

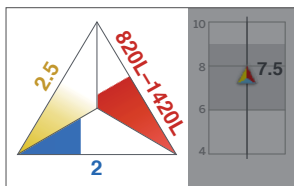
# Grade overviews

## Progression of content and skills

The following grade overviews illustrate how the Amplify ELA curriculum has been carefully designed to meet the needs of California middle school students. To develop and refine the scope and sequence of the content, skills, and texts, Amplify paid close attention to three parts of text complexity and conducted significant classroom testing to understand the impact of these texts on adolescent readers. In addition to designing a path of growing text complexity, Amplify ELA sequenced and grouped texts to intentionally build students' knowledge and skills as they progress throughout each grade and the whole program.

### Path of text complexity

To help teachers and administrators see quickly the way that content, skills, and text complexity builds in our ELA curriculum, Amplify has represented this information graphically in the following pages, deriving the approach from the CA ELA/ELD Framework. For the purposes of this guide, the triangle, commonly used to represent the three parts of text complexity for one text, here aggregates the texts' complexity for a whole unit. This approach makes it easy to make comparisons from unit to unit and grade to grade.



#### Sample unit: 7C Brain science

Quantitative measure

Qualitative measure

Reader and task measure

The **quantitative measure** in red reflects the Lexile band, defined in the Common Core State Standards (as seen below), and based on the Lexile scores of the range of texts within the unit. Lexile scores are based on a measurement of vocabulary word frequency and sentence complexity.

**Band 1 - Lexile 450-790**

**Band 2 - Lexile 770-980**

**Band 3 - Lexile 955-1155**

**Band 4 - Lexile 1080-1305**

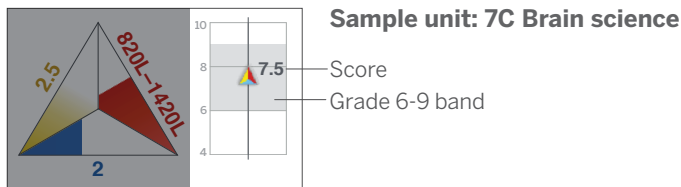
**Band 5 - Lexile 1215-1355**

The **qualitative measure** in yellow reflects the texts' structural and stylistic complexity, the layers of meaning, and the background knowledge required to understand the text. The scale is from 0-5, with 5 indicating the highest level of complexity.

The **reader and task measure** in blue reflects the demands the activities make on students in the lessons in Amplify ELA, with consideration of both a) their place in the curriculum sequence and the cumulative knowledge and skills they have gained by this time, as well as b) how much support and scaffolding they receive to understand both literal and deeper layers of meaning. The scale is from 0-5, with 5 indicating the highest level of complexity.

### The Amplify Complexity Index

To better assess the combined impact of these three factors, Amplify developed a Complexity Index, which assesses each unit's overall complexity. The Complexity Index reflects the aggregate score within the context of the grade 6-9 band. While we recognize that no single metric can fully capture the nuanced lesson-to-lesson, unit-to-unit progression of a curriculum, we use the Complexity Index as a guideline to present appropriate curriculum materials and track students' path through each grade.



Carefully selected for their adherence to the CA ELA/ELD Framework, the texts in the Amplify curriculum balance literary and informational text, and include a rich representation of genres: novels, plays, poetry, biographies, and other full-length texts.

In the following pages, units and subunits are also labeled with the below icons to indicate whether they are informational or literary texts.



**Informational texts**



**Literary texts**

## Path of skill development and knowledge building

**I. As students move from earlier units to later units within a single grade,** they learn, practice, and gradually master reading and writing skills that grow increasingly sophisticated, and learn how to apply these skills on texts that grow increasingly complex. The Complexity Index includes both the quantitative as well as qualitative and reader and task considerations. As the curriculum introduces more challenging tasks, like working independently to pull together an analysis of a whole novel, the units sometimes focus on texts with lower Lexiles. And, when the units challenge students to master sentences of great complexity and new vocabulary, the lesson activities pose carefully calibrated and scaffolded tasks.



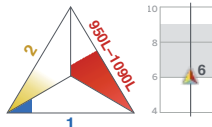

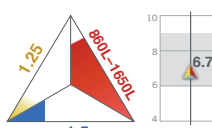

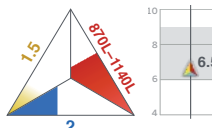

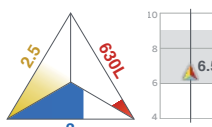

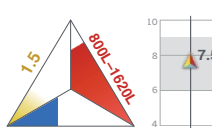

Students move from applying these skills while working with one text to learning how to synthesize information they've drawn from more than one text. Earlier in the year, they are noticing and describing differences in perspective or differences in characters' approaches to the closed world of a particular text, and later in the year, they are explaining the implications of those differences on the author's view of the world.

**II. As students move from grade to grade,** students begin again in each grade by learning to focus on specific passages from the text, to describe precisely what they see in those passages, and to explain fully what they think about them. They need to practice and work on these skills again because they are a year older, with more knowledge and complicated ideas about text, and, when they develop these ideas, they will find more layers of complexity in their own writing.


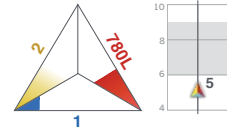

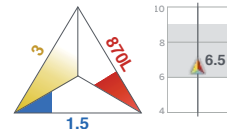
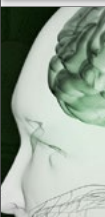
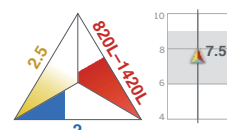

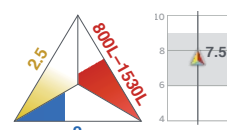

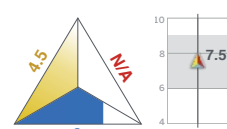

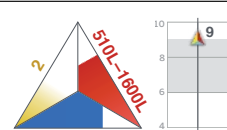

The ability to write more layered and complex sentences, paragraphs, and essays enables students to demonstrate an increasingly sophisticated approach to the greater complexity of what they are reading. That is, they learn to appreciate the texts they're reading as works of art made from a series of choices and designed to accomplish specific purposes. Thus, for example, while grade 6 students focus largely on the plot when they decide whether the boys or the adults cause more trouble in Roald Dahl's *Boy: Tales of Childhood*, by grade 8, students are ready to analyze the rhetorical choices that Lincoln makes in The Gettysburg Address, and how those choices shape the way his audience understands the phrase, "All men are created equal."

When students approach the research projects at the end of eighth grade, they are able to seek knowledge purposefully, synthesizing information from a whole archive of sources, understanding that the sources' authors have made choices that impact the perspective of each text.

# Grade 6 | Grade overview

	<p><b>6A Dahl &amp; Narrative</b></p> <p>Sub-Unit 6A.1 Welcome! 6A.2 Get Started 6A.3 Boy: <i>Tales of Childhood</i> 6A.4 Write an Essay</p> <p>Character &amp; Narrator Observe how an author creates a character</p> <p>Writing Focus on a moment in the text and develop a unique perspective about it</p> <p>Text Structure Sensory and figurative language</p> <p>Content Early 20th century British boarding school experience</p>	 <p>Genre <b>I</b></p>
	<p><b>6B Tom &amp; Sherlock</b></p> <p>Sub-Unit 6B.1 <i>The Adventures of Tom Sawyer</i> 6B.2 "The Speckled Band" 6B.3 "The Red-Headed League" 6B.4 Write an Essay</p> <p>Character &amp; Narrator Describe how a character builds across many scenes</p> <p>Writing Make connections between two or three moments in the text to show change</p> <p>Text Structure Figurative language and dialect; plot development</p> <p>Content 19th century rural America; 19th century London</p>	 <p>Genre <b>L</b></p>
	<p><b>6C The Chocolate Collection</b></p> <p>Sub-Unit 6C.1 Info Lit 6C.2 Scavenger Hunt and Internet Research 6C.3 Argumentative Writing and Collection Research 6C.4 Debate and Internet Research 6C.5 Write an Essay</p> <p>Character &amp; Narrator Identify various sources' perspectives on a topic</p> <p>Writing Synthesize information from several sources to develop an argument</p> <p>Text Structure Various types of historical and cultural documents</p> <p>Content The evolving economic and cultural significance of a product in societies</p>	 <p>Genre <b>I</b> <b>L</b></p>
	<p><b>6D The Greeks</b></p> <p>Sub-Unit 6D.1 Quest: <i>Myth World</i> 6D.2 Prometheus 6D.3 Odysseus 6D.4 Arachne 6D.5 Write an Essay</p> <p>Character &amp; Narrator Analyze what symbolic characters show about human nature</p> <p>Writing Argue a claim about the fairness of a character's decision</p> <p>Text Structure Multiple tellings of a tale in different genres</p> <p>Content Ancient Greece</p>	 <p>Genre <b>I</b> <b>L</b></p>
	<p><b>6E Reading the Novel</b></p> <p>Sub-Unit 6E.1 <i>M.C. Higgins, the Great</i> 6E.2 Write an Essay</p> <p>Character &amp; Narrator Analyze a complex character's growth across a multi-layered novel</p> <p>Writing Trace patterns of consistency and inconsistency throughout the novel</p> <p>Text Structure Narrative with temporal shifts and ambiguous resolution</p> <p>Content Mid-20th century Appalachia, strip-mining and environmental destruction</p>	 <p>Genre <b>L</b></p>
	<p><b>6F The Titanic Collection</b></p> <p>Sub-Unit 6F.1 Info Lit 6F.2 Scavenger Hunt and Internet Research 6F.3 Passport and Exploring 6F.4 Socratic Seminar and Internet Research 6F.5 Write an Essay</p> <p>Character &amp; Narrator Compare and contrast perspectives on a single event</p> <p>Writing Develop a question, conduct research, and create a multi-media project</p> <p>Text Structure Various types of historical and cultural documents</p> <p>Content 20th century social and class structure revealed by a famous tragedy</p>	 <p>Genre <b>I</b> <b>L</b></p>
	<p><b>6G Beginning Story Writing</b></p> <p>Sub-Unit 6G.1 Creating a Believable Character 6G.2 Experimenting With A Second Character 6G.3 Writing a Short Story</p> <p>Character &amp; Narrator Create a believable character</p> <p>Writing Write an original short story</p> <p>Text Structure Dialogue; plot structure</p> <p>Content Creative writing</p>	

# Grade 7 | Grade overview

	<p><b>7A Red Scarf Girl &amp; Narrative</b></p> <p>Sub-Unit 7A.1 Welcome! 7A.2 Get Started 7A.3 <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> 7A.4 Write an Essay</p> <p>Character &amp; Narrator Examine the differences between a character's thoughts and actions Writing Use revision to strengthen elaboration Text Structure Conventions of memoirs, propaganda Content Mid-20th century communist China</p>	 <p>Genre <b>I</b></p>
	<p><b>7B Character &amp; Conflict</b></p> <p>Sub-Unit 7B.1 <i>A Raisin in the Sun</i> 7B.2 "Harlem" 7B.3 Write an Essay 7B.4 "Sucker"</p> <p>Character &amp; Narrator Analyze a character's unconscious motivations Writing Make thematic connections across genres Text Structure Literary devices; elements of plays and poetry Content Mid-20th century urban America and small-town American South</p>	 <p>Genre <b>L</b></p>
	<p><b>7C Brain Science</b></p> <p>Sub-Unit 7C.1 <i>Phineas Gage</i> 7C.2 "Demystifying the Adolescent Brain" 7C.3 Quest: <i>Perception Academy</i> 7C.4 <i>The Man Who Mistook His Wife for a Hat</i> 7C.5 Write an Essay</p> <p>Character &amp; Narrator Compare and contrast different writers' theories on a topic Writing Describe facts, explain concepts, and convince the reader of an opinion Text Structure Informational non-fiction; narrative elements in non-fiction Content Basic concepts of neuroscience</p>	 <p>Genre <b>I</b> <b>L</b></p>
	<p><b>7D Poetry &amp; Poe</b></p> <p>Sub-Unit 7D.1 Poetry 7D.2 "The Tell-Tale Heart" 7D.3 "The Cask of Amontillado" 7D.4 "The Raven" 7D.5 Write an Essay</p> <p>Character &amp; Narrator Evaluate the reliability of a fictional narrator Writing Compare and contrast characters' perspectives on a narrative Text Structure Imagery; unreliable narrator; film adaptations of texts Content American Gothic literature</p>	 <p>Genre <b>L</b> <b>L</b></p>
	<p><b>7E Shakespeare's Romeo &amp; Juliet</b></p> <p>Sub-Unit 7E.1 <i>Romeo and Juliet</i> 7E.2 Write an Essay 7E.3 <i>Summer of the Mariposas</i></p> <p>Character &amp; Narrator Connect characters' development to a conceptual framework Writing Choose between contradictory positions and argue with evidence Text Structure Elizabethan English; sonnets; extended metaphors Content 14th century Renaissance Italy</p>	 <p>Genre <b>L</b></p>
	<p><b>7F The Gold Rush Collection</b></p> <p>Sub-Unit 7F.1 Info Lit 7F.2 Scavenger Hunt and Internet Research 7F.3 Argumentative Writing and Collection Research 7F.4 Debate and Internet Research 7F.5 Write an Essay</p> <p>Character &amp; Narrator Explore how circumstances united a diverse group of historical characters Writing Develop a question, conduct research, and create a multi-media project Text Structure Various types of historical and cultural documents Content The social, political, and economic climate surrounding the California Gold Rush</p>	 <p>Genre <b>I</b> <b>L</b></p>
	<p><b>7G Intermediate Story Writing</b></p> <p>Sub-Unit 7G.1 Creating a Believable Character 7G.2 Experimenting With A Second Character 7G.3 Writing a Short Story</p> <p>Character &amp; Narrator Create a believable character Writing Write an original short story Text Structure Dialogue; plot structure Content Creative writing</p>	

## Grade 8 | Grade overview

	<p><b>8A World War II &amp; Narrative</b></p> <p>Sub-Unit 8A.1 Welcome! 8A.2 Get Started 8A.3 <i>Going Solo</i> 8A.4 Write an Essay</p> <p>Character &amp; Narrator Make inferences about a character's values Writing Compare an author's portrayal of two characters Text Structure Strong verbs and sensory details Content British colonial Africa and Middle East</p>	<p>Genre <b>I</b></p>
	<p><b>8B Biography &amp; Literature</b></p> <p>Sub-Unit 8B.1 Benjamin Franklin 8B.2 Declaration of Independence 8B.3 Write an Essay</p> <p>Character &amp; Narrator Trace the development of a historical character's ideas across time Writing Describe different sides of a character and reconcile his contradictions Text Structure Biography and autobiography; humor; persuasion Content Colonial America; founding democratic principles</p>	<p>Genre <b>I</b> <b>L</b></p>
	<p><b>8C Liberty &amp; Equality</b></p> <p>Sub-Unit 8C.1 <i>Narrative of the Life of Frederick Douglass, an American Slave</i> 8C.2 <i>Incidents in the Life of a Slave Girl</i> 8C.3 <i>The Boys' War</i> 8C.4 Gettysburg Address 8C.5 Write an Essay</p> <p>Character &amp; Narrator Analyze a memoirist's purpose in including or omitting details from his or her life Writing Evaluate which of two texts has a stronger impact on a reader Text Structure Texts that cross genre: poetry &amp; prose Content American slavery, abolition, and the Civil War</p>	<p>Genre <b>I</b> <b>L</b></p>
	<p><b>8D Science &amp; Science Fiction</b></p> <p>Sub-Unit 8D.1 <i>Frankenstein</i> 8D.2 Write an Essay 8D.3 Poetical Science</p> <p>Character &amp; Narrator Apply abstract concepts to an author's portrayal of a character Writing Argue opposing claims about a character and resolve the contradiction Text Structure Graphic novels; 19th century British English Content 19th century scientific and technological developments</p>	<p>Genre <b>I</b> <b>L</b></p>
	<p><b>8E The Frida &amp; Diego Collection</b></p> <p>Sub-Unit 8E.1 Info Lit 8E.2 Scavenger Hunt and Internet Research 8E.3 Argumentative Writing and Collection Research 8E.4 Debate and Internet Research 8E.5 Write an Essay</p> <p>Character &amp; Narrator Identify various sources' perspectives on a topic Writing Synthesize information from several sources to develop an argument Text Structure Various types of historical and cultural documents Content 20th century art world in Mexico and US</p>	<p>Genre <b>I</b> <b>L</b></p>
	<p><b>8F The Space Race Collection</b></p> <p>Sub-Unit 8F.1 Info Lit 8F.2 Scavenger Hunt and Internet Research 8F.3 Argumentative Writing and Collection Research 8F.4 Debate and Internet Research 8F.5 Write an Essay</p> <p>Character &amp; Narrator Compare and contrast perspectives on a topic Writing Develop a question, conduct research, and create a multi-media project Text Structure Various types of historical and cultural documents Content 20th century competition between US and USSR</p>	<p>Genre <b>I</b> <b>L</b></p>
	<p><b>8G Advanced Story Writing</b></p> <p>Sub-Unit 8G.1 Creating a Believable Character 8G.2 Experimenting With A Second Character 8G.3 Writing a Short Story</p> <p>Character &amp; Narrator Create a believable character Writing Write an original short story Text Structure Dialogue; plot structure Content Creative writing</p>	