lesson, students build on their discussion of the description of the sisters' dialogue, physical expressions, and action to develop a claim about character traits.



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

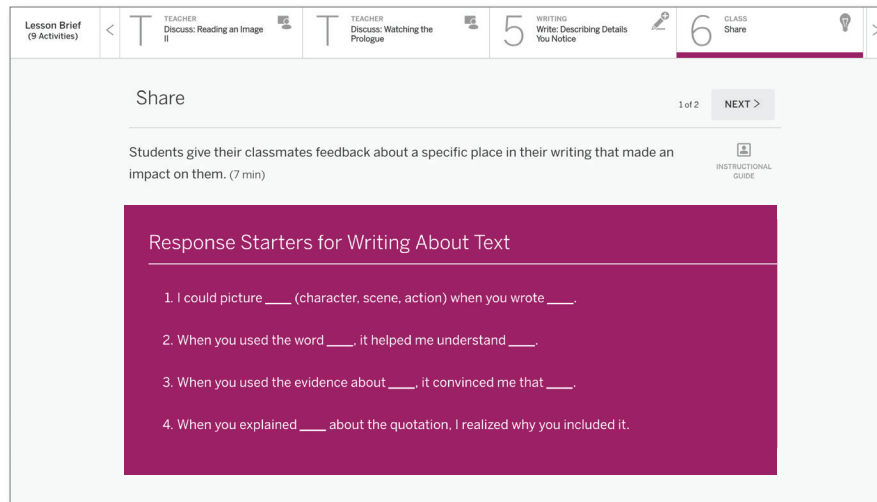


**Writing within the digital platform:** Having the text at hand allows students to see their reading annotations and easily copy evidence from the text into their writing. And for teachers, point-of-use tips provide clear guidance on the best ways to support students.



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

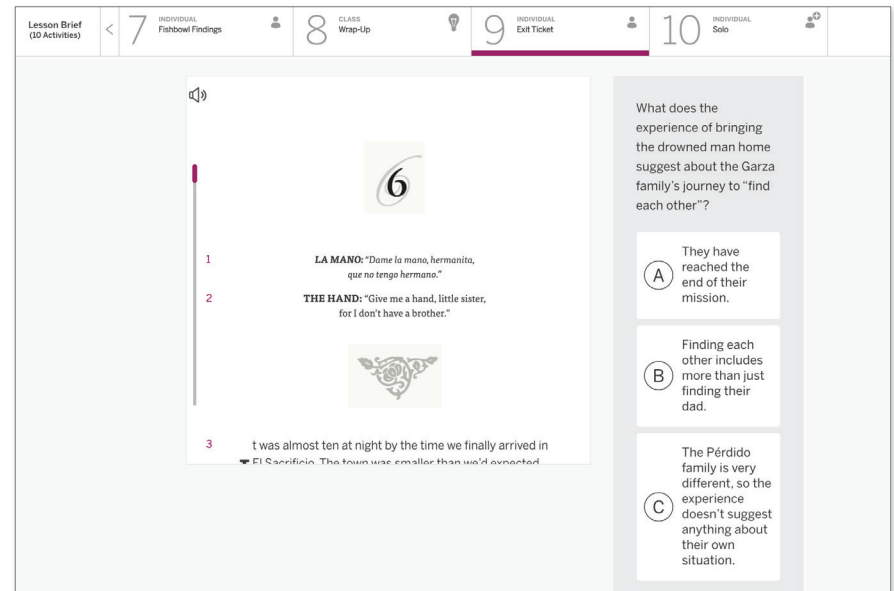
## 7 Share



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.

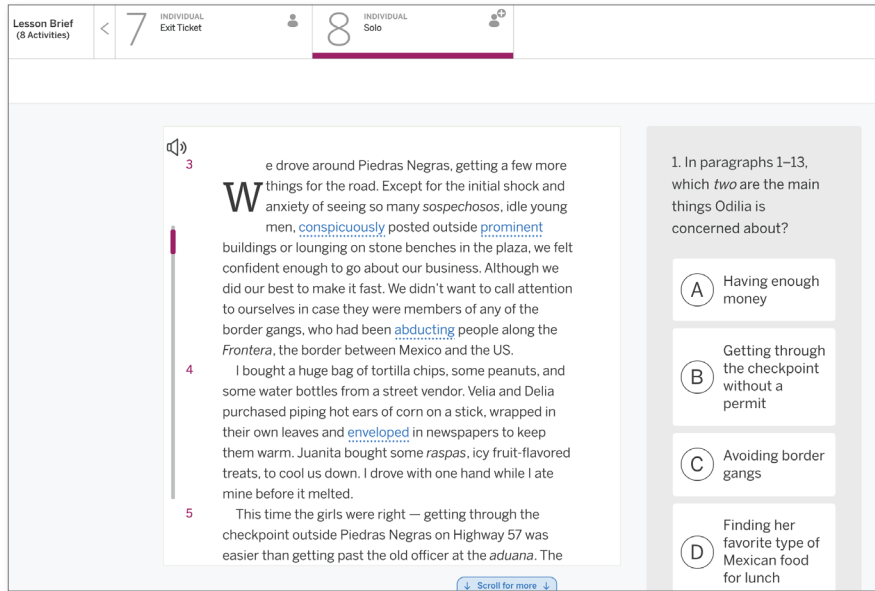
## 8 Exit Ticket



The Exit Ticket at the end of each lesson aligns to a lesson spotlight benchmark. 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



Lesson Brief (8 Activities) < 7 INDIVIDUAL Exit Ticket 8 INDIVIDUAL Solo

3 **W**e drove around Piedras Negras, getting a few more things for the road. Except for the initial shock and anxiety of seeing so many *sospechosos*, idle young men, conspicuously posted outside prominent buildings or lounging on stone benches in the plaza, we felt confident enough to go about our business. Although we did our best to make it fast. We didn't want to call attention to ourselves in case they were members of any of the border gangs, who had been abducting people along the *Frontera*, the border between Mexico and the US.

4 I bought a huge bag of tortilla chips, some peanuts, and some water bottles from a street vendor. Velia and Delia purchased piping hot ears of corn on a stick, wrapped in their own leaves and enveloped in newspapers to keep them warm. Juanita bought some *raspas*, icy fruit-flavored treats, to cool us down. I drove with one hand while I ate mine before it melted.

5 This time the girls were right — getting through the checkpoint outside Piedras Negras on Highway 57 was easier than getting past the old officer at the *aduana*. The

1. In paragraphs 1–13, which *two* are the main things Odilia is concerned about?

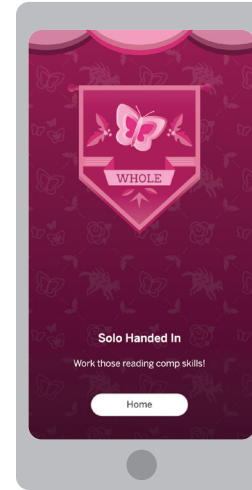
(A) Having enough money

(B) Getting through the checkpoint without a permit

(C) Avoiding border gangs

(D) Finding her favorite type of Mexican food for lunch

[Scroll for more](#)



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

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

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

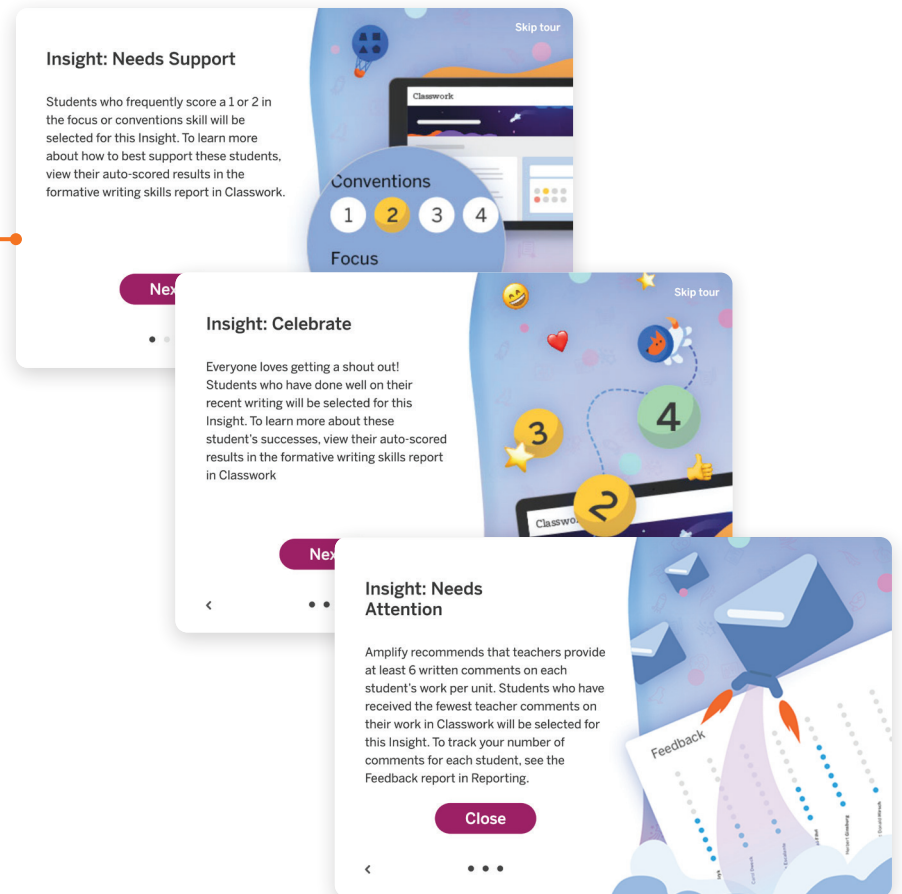
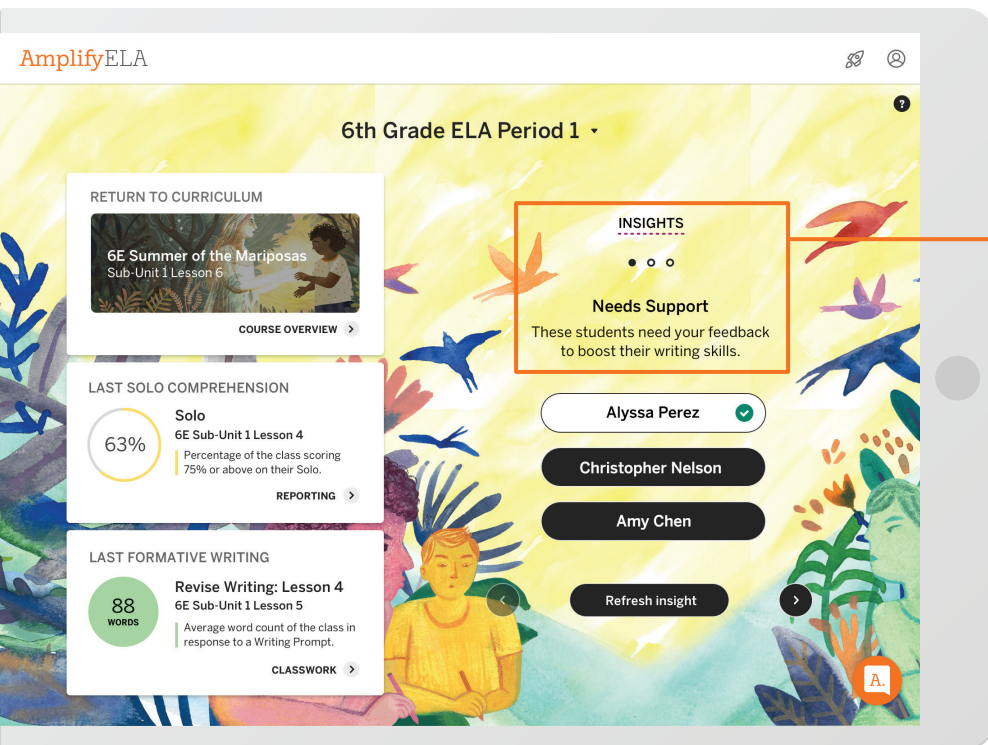




# Data at a glance

Your **Homescreen** provides teachers with a snapshot of recent student performance. From Homescreen, you can see how the class performed on reading comprehension in the last Solo assignment and on the last formative writing assignment.

Homescreen **Insights** also identify and highlight students in need of additional support or feedback from the teacher. Who's doing amazing work? Who needs a little help? Who hasn't heard from you lately? Through Insights you can reach out to a few students every time you log in ... and never need to work through a whole-class backlog.

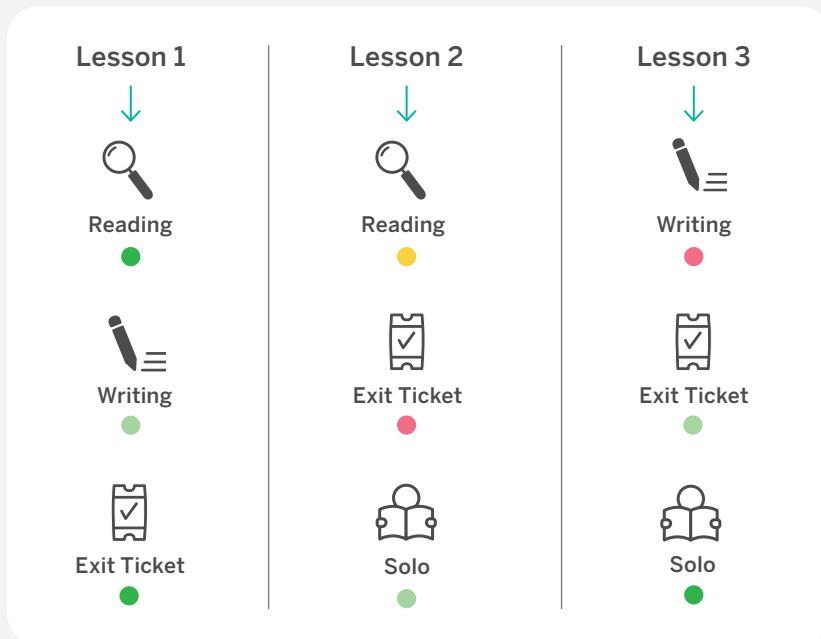


# Embedded Assessment Measure supports personalized instruction

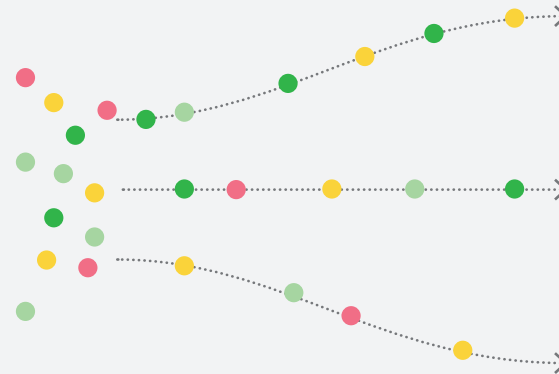
All Amplify ELA Florida units include a robust system of embedded assessment that provides teachers actionable student performance data long before end-of-unit or benchmark exams. The Embedded Assessment Measure (EAM) reports allow teachers to easily track and interpret student performance against the three core strands 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 strands. EAM reports also provide recommendations about how to group students for differentiated instruction and extra practice during Flex Days.

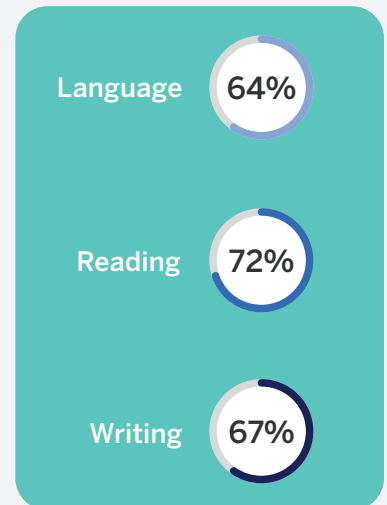
## 1. Data collected for Reporting



## 2. Performance data from lessons analyzed



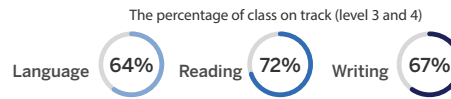
## 3. Clear teacher reporting on three core strands



Embedded Assessment Measure for **Flex Day 4**

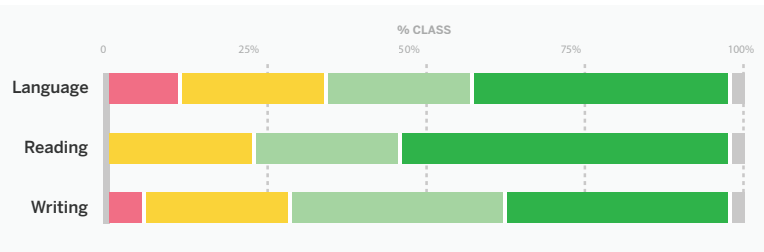
**1 Class Overview**

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 By Question

**1 Writing Skills: Productivity** ⓘ

How are students progressing against the skill of Productivity?

Average of students scoring 85+ on past 3 writing prompts **42%**

**SHOW SKILL:**

- Productivity
- Conventions
- Focus
- Evidence

**WORDS WRITTEN**

- 0-49
- 50-84
- 85-119
- 120+

% CLASS IN EACH RUBRIC

LESSON L3 L5 L7 L8 L11 L2 L5 L2

[+ See Details](#)

**2 Comprehension** ⓘ

What % of the section is scoring 75% or above on their solos?

Class Average Last 3 Lessons **85%**

**CURRICULUM GOAL**

75% correct

**MY GOAL**

% correct

% OF THIS CLASS

LESSON 3 7 8 11 2 2

[+ See Details](#)

**3 Solo Completion** ⓘ

What % of the section is completing their Solos?

Class Average Last 3 Lessons **100%**

**CURRICULUM GOAL**

completion

% OF THIS CLASS

LESSON 3 7 8 11 2 2

[+ See Details](#)

Unit Overview | By Solo | **By Question**

Show Percentile

SU-1:L1 >

Question	Differentiation	Correct
1	<span style="color: blue;">●</span> <span style="color: blue;">■</span> <span style="color: green;">▲</span> <span style="color: purple;">◆</span> <span style="color: orange;">◇</span>	8/12
2	<span style="color: blue;">●</span> <span style="color: blue;">■</span> <span style="color: green;">▲</span> <span style="color: purple;">◆</span> <span style="color: orange;">◇</span>	8/12
3	<span style="color: blue;">●</span> <span style="color: blue;">■</span> <span style="color: green;">▲</span> <span style="color: purple;">◆</span> <span style="color: orange;">◇</span>	7/12

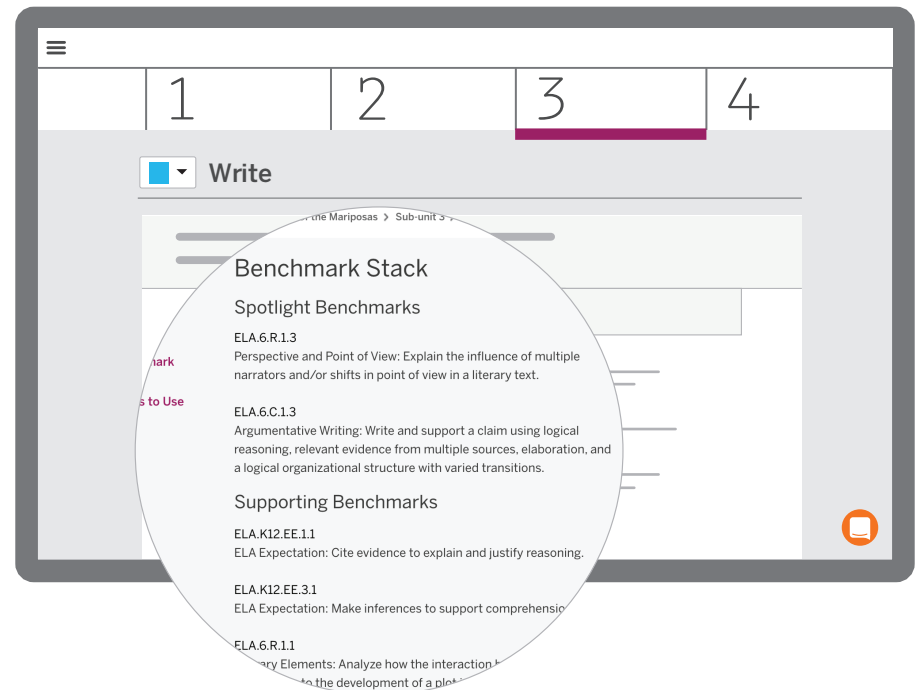


# Amplify's approach to B.E.S.T. standards

Amplify ELA Florida has an integrated approach to standards instruction. Lessons target the most compelling aspects of selected text passages, and instruction focuses on one or two Florida benchmarks that best support that work. These are identified as a lesson's **spotlight benchmark(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 Florida lessons support this inclusive type of text exploration, rather than offering isolated standards practice. Those standards less central to the lesson are identified as **supporting benchmarks**.

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

- The spotlight benchmark(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 spotlight benchmark. Exit Ticket reporting provides teachers with a quick gauge of students' ability to work with that standard.
- Each lesson also lists the supporting benchmarks that students work with, allowing teachers to see full standards coverage throughout the program.



# Differentiation

The Amplify ELA Florida 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 ready for more advanced work to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument.

## Differentiation Example

◆ All students receive the same rigorous core writing prompt...

Write: Evaluating the Sisters' Approach

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

1 **LA CALAVERA:** "La calavera del muerto está en su huerto."

2 **THE SKULL:** "The skull of the dead man is in his grove."

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

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

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

Write: Evaluating the Sisters' Approach

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

1 **LA CALAVERA:** "La calavera del muerto está en su huerto."

2 **THE SKULL:** "The skull of the dead man is in his grove."

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

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

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

- The character that I chose is \_\_\_\_\_.
- She is \_\_\_\_\_, I know this because in the story, she \_\_\_\_\_.
- I think her character trait is important for \_\_\_\_\_.

## 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	≡ Drucker, Andrei	≡ Fazio, Salvatore
				≡ Dozier, Savannah	≡ Estrelia, Edgardo	
					≡ Fuentes, Miriam	

# Supports for Florida's English Language Learners

Amplify ELA Florida 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.



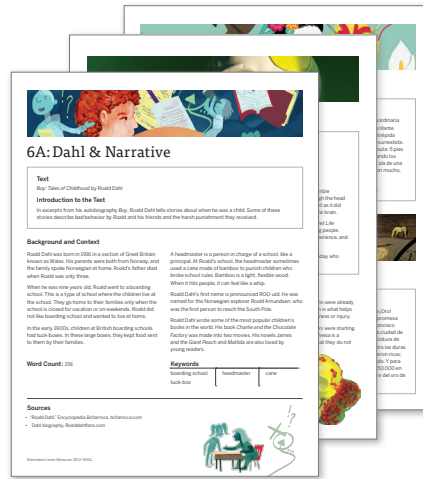
## Supports include:

- Three levels of scaffolding, one specifically for English Language Learners
- Vocab App with word streams and activities focused on ELL vocabulary content
- Visual supports for differentiated prompts
- Definitions of key vocabulary in differentiated activities
- Word banks in many writing activities
- Discussion Sentence Starters, Response Starters for Share activities, and sentence starters for differentiated prompts
- Simplified language in student directions and Writing Prompts
- Chunked directions and prompts
- Reduced amount of text
- Text previews, 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 Florida 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

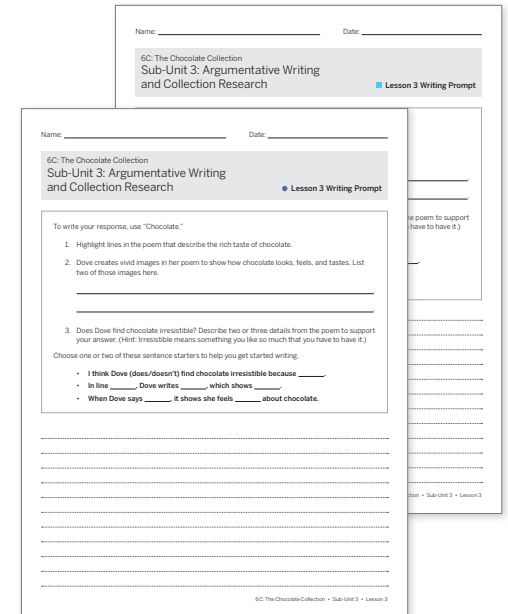
Available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.



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

## Differentiated Writing Prompts

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



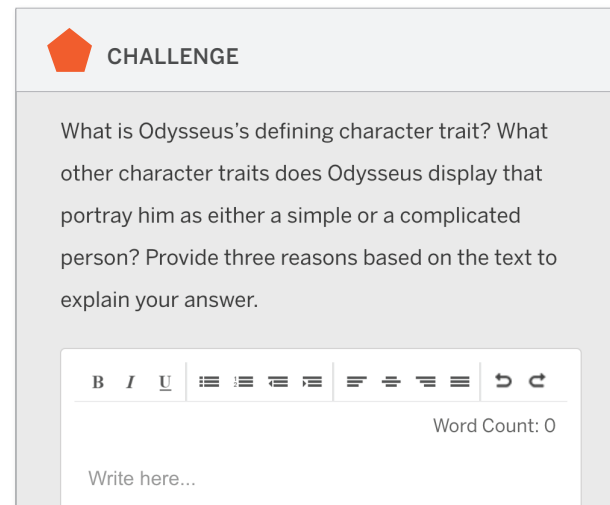
# Challenge level support

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

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

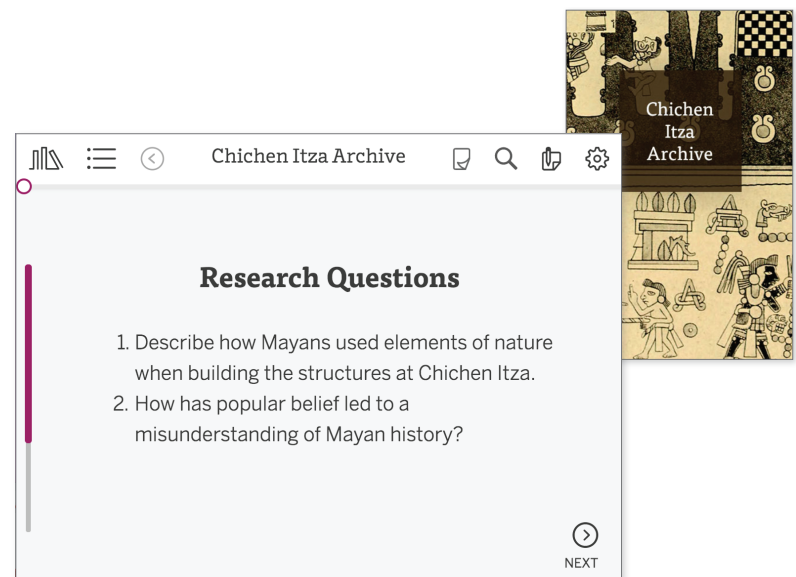
#### Archive topics include:

- 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 a red pentagon icon followed by the word "CHALLENGE" in bold. Below this, a text box contains the prompt: "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." Below the text box is a rich text editor with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Indent, and Outdent. To the right of the editor is a "Word Count: 0" indicator. At the bottom of the editor is a text 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 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 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 700 classic and contemporary fiction and non-fiction 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.

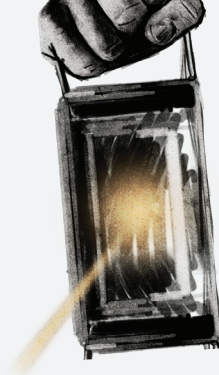


The screenshot shows the Amplify Library interface. At the top, there are tabs for 'Genre', 'My Library', and 'Lists'. Below this is a search bar and a 'Surprise Me!' button. A banner at the top reads 'Venture into a new realm... Fantasy books to transport you to other worlds'. The main content area is divided into sections: 'Recently Read' (1), 'Coming-of-Age Stories', and 'Fantasy & SciFi'. On the right, a detailed view for the book 'Walk Two Moons' by Sharon Creech is shown. This view includes a 'Book Lists' section with 'Award Winners', a 'Synopsis' (3), a 'Lexile Level' of 770 (4), and 'Genres' (5) listed as Fiction and Realistic. The book cover for 'Walk Two Moons' is also visible.

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

# Custom apps

The Amplify ELA Florida 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.

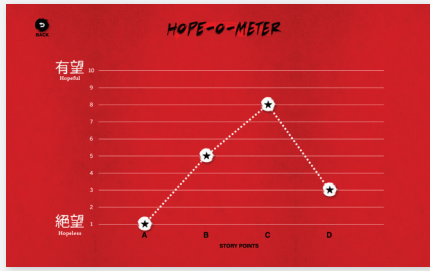


**Tell-Tale Art**  
(7D: Poetry & Poe)

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.

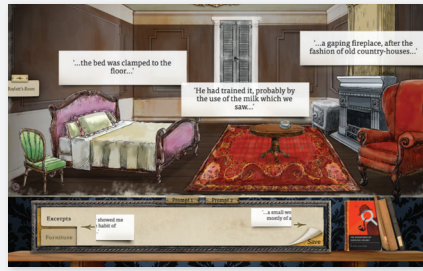


da-dum  
da-DUM



**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."



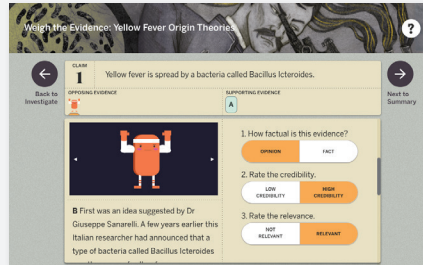
**Vocab**  
(All units)

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.



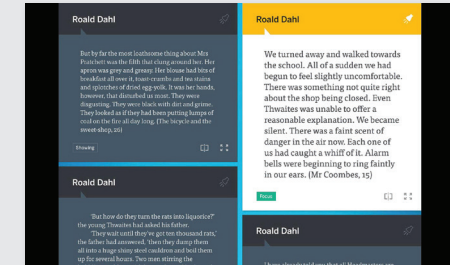
**Caught Red-Handed**  
(6B: Mysteries & Investigations)

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!

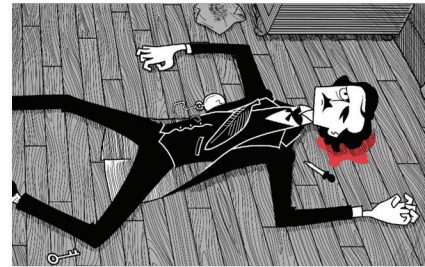


Start Exploring



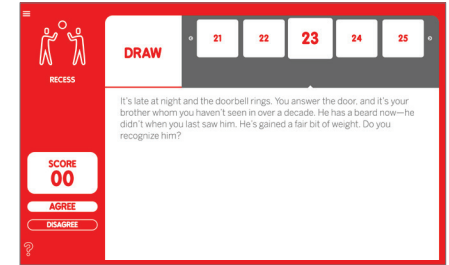
## The Emancipation Project (8B: Liberty & Equality)

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 Florida'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 Florida'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 non-fiction 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



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

## Poetry in America sub-units:

### Grade 6

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

### Grade 7

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

### Grade 8

- "Fast Break" by Ed Hirsch
- "Those Winter Sundays" by Robert Hayden

## Poetry in America activity highlights:

### Discussions with annotated guides

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

### Video explorations

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

### Creative responses

Create your own poems by experimenting with theme and mimicking each poet's style.



## Looking for the Gulf Motel

Marco Island, Florida

Richard Blanco

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

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



Author Richard Blanco reading his poem “Looking for the Gulf Motel”

## Carrying a Ladder

Kay Ryan

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



Shiza Shahid interprets “Carrying a Ladder”

## Fast Break

Edward Hirsch

*In Memory of Dennis Turner, 1946-1984*

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

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

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



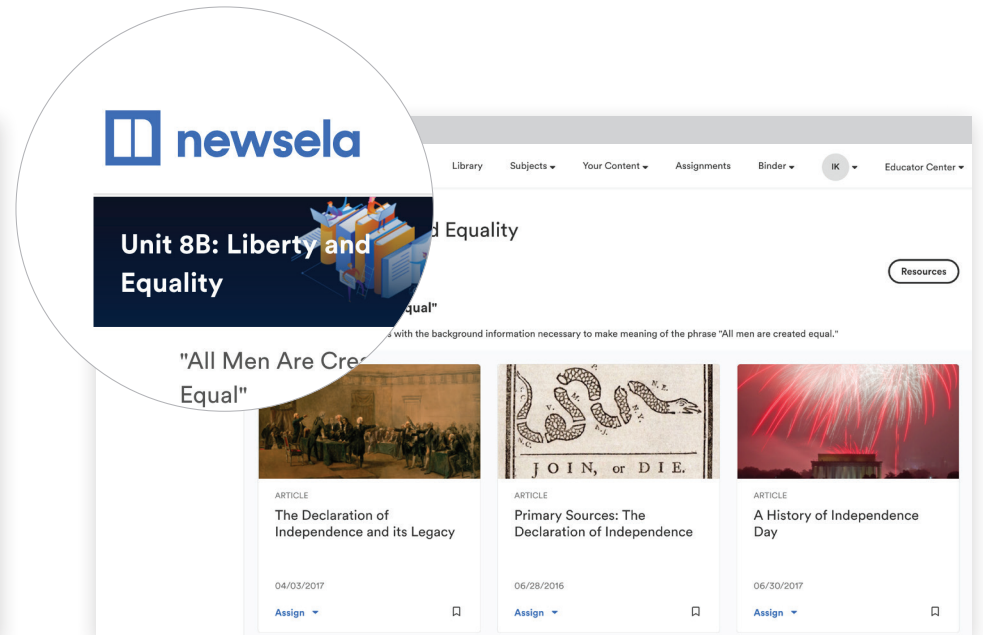
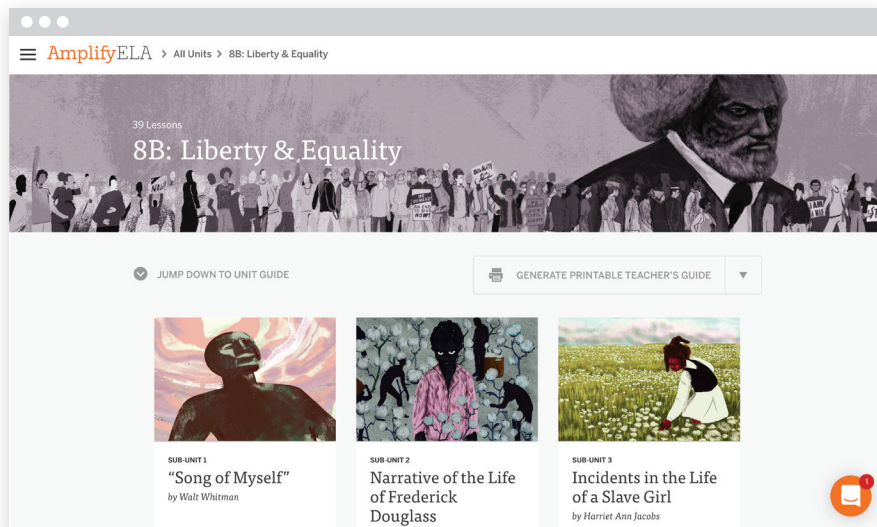
Shaquille O'Neal interprets “Fast Break”

In Marco Island, Florida!



# Additional reading options

Amplify ELA Florida partners with Newsela to offer additional readings connected to the program's core units. Any teacher can create a free Newsela account to find additional texts and the rationale for connecting them to core readings. Newsela subscribers can find even more texts specifically curated for the program.



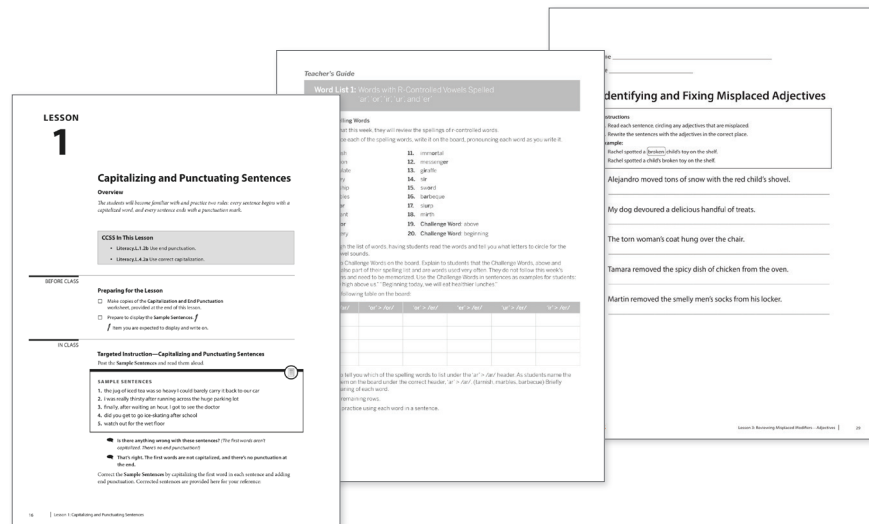
Amplify ELA Florida customers will also receive access to our personalized supplemental program Florida Close Reading! Please see inside back cover for details.

# Targeted grammar practice

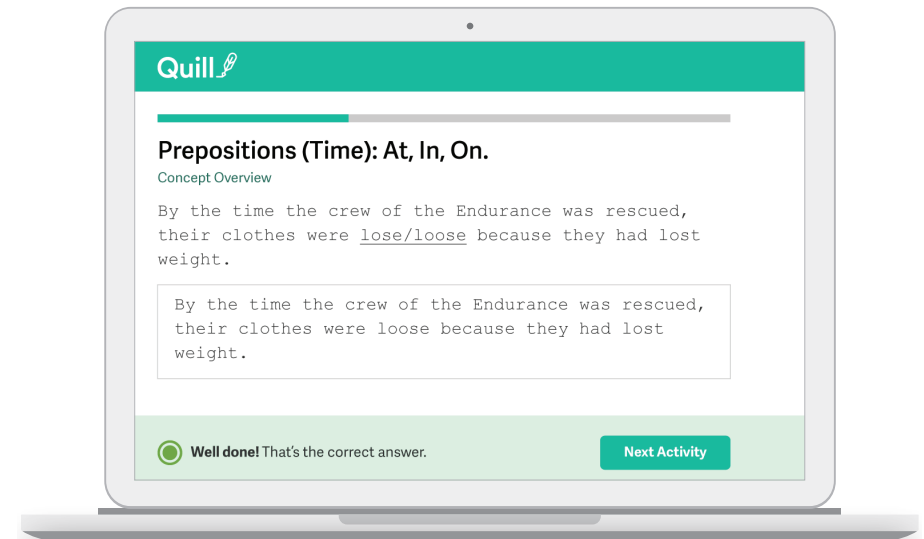
Teachers can choose when and how to use these materials to best suit their students' needs. The **Grammar Guide** in the Materials section of each Flex Day identifies lessons and activities aligned to Florida grammar benchmarks.

The Amplify Florida Edition digital **Grammar Unit** allows teachers to assign self-guided grammar instruction and practice to cover all standards called out in the Florida Conventions Progression Standards.

**Mastering Conventions** is a series of four 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.

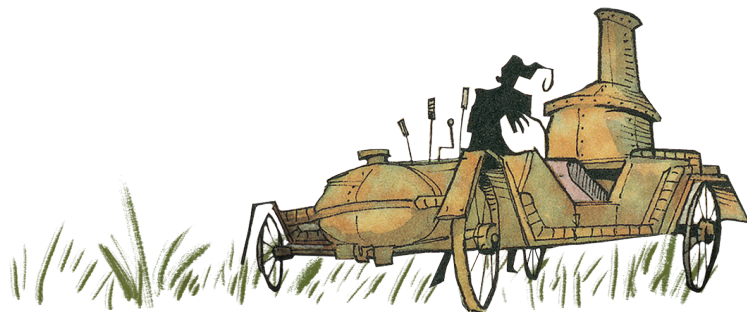
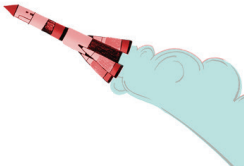
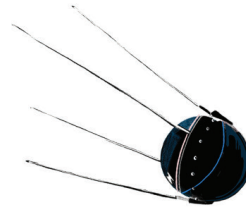


Amplify has also partnered with **Quill.org** to provide students with a set of online tools that help them apply grammar to their writing through interactive activities.



# 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 Florida 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 sub-units 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 an app within the Amplify ELA Florida 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 Florida research base

Grounded in learning science and tailored for the middle grades, Amplify ELA Florida is a strong integrated curriculum that promotes a rigorous and riveting classroom culture around literacy for all. Amplify ELA Florida 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 Florida curriculum is built on five research-based pillars:

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### 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,<sup>17,34</sup> and middle grade education should therefore include relevant, challenging, and exploratory curricula with varied and diverse teaching approaches.<sup>34</sup> Accordingly, Amplify ELA Florida targets student engagement and leverages adolescents' natural inclinations toward collaboration, exploration, and autonomy. This can be seen across the Amplify ELA Florida 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.<sup>34</sup> 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,<sup>39</sup> and Amplify ELA Florida 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 Florida 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.<sup>47</sup> Studies also stress the importance of including a variety of engaging texts that appeal to culturally diverse students.<sup>25,44</sup> Providing students with domain-specific complex texts enables them to build critical literacy skills and gain necessary content knowledge.<sup>22,47</sup> 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.<sup>33</sup> Amplify ELA Florida'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.<sup>42</sup> Close reading instruction is linked to significant gains in reading proficiency and students' self-perceptions around reading, particularly for struggling readers.<sup>18</sup> Student writing is influenced by the books they read.<sup>15,16,27,28</sup> Additionally, strong writing instruction and practice improves reading comprehension and fluency.<sup>19</sup> Therefore, writing and reading activities are highly connected in the Amplify ELA Florida curriculum. Students in Amplify ELA Florida 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,<sup>3, 5, 14, 46</sup> and research suggests vocabulary instruction should include frequent, varied, direct, and contextualized exposures to words<sup>35</sup> and extended in-depth instruction in definitional and contextual information and word-learning strategies.<sup>7, 20, 21</sup> 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.<sup>4, 29</sup> Amplify’s approach to vocabulary instruction encompasses all of these components, and Amplify ELA Florida’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 Florida 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.”<sup>45</sup> Studies suggest that students of color, students with limited economic means and underserved English language learners receive less instruction in higher order skills development.<sup>1, 8</sup> Yet, it is this type of instruction that supports the development of our brains in these areas.<sup>32, 38</sup> Educators point to the importance of a combination of high expectations for performance and teachers and resources to support those expectations.<sup>26</sup> Research on differentiated instruction shows broad benefits in student achievement and school satisfaction for a wide variety of learners.<sup>9, 10, 12</sup> Amplify provides six levels of activities, designed to support a range of English Language Learners (ELLs), students with special needs, and advanced students. To support reading comprehension and language production, Amplify ELA Florida 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.<sup>34</sup> Amplify ELA Florida 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 skills<sup>31</sup>—is highly effective, particularly for promoting acquisition of literacy skills.<sup>2, 6, 31</sup> Additionally, the middle school movement calls for instruction that gets students to actively construct knowledge through problem-solving, questioning, or inquiry.<sup>34</sup> Amplify students have many opportunities for active inquiry and learning, including whole-class discussions, small-group work, Reader’s Theater, and Quests. Amplify ELA Florida’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.<sup>11</sup> Last, research on effective reading programs demonstrates the importance of collaboration in middle grade classrooms.<sup>17, 36, 43</sup> Students who come from more traditionally collectivist societies may particularly benefit from a collaborative learning orientation.<sup>23</sup> Within Amplify ELA Florida, 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 Florida’s curriculum incorporates many opportunities for formative assessment—or assessment designed to give feedback on student performance that leads to improved learning outcomes.<sup>40</sup> Frequent feedback motivates students, empowers them to be self-regulated learners, and is critical to their success at a given task.<sup>30, 37</sup> Research suggests that the brain can work best in an atmosphere of positive, receptive relationships;<sup>48</sup> trust between teachers and students is an essential ingredient of effective educational relationships.<sup>24</sup> Low-stakes formative assessment moments provide opportunities for student growth and learning and are critical to academic success.<sup>34, 41</sup> Within Amplify ELA Florida, software tools and rubrics enable teachers to provide students with written feedback and measure each student’s progress. Amplify’s emphasis on providing timely, actionable feedback provides the teacher with an effective equity tool that holds students to high expectations, affirms faith in the student, and provides actionable steps.<sup>13</sup> 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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