

Planning your year

Pacing and flexibility

The Amplify ELA curriculum includes core lessons for 180 days of instruction as well as an extensive amount of supplementary materials that teachers can use at their discretion to support and enrich that experience. Additional instructional experiences have also been created for students to use independently.

Working with the pacing guide

The next pages show visually how the biggest parts of the program—units, Quests, and major assessments—can be scheduled over the 180 days of instruction.

The **units row** displays the number of teaching weeks needed to cover the lessons within a unit and the vocabulary activities associated with those lessons. It also indicates where a Quest will or might be taught.

Units row

Grade and unit	6A
Sub-unit	Dahl & Narrative
# of lessons	27 Lessons

The **assessments row** shows when formative and summative assessments occur within that unit. It also indicates when the benchmark summative assessments should be offered (see more about these assessments in Section 2, Assessment and feedback: Summative assessments). The key below is used on the following pages to indicate where and when the multiple types of assessments take place within the curriculum.

Formative assessments



Writing on demand + reading comprehension checks



Vocabulary checks

Summative assessments



End of unit essay assignments

Summative benchmarks



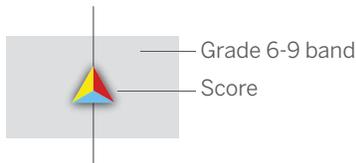
Reading



Writing

The **text complexity row** provides information about the texts' complexity in a given unit.

Text Complexity Index



The **genre row** provides broad information about the text types covered within each unit.

Genre

Literature

Informational Text

Areas of flexibility within the curriculum

The pacing guide is based on 180 days of instruction. The pacing can be adjusted for schools and classrooms who need to:

1. Adjust instruction in response to data from formative assessments.
2. Choose one activity or another based on the teacher's or the students' interests.
3. Linger on a particular activity that grabs students' interest.
4. Skip non-required lessons to allow time for students' interest in another area of the curriculum.
5. Skip non-required lessons to allow time for teacher-developed curriculum.
6. Skip non-required lessons to allow time for typical school-year interruptions.

To help you plan your year, consider the lessons in three groups:

1. **Least flexible:** Lessons that teachers should do in the order in which they appear because the texts and activities are designed to build skills sequentially in order to meet standards.
2. **Somewhat flexible:** Lessons that serve as a collection of lessons from which teachers can choose in order to meet the standards.
3. **Completely flexible:** Lessons that are optional, that teachers can choose to do or not to do, depending on their and their students' interests and their school's priorities.

Here are the lesson types explained in more detail:

- 1. Least flexible:** lessons that teachers should do in the order in which they appear

Sixth-grade units: A,B,D,E

Seventh-grade units: A,B,C,D,E

Eighth-grade units: A,B,C,D

Most of the Amplify ELA lessons are designed as a carefully sequenced series of experiences that build students' skills in order to master the grade-level CA CCSS for ELA/Literacy. Teachers should follow the lessons, one by one, in most units, using Amplify's formative assessment tools to decide when they can speed up or when they need to slow down. These lessons are generally described as taking around 45-60 minutes, but teachers should monitor student progress, looking in the instructional guide to find out what sorts of mastery to look for before moving on from activity to activity. Certain lessons will span more than one 45-minute block. And most lessons contain enough activities to explore with students for an extended double literacy block if the teacher has that option.

- 2. Somewhat flexible:** lessons that serve as a pool of lessons from which teachers can choose

- a. Research Collections**

Sixth-grade units: C,F

Seventh-grade unit: F

Eighth-grade units: E,F

The Research Collections units include lessons that very thoroughly scaffold standards-based skills. To meet the standards requirements, teachers can move through the sub-units of these Collections sequentially, or, they can simply choose one sub-unit that allows students to survey the archive of sources and then complete the research essay and the multimedia presentation. Also, to provide a foundational base of research skills, each Collection includes the same Informational Literacy sub-unit for students who have no experience with the Amplify approach to research or with Internet research in general. Those three lessons are important for sixth-grade students, for new classes who are just starting to implement the program, and for students in older grades who need review.

Additionally, in eighth grade, the teacher needs to be sure to complete that sub-unit in the Frida & Diego unit because that is the only place that students get practice with job materials, standard W8.2a.

- b. Story Writing**

Sixth-grade unit: G

Seventh-grade unit: G

Eighth-grade units: G

Like the Collection Units, the Story Writing units at every grade level include lessons that very thoroughly scaffold standards-based skills. In the case of Story Writing, the lessons scaffold narrative writing in which students are using their imagination to develop characters and stories

built around those characters' conflicts. To satisfy the standards, the teacher should make sure to instruct students in the completion of the story writing in the final sub-unit. Depending on how much the teacher wants to work on narrative writing skills, he or she can choose to have students complete one or both of the sub-units to prepare for writing the actual story.

c. Flex Days and the 4-volume set, *Mastering Conventions*

Within each unit and sub-unit, the teacher will find Flex Days designed to be used to teach grammar-related language standards and to ensure that students are applying those standards to their written work. Teachers with students working at a third-grade level will need to use up to 10 Flex Days to remediate and master all grade-level language standards. Those teachers who do not have to remediate to that extent will have Flex Days to use for other purposes, as described in the Flex Day lesson briefs.

3. Completely flexible: lessons that are optional, that teachers can choose to do or not to do

a. Optional Quests

Quests are sequences of five lessons that change up the typical lesson routine and bring students together in new ways. The Quests are opportunities for students to work with texts in new ways—almost as internal field trips facilitated by Amplify's curriculum developers. Each grade includes one Quest that is completely optional. Students do not need to do any of the lessons in the optional Quest in order to meet the standards. If teachers are looking for flexibility, they can choose to leave out those lessons. The required Quests provide some flexibility as well in that teachers can satisfy learning requirements by giving students access to the first three lessons and not following every Quest to its final conclusion. Students may be disappointed if you cut it off—but all learning goals will be met.

b. Benchmark assessments

Two reading and writing benchmark assessments are available for a teacher to use whenever he or she finds them most informative. Amplify recommends using them in the beginning (i.e. third week) and mid-year (i.e. 20th week) to provide ample time to adjust instruction to differentiate for students' needs before state tests in the spring.

Following the pacing guides, grade and unit overviews drill down further into each grade and then into each unit and sub-unit, showing when and where particular skills and standards are taught.