

# Skills instruction and practice

## A targeted approach to skills

### Amplify's approach

The Amplify program tracks progress against the standards with various formative assessments, end-of-the-unit essays, and four standards-based benchmark assessments to ensure that students are making progress towards mastery. But, teachers can't consider and adjust to the results of this standards-based assessment daily or even weekly, across the 150 or more students that each teacher sees every day. Amplify's classroom testing suggests that on a daily basis, teachers can respond more effectively to data by focusing on a smaller set of skills that describe the various cognitive experiences students need to practice day in and day out with increasingly complex text.

Thus, the Amplify program calls out a set of skills derived from the CA CCSS for ELA/Literacy that enable the teacher to focus instruction, track student progress, and respond quickly to data with instructional solutions that will accelerate progress for all students every day. By boiling down the standards to essential skills teachers can measure daily progress and ensure that every student is mastering the key metrics, such as the ability to independently comprehend and write about complex text that are most directly linked to success on year-end state tests, and most important, on high school level work and beyond.

The Program Organization Maps show the relationships between the Amplify daily skills and the CA CCSS so that teachers can continuously confirm that progress in one area equals progress in the other. To create a more streamlined approach that allows for daily monitoring, Amplify has integrated speaking and listening skills into the essential reading and writing habits.

Amplify tracks skills daily in the areas of:

#### Reading in 3 categories:

- The analytic cycle:
  - Select, describe, explain, connect
- Understanding
  - Level 1: literal, level 2: implicit
- Foundational capacities in reading
  - Background knowledge of the world and the word: Vocabulary
  - Grammar and sentence mechanics
  - Logical structure and rhetoric
  - Fluency
  - Reading habits

#### Writing in 2 categories:

- Writing skills:
  - Focus, showing, use of evidence, logical structure, conventions
- Writing habits:
  - Produce writing, observe, share, respond, revise

### Organization of skills section

In this section, you will find descriptions of the skills and examples of how the skills are taught in Amplify's lessons. Following the descriptions of all of the skills, there are two longer sections that describe Amplify's approach to vocabulary and grammar in more depth. These are two particularly challenging areas in ELA instruction, and Amplify has provided extensive instructional tools for teachers to help students meet those challenges.

Most importantly, after you read about the skills, keep reading the following section, about Amplify's approach to assessment, to find out how to track these skills and accelerate student progress on a daily basis in the midst of generating all of the other scores based on standards and grades that your school requires.

Also, note that Amplify's professional development experts recognize that the overview in these pages is not a "how to" guide. A teacher new to the Amplify program should rest assured that this approach is introduced gradually to teacher and student during the first 10 Get Started lessons in the first unit. Success in Lesson One motivates and prepares participants for success in Lesson Two, and so on. The Professional Development section of this guide explains the preparation and follow up that teachers require to be successful on that journey. Once immersed in Amplify's program, new and experienced ELA teachers will recognize how the approach brings each and every student success in the bread and butter of an ELA class: close reading of complex text, regular writing practice and revision, and dynamic discussion.

# Reading

These lessons teach the foundational moves that readers make in order to read with accuracy, engagement, and insight. Since almost all reading requires us to integrate these skills (much the way climbing a stairway requires us to coordinate a number of physical, visual, and cerebral maneuvers), they rarely occur in a specific order, or in isolation from one another. It is helpful, though, to consider these reading moves one by one, in order to become better equipped to give students targeted reading practice that can accelerate growth.

## When, how, and what do students read?

Other sections of this guide describe the sorts of activities students do with texts to gain practice in these reading skills and to make measurable progress. These reading activities are varied so that students can enlist all sorts of other interests and capacities—dramatic, artistic, physical, social, and expressive—to enrich their analysis of complex text. Significantly, students are also given regular formative assessments in which they face a complex text cold along with multiple choice questions to find out if they are progressing in terms of their reading comprehension (defined below as the skills of “understanding”). The actual texts that students read have been selected with care because the program assumes that students will spend a significant amount of time and energy reading and rereading these important works. Amplify’s strategy for choosing texts and sequencing them is also described in its own section below.

## Categories of reading skills

The program divides the reading skills into three categories: The first category, “the analytic cycle,” includes those skills that students practice and improve on with each increasingly complex text they encounter; the second category, “understanding,” is a relatively simple measure of whether or not students comprehend a given text at particular moments and then, implicitly, in its entirety; and the third, “foundational capacities and habits,” includes the knowledge and habits that students accumulate over time that enhance their ability to tackle complex text—like background knowledge and an understanding of syntax.

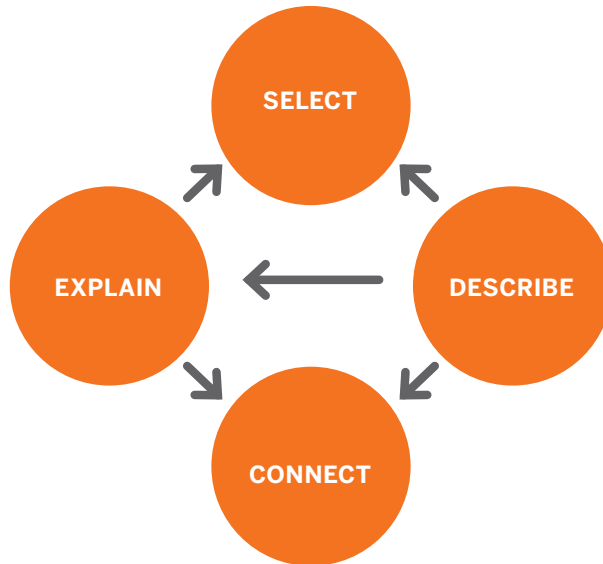
### An analytic cycle

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, and
3. **Explain** what those observations might signify.
4. **Connect** moments in the text to build an idea about what a larger part of the text or, the whole text, means.

At first, the lessons constrain students to *select* and focus on just one moment in the text in order to push their powers of observation in their descriptions and to push their powers of insight in their explanations. While seemingly counterintuitive, not letting students make connections to other parts of the text actually helps students develop the skills to *describe* and explain to the point at which they can fully develop an idea about the text based on that moment in the text.

Amplify's lessons return over and over again in every unit to asking students to describe and explain their ideas based on very close observations of the text so that students make connections across a text and between two or more texts. In this way, they can develop more complex ideas that are truly their own with those fundamental building blocks—and don't have to resort to sterile formulas,



## Understanding

Amplify’s program distinguishes between two levels of understanding or reading comprehension:

**Level 1:** comprehension of what the text says explicitly

**Level 2:** a deeper understanding of what the text means implicitly

Amplify calls out “understanding” or comprehension as a skill that is separate from analysis and the associated skills discussed above because students are often able to proceed through the analytic cycle described above with only partial understanding. If students are confident they can keep analyzing the text even while they don’t fully understand, then they will be able to continue to work with a text until they do have this understanding. If we make understanding a gating first step, students will be blocked from the very sort of exploration that will enable them to—eventually—understand even the most complex text.

In practice, this means that Amplify’s instruction asks students to first analyze the text by noticing discrete elements instead of asking them to summarize it—for example, to focus in on various qualities of the language or on contradictions in the text’s presentation of a topic—before asking students to step back and show understanding of the gist of the piece.

While using the students’ practice with the analytic cycle to build reading comprehension, the program continuously checks students’ level of comprehension by presenting new sections of text along with multiple choice questions. Data from that daily formative assessment helps the teacher know how to support the analytical work in class, know whether or not the students’ ability to comprehend independently is progressing, and whether or not the teacher should provide Amplify’s additional supports with fluency practice to accelerate progress.

## Foundational knowledge and habits

In order to increase students’ ability to apply these key reading skills to complex text, the Amplify program explicitly teaches students the content and habits required in the following areas:

1. **Vocabulary:** build background knowledge of the world and word
2. **Grammar and sentence mechanics:** understand, apply, and analyze in text and in speech
3. **Logical structure and rhetoric:** understand, apply, and analyze in texts and in speech
4. **Fluency:** read aloud increasingly complex text with expressiveness to show understanding
5. **Reading habits:** use key tools to persist with complex text

## Reading skills and habits as seen in Amplify's lessons: the analytic cycle

### Select

Students pick out specific parts of the text—sometimes because these are the details that interest them, sometimes because the teacher has asked them to choose a specific kind. For example:

- In a lesson about Edgar Allan Poe's "The Tell-Tale Heart," students read the scene where the narrator claims to hear the sound of a heart beating from under the floorboards, and they highlight only the actions of the policemen who are interviewing him.
- In a lesson from the unit on *The Adventures of Sherlock Holmes*, students read "The Red-Headed League" and select those details they consider "suspicious."

### Describe

Students spell out what they see in the details they've selected and the connections they've identified. For example:

- In the unit on Roald Dahl's *Boy*, students regularly annotate their nightly reading by marking what grabbed their attention and describing which words and phrases had an impact on them.
- In the lessons on *The Adventures of Tom Sawyer*, students discuss the language with which Twain shows off Tom's trickiness to figure out whether or not he seems likeable.

### Explain

Students unpack the details they've selected and described. For example:

In a lesson about *The Adventures of Tom Sawyer*, students draw together the patterns that run through Tom's behavior at different points in the story in order to draw conclusions about his character traits.

- In one of the *A Raisin in the Sun* lessons, students infer what lies unstated beneath the play's last scene, wrestling with why Walter decides to accept the money he had previously refused.

### Connect

Students consider how individual details interact with each other, create patterns, develop themes, either within a larger section of the text, or across the entire text. For example:

- In a lesson about Roald Dahl's *Boy*, students first explore three small parts of a scene in isolation, and then describe the connections they see between those parts to figure out what Dahl is trying to say about who is the source of trouble, adults or kids.
- In a lesson about *A Raisin in the Sun*, students begin by selecting the different things that Walter does in a scene—and then trace out the way those details connect together into a complex attitude toward assimilation.
- In a lesson on *Phineas Gage*, students look back at a moment earlier in the book to figure out what Gage's doctor left unproven among the medical community in order to understand why he digs up Gage's body decades after he died.

## Understanding

Students make sense of the text, both explicitly and implicitly.

### Level 1: Explicitly

Read closely to determine what the text says explicitly and to make logical inferences from it. For example:

- Every time a unit introduces a new text, students are first challenged to read that text independently with multiple choice questions that check for comprehension. This way, both teacher and student can tell if the student is becoming a stronger, more independent reader of complex text—or whether he or she needs more practice with some of Amplify’s reading supports, such as fluency practice.
- In one of the lessons on Edgar Allan Poe’s “The Tell-Tale Heart,” students create a digital storyboard to capture exactly the account the narrator gives of how events occurred.
- When reading *Romeo and Juliet*, students try to paraphrase particular phrases from the play in a way that loses none of the specific meaning of Shakespeare’s original language.

### Level 2: Implicitly

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. For example:

- At the end of the *Red Scarf Girl* unit, students wrestle with the question: Why do you think Ji-li Jiang wrote *Red Scarf Girl*?
- After closely reading “The Raven,” students watch an animated version of the poem and articulate the ways in which their sense of the poem differed from the one that informs the film.
- Students compare the Gettysburg Address and Frederick Douglass’ *Narrative of the Life of Frederick Douglass* in terms of the texts’ effectiveness in getting the reader to rethink the America’s commitment to equality.

## Foundational knowledge and habits

### 1. Background knowledge of the world and the word

Students build their knowledge of the world and language by encountering texts that have been carefully curated to expose them to diverse domains of knowledge and relevant academic vocabulary.

- See the vocabulary section that follows to understand better Amplify’s deep and broad approach to developing students’ vocabulary during class time and during independent work. The vocabulary program moves students through embedded vocabulary activities around a small list of academic words from the text they are currently reading, steadily developing a working knowledge of those words.
- In the Brain Science unit, students pull together information from a number of sources to build a working understanding of the key parts of the brain and their functions.
- Close-reading activities often focus on iconic texts or parts of texts: for example, unpacking Juliet’s “A rose by any other name would smell as sweet,” or Langston Hughes’s “A Dream Deferred.”

## 2. Grammar and sentence mechanics

Students develop their understanding of how sentences work through the process of close reading and when learning grammar explicitly. For example:

- See the grammar section that follows to understand better Amplify's deep and broad approach to developing students' ability to use and understand grammar and sentence mechanics during class time and during independent work.
- In one of the *Boy* lessons, students explore how Dahl uses complex sentence structure to create different kinds of relationships between particular actions.
- During Flex Days, students complete grammar Revision Assignments that ask them to apply what they know about specific grammatical structures to one of their completed pieces of writing.
- During Flex Days, teachers lead direct instruction in grammar concepts from Amplify's resource: *Mastering Conventions*, followed by a writing prompt in which students implement this grammar concept in a 10-15 minute written response to an on-demand prompt.

## 3. Logical structure and rhetoric

Students trace the ways that authors coordinate claims, reasons, and evidence within a point and across an essay to build a solid argument. They also explore the range of moves that authors make to build a persuasive argument. For example:

- When working with *The Adventures of Tom Sawyer*, students paraphrase Tom's speech, compare the impact of their paraphrases to the impact of Twain's original language, and then search out the rhetorical moves Twain makes to achieve this impact.
- When reading the Declaration of Independence, students notice the way the argument changes as the authors revise each draft.
- When reading *Narrative of the Life of Frederick Douglass* by Frederick Douglass, students notice the different devices he uses to get across his argument against slavery and consider the power of his various approaches.

## 4. Fluency

Students learn to read the text smoothly, with feeling, and with emphasis that helps them express a particular interpretation. For example:

- Students regularly listen to professionally read audio versions of the reading while following along with the written text.
- In one of the *Red Scarf Girl* lessons, students consider the question of how to read a text with feeling. They critique an especially lifeless reading of *Cinderella*, then try a version of their own.
- Students often "act out" sections of dialogue within texts that are not written as plays, in order to capture different characters' speech patterns and reveal traits.



## 5. Reading Habits

Lessons establish the routines by which students utilize these tools to be more effective readers of complex text.

**Reread:** Students often reread because Amplify has selected texts that reward rereading with new discoveries. But, just in case students miss this opportunity, Amplify’s lessons structure activities that show students how their understanding of the text unfolds over the course of several readings.

**Annotate and highlight:** Amplify’s digital eReader has been built for academic work—enabling students to make the most of their work marking up the text. Notes, highlights and bookmarks can be coded and searched and, uniquely in Amplify’s reader, even show up in the “scrubber” on the side of the screen, when the student is searching through pages of text.

**Define words from context:** Amplify’s texts and vocabulary activities challenge students to figure out the meaning of words from the context in which they are used. Only by seeing words in multiple contexts, and noticing how their meaning changes slightly, will students internalize their own meaning of a word. One tool in particular encourages students to define words in context as they read: Amplify’s eReader contains a Reveal Tool that highlights the key words students need to understand, but might not know. The number of dots over those words indicate how difficult they are to figure out from context. One dot suggests that the student doesn’t have to look far to figure out what that word means—he or she should take some time to try to figure it out for him or herself. Three dots over a word suggest that the student may want to tap on the word and get a contextual definition because the word’s meaning may be very difficult if not impossible to figure out from context. Some of these three dot words are also words that might look very familiar to students but are being used in a very unfamiliar way. Lessons in Unit A show students and teachers how to make use of this feature. Tapping on the word brings up a simple contextual substitution for the given word, displayed right above the word, instead of the usual abstract dictionary definition found in most digital eReaders. More on this feature can be found below in the Vocabulary section.

**Integrate information from graphic elements such as charts and diagrams:** Students work with graphic elements in every unit either sometimes because the texts themselves incorporate visual elements such as in scientific texts such as “Phineas Gage, A Gruesome but True Story about Brain Science” or in literature such as the graphic novel of Mary Shelly’s *Frankenstein* by Gris Grimly. Or, often, if the text itself does not incorporate visual elements, Amplify has created graphic elements to challenge students to “work visually”. Sometimes these are as simple as a table that helps students compare their paraphrase of a line with that of another student. Other times, they are digital apps like the one in which they visually track the characterization of Tom Sawyer in 6 different scenes, in order to get a graphic representation of how his character changes and stays the same throughout the book. Other times, Amplify has commissioned talented artists to interpret texts, such as in *Romeo and Juliet*, *Poetry and Poe*, and *Liberty and Equality* to see how others “work visually” with text—and compare the visual interpretation to students’ own readings.

**Paraphrase:** It turns out that the simple act of trying to put the text into one's own words, leaving nothing out and adding nothing, is one of the most powerful close reading tools we can offer our students. Amplify incorporates this tool carefully, though, because students can come to really hate it if they don't understand why they are doing it—or how they are supposed to do it correctly (without being sloppy and without plagiarizing). One trick is to make sure students paraphrase sentence by sentence; it makes it possible to compare apples to apples. The most important part of the paraphrase routine takes place when students compare their paraphrases and try to come to consensus about which one is closer to what the author really meant. When students read great stylists like Frederick Douglass and Abraham Lincoln, paraphrases also help them consider why the author chose his or her particular words and syntax instead of using what might look like a more direct statement in the student's paraphrase.

### Note about basic foundational skills

English Learners who require instruction in these basic foundational skills need to receive this instruction in the designated ELD lessons. All middle school students who need the support of a Tier III intervention program must continue with their grade-level learning, and this level of intervention benefits from the guidance of a specialist. Until the teacher has been able to plan this intervention with a specialist, Amplify provides access to its free, open-source foundational skills website, [www.freereading.net](http://www.freereading.net). Amplify recommends, though, that as soon as possible students needing Tier III support participate in a planned intervention program under the guidance of a specialist. In these cases, Amplify can provide a supplementary intervention called Burst:Reading.

# Writing

In order to write in a way that's clear and convincing, writers need to work hard to find just the right words, sentence structure and logical sequences. So, whether they're writing about their own experience or the book they're reading, students in the Amplify program are always writing to figure out what they've seen, what they've felt, and what they've thought about a subject that matters to them—trying to find just the right words to show their readers what they really mean.

## What do students write about?

The earliest lessons in each unit give students the chance to feel what it's like to come up with something interesting to say—and to see how people respond when they share it. And the lessons that follow are sequenced to draw students into more complex work with text, building on fundamental skills like focus—so that students can move from focusing on a moment in experience to focusing on a moment in text. Students move from unit to unit, building momentum and understanding, because they do not need to learn a whole new set of skills. They might, for example, start by writing about one moment from their experience when they felt uncomfortable, and soon shift into writing about one specific passage from a Sherlock Holmes story in which he seems to know something that Watson does not—without feeling that they're starting from scratch with a new set of tools.

Students begin learning about writing as an opportunity to express a particular point of view, to “show” a reader how they observe the world. Very quickly though, in the first unit, Amplify's writing instruction transitions students to describe precisely what someone *else*, the author of a text, seems to be suggesting about the world. Of course the two modes of writing are not in opposition: The student most often writes about what *he* or *she* thinks *the author* means.

Amplify's daily writing prompts and essays provide students with ample practice in the three types of writing called out in the CA CCSS, focusing particularly on the first two, making an argument and conveying information.

## In what format are students writing?

**(Almost) daily writing prompts:** It is not easy to explain what the author means in a precise way, maybe even point out something original, and tie it back to the text in a smooth sentence. That is why Amplify's lessons, typically about two times a week, ask students to spend 10-15 minutes practicing this sort of writing and producing at least 120 words during this time period in sixth grade, 130 in seventh and 140 in eighth. In the early lessons of a unit, students typically use that whole time to explore just one moment in the text and in later lessons, they consider connections between multiple moments in one text and among two or more texts.

When students are responding to these almost daily writing prompts, they make quick progress in the “Writing Skills” described in the following sections. The format stays the same, so students don't waste time wondering if they are following directions properly and can, instead, focus on the text and their ideas about it. Teachers can easily compare one piece of writing to another and track progress—looking for patterns in several pieces of work, instead of making snap decisions based on only one performance.

**Essays:** This regular practice responding to these prompts enables students to produce paragraphs that can then serve as the building blocks of the end-of-unit essays. The essay subunits then focus instruction on the additional challenge of producing a sequence of body paragraphs around the same topic or theme, sequencing and connecting body paragraphs, formulating transitions between them, writing introductions that capture their logic, and creating conclusions that capture the meaning of it all.

### Categories of writing skills

Unlike the reading skills, the writing skills are sequenced—with some skills and habits being taught as prerequisites to others. This sequence has been developed over two decades of testing with students and teachers to figure out the most efficient route to making progress. Teachers don't have to memorize the descriptions that follow: The lessons direct teachers to introduce the skills in the most efficient order. However, it is helpful for teachers to understand the sequence so that they will feel comfortable with the instruction and so that if students struggle later on, they can consider that an earlier skill may not have been sufficiently developed.

The most important and first prerequisite writing skill or habit, of course, is to produce writing. No one will become a better writer unless he or she practices a lot. Most teachers report lack of productivity as their number one frustration with student writing. And, frankly, it is impossible to be sure whether students have mastered a skill, if they are only producing a few sentences. Thus, the first 10 days of instruction in Amplify's program 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 10-15 minutes. Because the program is digital, students and teachers can easily see whether or not the goal is being met, and in case anyone is in doubt, Amplify produces visualizations daily that show the teacher what percentage of her class is meeting the goal. The sequence of 10 lessons that leads to success in this goal for every student has been refined over two decades and establishes a unique foundation for accelerated progress throughout the rest of the Amplify curriculum.

An overview of the skills are described below, but to gain a more thorough understanding, please see descriptions in the unit, sub-unit, and lesson briefs—particularly in the first unit.

Like the reading skills, the writing skills are organized into categories. The writing skills are measurable capacities that teachers can track in students' daily writing using Amplify's rubrics. These skills align with those measured in SBAC's year-end writing tests. They are also skills for which Amplify has designed simple and effective interventions to respond to reports on students' progress.

The “habits” are behaviors that Amplify's lesson routines will help teachers and students establish in the classroom and continue to use during independent work beyond the classroom. These regular behaviors enable students to practice the writing skills and to make accelerated progress during independent work and within the writing community of the classroom.

**Writing skills:**

1. **Focus:** To write exclusively about one moment or idea in order to fully develop it (developed as a precursor to working on the skill of “logical structure”)
2. **Logical Structure:** The organization of sentences, paragraphs, and sections to strengthen and clarify the sequence of events, the focus of the paragraph, the overall argument, and/or the desired impact on the reader
3. **Showing:** To use descriptive details and precise verbs to create a vivid picture in the reader’s mind (developed as a precursor to working on the skills of “use of evidence”)
4. **Use of Evidence:** Selecting, describing, and explaining quoted or paraphrased details from a text to develop and support an idea
5. **Conventions:** Use of grammar and sentence mechanics to control the clarity and power of sentences (students work on this skill once they are producing at least 100 words and scoring at least a 3 in “focus.”)

**Writing habits:**

1. **Produce writing:** Write regularly for 12–15 minutes in response to a prompt.
2. **Observe:** Note the details of what catches your attention.
3. **Share:** Present a piece of writing to an audience.
4. **Respond:** Comment on one specific part of a piece of writing by identifying what worked and describing the impact it made.
5. **Revise:** Add, delete, or reorganize a piece of writing.

**Writing skills and habits as seen in Amplify’s lessons:**

1. **Focus:** Students select one specific moment or idea, and develop this moment or idea exclusively. For example:
  - Throughout the unit on Roald Dahl’s *Boy*, students practice slowing down to write about a single, small moment that really grabbed their attention—instead of skimming quickly through a list of moments.
  - In one of the *A Raisin in the Sun* lessons, students explore just *one thing* a character wants in a particular scene, instead of trying to cover all of the many things that are going on.
2. **Showing:** Students use descriptive details and precise verbs to create a vivid picture in the reader’s mind. For example:
  - In one of the personal narrative lessons, students write a scene where one character has to communicate a particular emotion through dialogue and physical description, without ever naming the emotion.
  - In another personal narrative lesson, students choose verbs that will describe not only what the character *does*, but will also convey how he or she *feels*.

**3. Use of evidence:** Students select and describe quoted or paraphrased details from a text to develop and support an idea.

For example:

- In one of the *A Raisin in the Sun* lessons, students select specific details from the play that reveal how a character feels about his or her situation; in their writing, they identify that feeling and then explain how those details illustrate that specific feeling.
- In a lesson on Edgar Allan Poe’s “The Tell-Tale Heart,” students practice reasoning with evidence, using the same few sentences from the story, but placing emphasis on distinct details in order to develop two very different ideas about the character.

**4. Logical structure:** Students organize sentences, paragraphs, and sections to strengthen and clarify the sequence of events, the focus of the paragraph, the overall argument, and/or the desired impact on the reader.

For example:

- When writing culminating essays, students first develop their idea in the body of their essay before drafting an introduction in which they need to be able to express this idea clearly.
- Students write essays at the end of each unit. The essays that students write in the early units focus on developing convincing and clear body paragraphs and compelling introductions. Students become so practiced in these parts of the essay, that they internalize the logic and do not have to follow a formula; later essays focus on writing effective conclusions so that by the end of each year, students are writing compelling and complete essays that are not formulaic.

**5. Conventions:** This set of skills involving grammar and sentence mechanics enables writers to control how clearly and powerfully their sentences communicate what they mean.

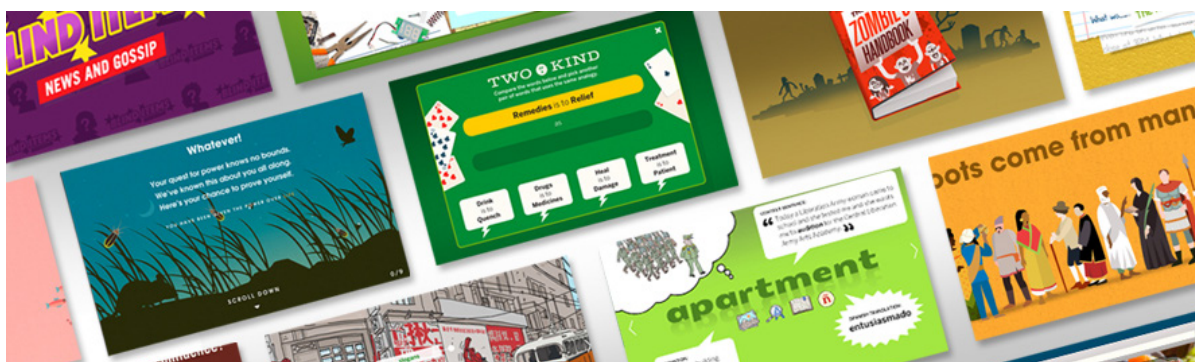
For example:

- See the section on grammar that follows which describes Amplify’s broad and deep approach for building students’ ability to use and understand grammar and sentence mechanics during class and independent work.
- The teacher has access to three levels of grammar activities in *Mastering Conventions* that contain over 1,000 pages of grammar instruction and activities for a variety of levels, including remediation down to students working at the third-grade level.
- Since different students possess very different fluency with conventions, most units contain Flex Days that allow the teacher to give each student instruction in and practice with the specific grammatical skills he or she needs to master.

### Writing habits

- 1. Produce writing:** At least two times per week, students respond to a prompt with 120-140 words (depending on the grade) describing their idea about a piece of text.
  - The first 10 lessons are focused on making sure every student is moving toward this goal and can meet it in a tight time frame of 10-15 minutes, with daily reports to the teacher about the percent of her class that is achieving this goal.
  - Students often spend the first part of a lesson exploring the text from a variety of angles so that when they see the writing prompt, they have knowledge, and often literally, pieces of text, at their fingertips from which to write the prompt.
  - Writing warm-ups are very efficient; they simply help students locate what they know, what they think, what they can visualize, what evidence they have ready to go based on their earlier work.
- 2. Observe:** Students begin the year with exercises designed to get them to pinpoint the unique details that make up their perspective on even mundane events.
  - Soon, they move into doing activities with text that help them pick out particular qualities and details and analyze them in a variety of ways—often visually or with drama.
  - Teachers have many tools to spontaneously recognize students' unique observations, including private in-line feedback directly on students' digital writing and a Spotlight App to publicly highlight student writing on a projected digital Word Wall.
- 3. Share:** Every time students respond to a prompt, the class hears at least two students' versions in order to maintain the vitality and spontaneity of a writing community and provide immediate and authentic feedback.
  - A structured protocol that students learn and practice in the first 10 days of lessons ensures that this time is safe and productive.
  - Teachers must make sure that every student shares his or her work within a three-four week period; it is absolutely key for students to feel that they are trying to communicate their ideas with each other.
- 4. Respond:** During sharing sessions, students are responsible for listening carefully enough to their peers' writing that they can comment on a specific section of the piece that made an impact on them.
  - The sharing protocol trains students to call on each other for responses after they are finished reading their own work. Once the process is working well, the teacher can simply watch and coach, asking for more specificity when necessary (and cutting off any negativity).
  - Noticing the impact of language in each other's pieces trains students for close reading.
- 5. Revise:** Students practice revising small bits of their writing about every five days—just to practice what it feels like to change a piece of writing, notice the impact of applying a particular skill, and develop the discernment to recognize whether a piece has improved or not.
  - These Revision Assignments happen on lessons called Flex Days during which teachers can choose from several different skills in order to differentiate for various students, depending on how they are performing on their daily writing.
  - While writing essays, students use this revision skill to actually improve a piece of writing over several drafts.

# Vocabulary



## Vocabulary approach

The Amplify ELA vocabulary curriculum is designed to help students master at least 500 new words every year, fundamentally improving their ability to read complex texts.

### Amplify ELA vocabulary words are:

- Vital to students' comprehension of texts in the curriculum.
- Perhaps unfamiliar to the majority of middle school students, yet likely to appear in texts middle school students read.
- Repeated in multiple texts in Amplify's curriculum and digital Library (increasing the opportunity for students to have additional meaningful interactions with these words).

500 words per year is an ambitious yet attainable goal to improve a student's ability to read and write.

An active reader in grades 6-9 encounters about 3,000 new vocabulary words a year, which equates to six to eight words a day (Nagy & Anderson, 1984). Poorer performing students learn about 1,000 new words, while higher-performing students learn up to 5,000 words a year (White, Graves & Slater, 1990). Thus, a huge gap in word acquisition exists between lower- and higher-performing students. For a lower-performing student, who learns 1,000 words per year, an additional 500-word acquisition goal represents a 50 percent increase in vocabulary knowledge in a single year. For average students, a gain of 10 percent is considered significant, especially if repeated year after year (Stahl, 2005).

Research has shown that the best way for students to learn a word is to encounter it multiple times in a variety of settings. In the Amplify ELA curriculum, students will encounter a word in the core texts, in activities, in interactive multimedia, in teacher talk, in games, and in audio and video shorts that all further illustrate word meanings.



Mastery is considered once a student is able to use the word correctly in his or her own writing and/or speech.

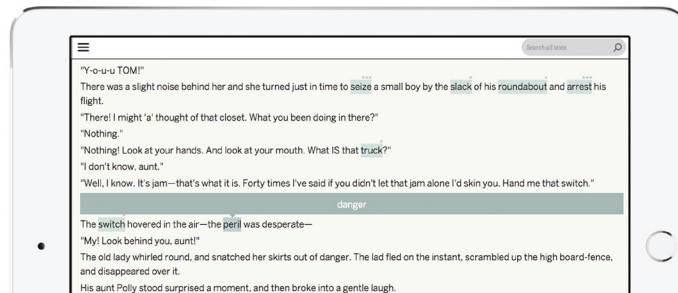
### Vocabulary for English Learners

Amplify ELA takes special care in word selection for all English Learners, starting with an emphasis on nouns and concrete verbs for beginners, as these are integral to reading and writing comprehension. Special consideration is also given to cognates that are relatively easy for these students to learn.

### Reveal Words and the Reveal Tool

Reveal Words are chosen by an editor as words key to understanding the text, academic words that students are likely to see in other contexts, and words middle school students most need to learn.

The Reveal Tool is a feature that identifies the Reveal Words to the student, and provides a brief contextual definition for those words. The goal with the Reveal Tool is not to offer a precise dictionary definition, but rather to provide an accessible synonym for the word that will enable students to keep reading the text with minimal interruption. A lengthier dictionary definition can present too much cognitive load for a student to hold the original sentence in mind. However, the tool keeps track of words that a student has needed to identify, so the teacher can also track how often a student is finding an unfamiliar word.



Reveal Words include brief contextual definitions.

The Reveal Tool's distinctive user interface shifts the preceding text upward when a Reveal Word is tapped so that students can see the word in its full context. When students tap on the Reveal Words, the software recognizes that they are struggling with a word, and keeps track of which words they have revealed. Students can easily access this list of their "Reveal Words" in their personal glossary.

Every Reveal Word is rated as easy, medium, or hard. A given Reveal Word's rating is determined by considering the following questions:

- Are there contextual clues to help a student understand the word?
- Has the student seen the word elsewhere in the passage or another text?
- Has research shown that the majority of students at this grade level are unfamiliar with this word?

Amplify ELA reflects the work of Andrew Biemiller, a former member of the Institute of Child Study, University of Toronto, whose book *Words Worth Teaching* has focused extensively on children's language learning and development. Biemiller has determined which words elementary and middle school readers are likely to encounter and which they need to learn.

The Reveal Tool is also able to define archaic and domain-specific words that are essential to the text, but not included in the vocabulary list. One example of a complex, archaic word is “gemmary” from the sentence, “In painting and gemmary, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere,” from Edgar Allan Poe’s “The Cask of Amontillado.”

### Vocabulary instruction

For students to acquire a strong vocabulary, they must work on their vocabulary regularly. Amplify ELA lessons are designed to devote the first five minutes of each and every class to vocabulary. Once students open these vocab activities, the instruction is delivered through the Amplify Vocab app.

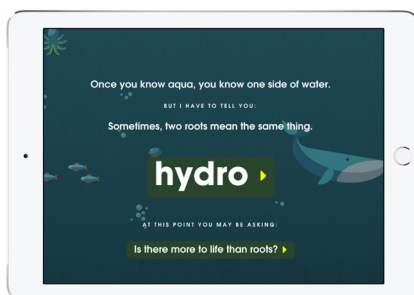
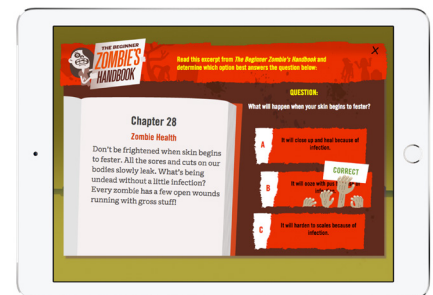
### Vocab app

The Vocab app delivers engaging differentiated vocabulary activities to accompany the Amplify ELA curriculum. The app distributes a varied set of activities for key vocabulary words encountered in the curriculum, selected both because they are keywords for working with the text and because they are academic words that kids will encounter in other contexts. Students will start on a word stream (EL, Below Grade, On Grade, or Above Grade), receive activities within that stream in the proper order and with the proper frequency, and change streams based on their progress. The app is designed to encourage students to explore and play with words during Solo assignments and in free time.

### Vocabulary instruction: standards met and skills developed

#### Narrative multiple-choice activities

**Learning words from context (L.6.4a, L.7.4a, L.8.4a):** These short, narrative-based activities cover four Reveal Words previously seen in a prior lesson’s reading. These chosen words are relevant to understanding this particular text or are common vocabulary words that students may encounter across multiple texts, or both. The activities ask students to work with the brief, contextual Reveal definitions of the words. Each short narrative contains at least two context clues to assist students in learning the words. The purpose of these activities is to encourage students to practice the skill of learning a word from context.



#### Roots Exist

**Morphology (L.6.4b, L.7.4b, L.8.4b):** This is an interactive themed activity from which students learn about the construction of words. Students first learn what roots are, where roots come from, and how words are created using roots and other word parts. Students then dig into specific themes for which there are both Latin and Greek roots (for words like water and fire), learn the two roots, and assemble three words that use each root—learning along the way the meaning of the other parts of the words and any aberrations that resulted from combining the root and parts.

### Extreme Weather Vacation

**Find and order synonyms and antonyms (L.6.5c, L.7.5c, L.8.5c):** This is a game-like activity comprised of four playful scenes from which students learn synonyms, antonyms, and word nuance. Students first identify synonyms of a given word, then order the synonyms in relation to the word, then provide a written explanation for the order. The same exercise is further repeated for antonyms of the same word. Ordering the words is subjective, but students must stake a claim for their word order then write a persuasive argument about which teachers will then review.



### Two of a Kind

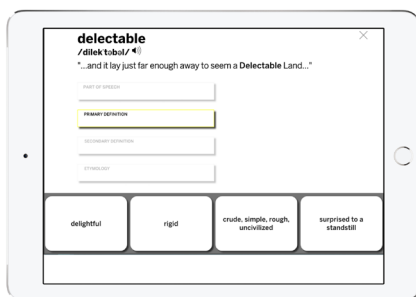
**Analogy (L.6.5b, L.7.5b, L.8.5b):** In this activity students learn the different types of word analogies such as item category, whole part, and cause/effect. Students will encounter one pair of words then be instructed to identify another pair of words that share the same type of analogy. Each activity explains the correct analogy type and also the analogy types used for the distractor word pairs.



### Totally ReDictionary

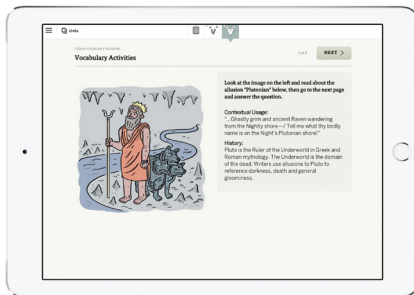
#### Dictionary skills (L.6.4c, L.7.4c, L.8.4c, L.6.4d, L.7.4d, L.8.4d):

This is a drag-and-drop activity from which students learn how to use dictionary resources to identify information about a word. Students are first instructed to consult a dictionary and look for a specific component of a word's definition such as meaning, part of speech, etymology, or phrase. Students then assemble all the components of the definition. The activity features words and phrases that have multiple meanings or include multiple parts of speech, while also addressing their word origins. The activity also pronounces the word (using speech synthesis) and asks the student to do so as well.



## Panorama

**Words in context (L.6.4a, L.7.4a, L.8.4a):** This is an immersive, themed activity in which students explore a visual context for a text from the lesson. Within the Panorama are markers corresponding to words from the text. Students activate each marker to animate the context for a word, and then complete a context sentence using the correct word.



## Isn't it Ironic, Explain it to Me, It's an Allusion, Personify Me Figurative language and allusion (L.6.5a, L.7.5a, L.8.5a):

In this activity, students tackle figurative language and allusion. Sixth-graders read passages from the core curriculum text and highlight examples of figurative language. Seventh-graders answer multiple choice questions about allusions from core curriculum texts. Eighth-graders complete narrative multiple-choice questions designed to help them identify different types of irony and puns.

## Vocabulary media: videos and animated GIFs

On some lesson days, students will watch a short vocabulary video or animated GIF and answer two multiple choice questions about the contents. These videos and GIFs are meant to illustrate the contextual definition of a given Reveal Word, and then provide multiple examples of that word as used in context.

Videos are a helpful way to introduce and teach challenging vocabulary words and idioms. Idioms can be especially problematic for English Learners as the words and phrases don't often literally mean what they say, and can only therefore be learned in context. Teachers would be encouraged to show the following videos, as many of these idioms are prime examples of what students might expect to encounter.

To access the videos go to: <https://www.projected.com/AmplifyELA>

### Amplify ELA video titles:

- To See Eye to Eye
- To Cut Corners
- To Miss the Boat
- To Play It by Ear
- To Think Outside of the Box
- To Bend Over Backwards
- On the Ball
- The Last Straw
- Adding Insult to Injury
- To Wash Hands/Washes Hands of Something

**Assessment**

Assessment questions are included throughout the initial five-minute vocabulary instruction in each lesson. These assessment activities allow the software to display students' results for teachers, and also serve to improve future vocabulary instruction for the student. Assessment questions present students with two sentences: one sentence that uses the word correctly and one sentence that uses it incorrectly, whereby students are asked to identify the correct usage. This assessment occurs both before and after students encounter the word in a narrative multiple choice activity. Students can earn a correct point for the word only if they correctly answer both questions (the chance of students guessing both questions correctly remains 25 percent).

**Amplify takes this approach to assessment because:**

- Evidence has shown that all students—those who may already know a given vocabulary word and those who don't—tend to be as accurate on these question types as they are in traditional four-choice multiple-choice items.
- The assessments model correct word usage. Students are often influenced by encounters with all types of content, regardless of whether it is presented to them in the form of a test, quiz, or homework assignment. (Izawa, C. (1966)).
- The assessment's binary structure makes students who don't already know a word's meaning more likely to retain accurate information about it regardless of whether they answered the question correctly or not, in contrast to the learning tendencies of traditional multiple-choice questions. (Hasher, Goldstein, & Toppino (1977); Toppino & Brochin (1989); Roediger & Marsh (2005)).
- Binary multiple choice questions have been shown to present significantly lower cognitive demands than traditional four- or five-choice multiple-choice questions. Lower cognitive demands allow for more accurate measurement of vocabulary skills in a broader range of the student population.

**Words to Use**

In each Lesson Brief, teachers will have a list of Words to Use. Included in this list are the four words highlighted in that day's vocabulary multiple choice activities or videos, as well as words that are especially relevant to that particular lesson. Students have the same Words to Use list in their own lesson material section. Teachers are encouraged to use the words during instruction, so that their students can further practice using the words in their writing and class discussion, but it is advised that students focus on only one or two new words at a time in their work to increase maximum absorption.

## Unplugged

Amplify ELA vocabulary instruction also includes off-device activities and learning strategies.

**Versus:** This is a paper-based vocabulary activity designed to encourage students to use **Reveal Words** in their own writing. It is suited to days when students are not using devices, or as a supplementary activity on any day.

Teachers or students can decide which words to focus on in Versus. In this activity, students first write a story about a fight between two characters chosen from a list of possibilities. They are given some guiding questions, but the only requirement in Versus is that students use a Reveal Word at least once in their story. Students then use a template to assemble their own short comic about the fight. They can share their stories in class, or their work can be displayed later.

## VERSUS! TEACHER GUIDE (CONTINUED)

### EXAMPLE

Using the words **Snide** and **Flabbergasted**



Example of Versus Sheet used by a student

**Word Wall:** This is a physical space in the classroom that teachers should set aside to highlight vocabulary instruction. It is a fun opportunity to display student work that uses vocabulary in interesting and dynamic ways. (For example, students' Versus comics, and the words a teacher wishes to highlight from Words to Know, might find a home here.)

These physical spaces are vital to providing continual immersion in vocabulary instruction because they visually highlight the excitement and confidence students will gain from expanding their vocabularies. By posting vocabulary instruction in large letters on the classroom wall alongside student work, teachers can demonstrate the impact of acquiring a dynamic vocabulary.

Displaying words used in their proper context in this manner is an invaluable opportunity to incorporate new words into a student's vocabulary.

## Differentiation

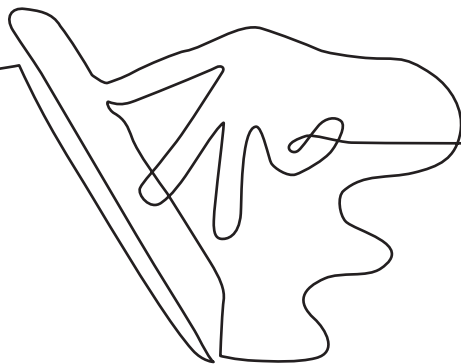
### English Learner (EL) activities: Word Match

Word Match instructs beginner and intermediate ELs on five words from the lesson's text. These are words that are more common and more concrete than the words that proficient English speakers will work on during their vocabulary study time. Because ELs read the same texts as non-ELs in Amplify ELA, these activities are designed to enhance reading capabilities and comprehension for ELs. In some units, such as Brain Science, EL students may find these activities more helpful than in other units such as those focused on narrative texts. Amplify encourages teachers and students to work together to decide when the EL support is appropriate for an individual student.



The first round of the activity exposes students to images, simple definitions, Spanish translations, and contextual sentences for each word. In the second round, students are then instructed to match the correct image, definition, translation, and context sentence to the word through a drag-and-drop interface.

This is an interactive and highly visual activity that enables ELs to learn new words without having to grapple with wordy definitions and written instructions. After studying a day's worth of these kinds of words, ELs are then prepared to recognize and understand such words when encountering them in complex texts later in the lesson.



## Vocabulary activities and standards

Standard	Standard language	Activities that meet the standard
L.6.4a, L.7.4a, L.8.4a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on the appropriate grade, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<b>Narrative multiple-choice activities—learning words from context</b>
L.6.4b, L.7.4b, L.8.4b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on the appropriate grade, choosing flexibly from a range of strategies.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<b>Roots Exist: Morphology</b>
L.6.4c, L.7.4c, L.8.4c	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on the appropriate grade, choosing flexibly from a range of strategies.</p> <p>Consult general and specialized reference materials (e.g., dictionary, glossary, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech (eighth grade—or trace the etymology of words).</p>	<b>Totally ReDictionary: Dictionary skills</b>
L.6.4d, L.7.4d, L.8.4d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on (appropriate grade), choosing flexibly from a range of strategies.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<b>Totally ReDictionary: Dictionary skills</b>
L.6.5a, L.7.5a, L.8.5a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Sixth grade:</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>Seventh grade:</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>Eighth grade:</b> Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<b>Isn’t it Ironic, Explain it to Me, It’s an Allusion, Personify Me</b>



Standard	Standard language	Activities that meet the standard
L.6.5b, L.7.5.b, L.8.5.b	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Sixth grade:</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>Seventh grade:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>Eighth grade:</b> Use the relationship between particular words to better understand each of the words.</p>	<p><b>Two of a Kind: Analogy</b></p>
L.6.5c, L.7.5c, L.8.5c	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Sixth grade:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p><b>Seventh grade:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p><b>Eighth grade:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><b>Extreme Weather Vacation: Find and order synonyms and antonyms</b></p>
L.6.6, L.7.6, L.8.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Narrative multiple choice activities—learning words from context</b></p>

### Activity Instructions

#### Roots Exist:

- Click forward (and backward) in the first section and read about roots.
- After answering the question about power, scroll down to the first root, click the arrow and answer the questions in the prompt.
- After learning about the first root, either do the same for the second root or scroll past the second root and click on each word that contains the first root.
- This activity is intended to teach one or two roots and three to six words over the course of one or two lesson days.

#### Extreme Weather Vacation:

- Read the directions for each of four scenes before proceeding to each scene.
- In the two “Find” scenes, click on the words and watch the score.
- In the two “Order” scenes, click on a word, then on a flag or rock to set initial order. When prompted, reorder by dragging the words.
- Type an explanation for your final order.

#### Two of a Kind:

- Read the analogy in the yellow bubble and the analogies in the white bubbles below.
- Drag one of the answers and drop it on the empty green bubble.
- If the answer is correct, you will be taken to the explanation screen.
- If the answer is incorrect, click on the red “X” to see the correct answer before going to the explanation screen.

#### Totally ReDictionary:

- Read the first two screens of introduction and instruction.
- On the third screen, click on a box for any part of the definition, then drag one of the answers and drop it on the highlighted box.
- When all four parts of the definition have been completed, you will see green checkmarks for correct answers and red Xs for incorrect answers.
- Click on the Xs to correct the answers and complete the activity.
- At any time, click on the speaker icon next to the pronunciation to hear the word pronounced.

#### Panorama:

- Click on the title to enter the Panorama.
- Scroll left and right to see the markers in the scene.
- Click on each marker to play its animation and to pick a word for its context.
- Repeat until all markers are completed.
- Click on a completed marker to replay the animation and read the context sentence.

## Words by unit

This is a list of Amplify ELA's targeted vocabulary for instruction. They are the words included in vocabulary activities. This is a partial list of total words a student may encounter. Additional words are included in the Reveal Tool.

### Amplify ELA Grade 6

#### Unit 6A: Dahl & Narrative

seared	malignant	exhorting	briskly	intensity
consciousness	modesty	reluctance	seedy	acute
impression	strutting	merciless	vast	phenomenal
vividly	acquire	dominating	pry	prowl
proclaimed	venom	prised	implies	reserved
ambition	sympathy	hoard	confiscated	offspring
loathsome	mass	spurred	culprit	territory
flourishing	appealing	wily	famished	grazed
sullen	sly	tremendous	illuminated	grime
foul	obliged	baffled	wretched	lingered
casually	elaborate	ravenous	relished	theory
drawback	sidled	cunning	lurking	rioting
strive	riveted	apprehensive	resounding	

#### Unit 6B: Tom & Sherlock

glowering	resumed	animosity	defray	discontent
perplexed	melodious	caricature	trivial	forfeit
peril	dilapidated	omission	manifold	comply
torment	balmy	intervening	avert	exceedingly
vanity	intrepid	aggravated	dissolute	grievance
endowed	content	perceptible	adapt	introspective
forestalled	potent	portentous	perpetrated	dingy
flattered	absurd	intervals	native	stagnant
peculiar	casual	turmoil	morose	languid
diligence	halted	ailment	vagabonds	sleuth
derision	pliant	untimely	hospitality	relentless
thrust	odious	resentment	deprived	asserted
delectable	gaudy	presume	impending	formidable
burden	lulled	haggard	relish	lurid
insignificant	wistfully	comprehensive	embellish	unfeigned
waver	vacant	bewilderment	pompous	ingenious
tranquilly	traversed	dense	chagrin	

**Unit 6C: The Chocolate Collection**

affiliation	epicenter	indifferent	indulgent	idyllic
abrasive	inaudible	dispute	indication	peer-reviewed
allege	relinquished	indulgent	consumers	rigorous
antagonize	antioxidant	composing	contention	satirical
belligerent	archaeology	emits	incorporated	pious
bias	bartered	exquisite	confidence	morose
bamboozle	misconception	intermingle	Protocol	fibrous
candor	enigmatic	repel	repatriation	hailing
compel	inevitable	resolve	Migratory	robust
casualty	sustainable	access	coaxing	moderation
competent	prehistoric	transport	lavish	caveat
conclusive	sustain	reversing	procuring	penultimate
sanctuary	irrelevant	eliminate	prevalent	

**Unit 6D: The Greeks**

enlighten	hover	crafty	prime	giddy
aptitude	bind	groped	contemptuous	gradation
vaunting	native	ambrosia	prodigy	indignation
sear	inflicted on	toppled	stunned	exasperation
sustenance	sacked	grazing	flock	divine
spite	plunder	crimson	conjured	characterised
defy	comrades	yield	inborn	impudence
capacity	notion	sacred	swooned	circumvents
abide	everlasting	suppliants	reckless	assumed
humility	clustered	brute	totters	in vain
infinitely	bleating	bard	decrepit	astride
endow	cast	gale	babble	
wit	roving	bouquet	prostrate	
horizon	sacred	embark	brazenly	

**Unit 6E: Reading the Novel**

gingerly	fathom	dappled	grudgingly	frayed
endured	dislodge	bewildering	defiantly	perish
ponderous	wistfully	brazenly	outlandish	qualm
lithe	perspiration	reckless	defects	predicament
inkling	veering	peevd	inert	disembodied
fleeting	resignedly	remorseful	blight	revulsion
premonition	spindly	skittish	sluggishly	billowed
exertion	sequential	attuned	sinister	blundered
cadence	gauged	soberly	unwittingly	frantic
hurtled	remnant	bedraggled	serenely	willful
abiding	quaver	descending	pungent	vertical
smugly	impenetrable	indignant	resounded	cherish

**Unit 6F: The Titanic Collection**

adjacent	ramifications	negligent	outdated	inexpressible
chronological	superfluous	ignominy	infamy	therefore
congruent	theory	sustaining	henceforth	provision
drastic	appreciated	intricate	ensues	transactions
factor	stricken	memorabilia	errant	deaden
hypothesis	havoc	despicable	engulfed	barred
origin	alludes	manifestation	deteriorated	immitigable
manipulate	apparatus	proximity	debris	expedition
reinforce	blunder	inadequacy	assuaged	intersection
tentative	ineptitude	perspective	abyss	irrespective
variable	distortions	adjacent	clarity	intimately
unanimous	inexplicable	inept	condolences	permitted
formulation	meagre	supremacy	amplitude	
magnitude	conclusive	plausible	trivial	
calamity	inexorable	warped	gravitational	
peril	antagonism	inherent	designates	

**Amplify ELA Grade 7****Unit 7A: Red Scarf Girl & Narrative**

solemnly	resolutely	denounce	obstinately	dispersed
severe	submissively	detained	condemning	fervently
pernicious	nauseous	exhibition	consciousness	stance
elude	listlessly	immensity	grievances	barren
devoted	appreciative	curtly	leisurely	
detrimental	deftly	dismay	stench	

**Unit 7B: Character & Conflict**

vigorously	raptly	deceptive	mockingly	diminish
depleted	agitation	emphatic	ominous	stifle
exposure	profound	implication	flippancy	despise
slang	raucous	undaunted	amiably	precariously
tentatively	reflective	prosperous	esteemed	taut
furtively	permeated	ludicrous	graciously	ailing
futile	plaintively	quizzically	groveling	replenish
clinically	resignation	understated	martyr	eccentricity
doggedly	beseechingly	decisive	aimlessly	deferred
immoral	insinuatingly	revelation	prodding	fester
reflective	subtly	desperation	deference	efficiency
meddling	imploring	insincerely	plunder	nobility
haphazardly	ignorance	maliciously	eludes	meddling
evading	misgiving	deplore	falters	

**Unit 7C: Brain Science**

apt	established	aspects	scoffed	unaccustomed
timid	decay	relatively	partial	terrific
holler	vulgar	speculate	aspects	profuse
snippy	vital	miniscule	approximately	conclusive
bawled	fundamental	enhances	optimal	discretion
woe	transmit	Initially	autonomy	retained
loaf	singular	acquire	inconsistency	unimpaired
exasperated	rival	elicited	underlying	incoherent
despise	delirious	relevant	refers	lucid
whittling	fractured	simultaneously	transitional	sloughed
meddling	ideal	capable	inclined	enlightened
confer	regarded	malleable	unwieldy	omitted
hoist	irreverent	affected	fitful	unadvisedly
counter	indulging	speculation	intends	excessive
conducts himself	manifesting	exuberant	cited	ascertain
cultured	drastically	reclaim	induced	
bland	persistent	intolerable	unparalleled	
extracts	subsequent	grave	preparatory	
elevated	generates	cordial	rendered	
array	associated	consent	convulsive	

**Unit 7D: Poetry & Poe**

inquiring	reposed	deed	entreating	absconded
cunningly	enveloped	accosted	implore	explicit
fluently	stimulates	numerous	sought	distinguish
resembled	wary	surmounted	distinctly	afflicted
acute	contrary	obstinate	undaunted	extensive
vexed	observe	subsided	quaff	quack
hypocritical	courageously	bewildered	melancholy	intermingling
precautions	sagacity	resumed	ominous	grotesque
scarcely	awe	clamoured	gaunt	suppositions
foresight	crevice	surpassed	respite	marvelled
sufficient	dull	succession	laden	conceived
proceeded	precisely	partially	divining	beguiling
mournful	waned	mortal	wretch	termination
stealthily	premises	colossal	ghastly	ignoramus
resolved	singularly	recoiling	countenance	progress
hideous	heightened	spacious	decorum	circumscribing
audacity	precluded	merely	discourse	excessive
derision	impunity	aptly	reclining	insufferably
vehemently	definitively	stern	ungainly	mockery
tolerable	retribution	desolate	placid	nature

**Unit 7E: Shakespeare's Romeo & Juliet**

civil	irreproachable	aloof	indiscriminate	voluptuous
courteous	gallant	apathetic	niche	meek
insolent	reckless	abhorred	predicament	compromised
brash	craven	irksome	validation	reverence
dishonorable	timorous	amiable	eddy	obscurity
infamous	wretched	esteemed	grossly	inexplicably
laudable	hapless	unsubstantial	quixotic	penance
venerable	elated	diaphonous	rigor mortis	atonement
vile	fortunate	palpable	divvying	
repugnant	amorous	substantial	surreal	
exemplary	doting	brood	resuscitate	

**Unit 7F: The Gold Rush Collection**

migration	feat	ornamental	migratory	robust
amateur	leaden	regulation	coaxing	moderation
eras	censured	attire	lavish	caveat
precipitated	floundered	remote	procuring	penultimate
whim	stratifications	overshadowing	prevalant	inclose
oevure	prospecting	omniverous	idyllic	procured
domain	preceding	fruitful	peer-reviewed	duly
rotundity	epoch	destructive	rigorous	assure
culinary	satiety	behold	satirical	apropos
deemed	diabolical	disputed	pious	gravely
natural	ingenuity	confidence	morose	erroneous
disseminated	refinement	protocol	fibrous	auriferous
insertion	manipulation	repatriation	hailing	

**Amplify ELA Grade 8****Unit 8A: World War II & Narrative**

breed	stocky	arrogant	neutral	intricate
dialects	canter	species	sensible	literally
reconnaissance	prancing	regalia	defensive	cascade
jargon	scampering	stationed	deploy	disillusioned
conventional	spouse	ostentatiously	necessity	downcast
sinewy	colossal	revolving	incessantly	craggy
eccentricities	contempt	ruses	rasping	prophecies
materialized	sterilized	bearing	dewlap	squadron
genuine	reptilian	extended	prospective	virtually
apparition	absentmindedly	equivalents	mesmerized	cope
eternal	employ	superbly	panting	extricate
clambering	vapid	imminent	trance	escapade

preoccupied	cluster	penultimate	evacuated	gregarious
companion	tolerated	morale	glimpses	gullible
incendiaries	startled	dicey	depict	gusto
digest	billowed	astronomical	despicable	harangue
primitive	spellbound	glamorized	despondent	impervious
inefficient	unscathed	doleful	enigmatic	kudos
apparatus	swarming	convey	feasible	merge
solitary	hectic	immobile	flagrant	opulent

### Unit 8B: Biography & Literature

diplomat	junto	dissolve	pragmatism	catalog
strategist	unnervingly	station	idealism	shunned
devised	assumed	impel	proposed	contradicting
unbiased	alter-ego	endowed	seminal	disputing
contagious	labor	deriving	amiss	railing
attained	indentured	alter	reprieve	dogmatical
schemes	tyrannical	abolish	disconsolate	passive
homespun	speculated	dictate	pious	circumspect
epistle	aversion	transient	instill	sage
commend	fruitless	invariably	virtuous	insinuating
dispraise	pseudonym	formidable	untainted	manipulative
scholar	lauded	suspended	vice	inflammatory
frivolous	anonymous	benefactor	inform	latter
austere	exquisite	civic	intend	specimen
ambitious	prudish	urban	fortnight	procured
tedious	rural	federal	spunky	doctrine
entrepreneur	impropriety	discretion	reprove	foresee
newfangled	soliciting	diversion	provoked	extricate
confine	augmented	consent	vie	diffidence
rhetoric	manifested	defer	indulged	conceive

### Unit 8C: Liberty & Equality

impalpable	impertinent	evinced	noble	ambitious
indifference	custom	equivalent	unpardonable	persevering
complacent	inevitable	privation	supposition	artful
transpire	recollect	consumed	unjust	availed
abject	extent	characterized	sundered	immutable
derivative	odiousness	conspired	suppress	debasing
derive	profitable	reverberate	imbibe	homage
dispel	humane	jargon	mutually	servile
accurate	ascertain	ineffable	severity	insensible to
authentic	infernal	dehumanizing	eminent	reproving
deprived of	amid	obdurate	indispensable	sparingly
privilege	abundance	defiled	capacity	inconsistent



former	progress	animate	coincide	self-possessed
latter	assurance	inanimate	concurrent	ascertained
consummate	utmost	conception	derive	begrudges
mangled	atrocious	conviction	equip	obtrusive
subversion	odium	disposition	erode	chattel
perpetrator	subjected	aggravated	estranged from	bequeathed
galling	compliance with	subsist	precepts	extorted
maxim	divest	legitimate	notwithstanding	poignant
egotistical	incompatible	lax	contrast	proposition
hazard	orator	conspicuous	felled	consecrate
incur	emancipate	administrate	appropriated	propriety
abhorrence	vindication of	aggregate	allay	detract
discord	sustain	cite	demoralized	

**Unit 8D: Science & Science Fiction**

oblivion	lustrous	motives	insurmountable	vernal
exertion	inanimate	distinguish	inquisitive	omnipotence
relinquished	inarticulate	tranquil	unremitting	boasts
utility	preceding	accumulation	propagated	stigma
indefatigable	elapsed	detestable	calamity	sanity
fortitude	enormity	confide	lament	populace
repellent	console	gratify	assurances	concession
onslaughts	depraved	kindled	languishing	penultimate
avidity	infamy	winding	assertion	protruding
eloquence	prolonged	excluded	deranged	abnormal
paroxysms	ignominy	exile	accumulated	psychological
irrevocably	sublime	verge	imperious	melodramatic
frankness	wantonly	consequences	composure	
ineffectual	subdued	sensations	adversity	
degraded	scourge	secluded	distorted	
arduous	spurn	excursion	preside	

**Unit 8E: Frida & Diego**

consecutive	relinquish	languorous	merits	meticulous
copious	rudimentary	roguish	brilliance	perspective
derogatory	scaffold	fuchsia	concise	persuasive
exonerated	mezzanine	ruthless	conjecture	novice
exposition	chiaroscuro	diaphanous	acquiesce	
impartial	mentality	aerial	aesthetic	
libel	whim	capricious	cerebral	
ludicrous	oeuvre	cloying	captivate	
opposition	domain	ushered	imminent	
naive	rotundity	flanked	imperative	

**Unit 8F: The Space Race Collection**

unmanned	sheathed	sacrifice	dismantle	mute
deceleration	telemetry	constellations	painstaking	visceral
accordance	disclosed	foremost	welding	monikers
therefore	ballistic	aviation	gradual	brethren
obligations	aerodynamic	insignia	transmissions	calculating
pre-eminence	prolonged	ascent	prompted	infant
extending	surmised	disengaged	rendezvous	propulsion
writ	scope	perishing	apogee	overrule
strife	cast	propose	maneuvers	revere
postpone	detached	outskirts	choreography	muse
incumbency	encumbrance	undertaken	androgynous	evaluate
celestial	audible	dynamics	equalized	technician
broadcast	thermal	trajectories	rapt	
orbiting	ordained	significance	toggle	

# Grammar

## Grammar in the middle grades

Students' intellectual and emotional development during the middle grades is often accompanied by a growing interest in how to use language to express themselves and their ideas. Consider how quickly your students integrate the latest catch phrase into their everyday language, and listen to how easily they seem to adapt the tones and style of their speech to catch the interest and approval of their peers.

They are experimenting with the ways in which language can be intentionally structured to communicate a specific meaning and have an impact on the listener. They are using grammar to make meaning. The students' goal is to express their ideas in an effective way. The goal of the Amplify ELA grammar program is to ensure that students understand grammar as an essential tool in communication and language development.

Teaching grammar presents particular challenges in the middle grades. Middle school teachers often observe an uptick in lapses in sentence structure struggles from their students, as students attempt to employ the growing sophistication of their thoughts and ideas. (This may include a higher frequency in the usage of sentence fragments, run-on sentences, and the like.) Research has shown a growing discrepancy between the grammar skills students are able to identify and use, and those skills which students are able to use consistently well—but it is also shown that existing grammar drills in common usage do not effectively address the issue.

The Amplify ELA grammar program tackles these challenges by better integrating proper grammar instruction with the students' growing desire to express themselves. The goal here is to create a classroom community where students feel compelled to experiment with sentence structure. The components of the Amplify ELA grammar program focus on combining sophisticated grammar usage alongside writing activities, and further provide teachers with the tools necessary to work with their students effectively.

### **Students build grammar skills by using the following components of the Amplify ELA core curriculum:**

1. **Get Started:** This sub-unit aims to jump-start student writing by developing a student's stamina and sense of focus.
2. **Regular opportunities for writing:** Frequent writing opportunities throughout the curriculum ask the students to develop their ideas in connection to a given piece of text to establish control over syntax.
3. **Mastering Conventions:** Over 1,000 pages of exercises provide teachers with the tools and materials necessary for mastering key grammar instruction from grade 3 through 8.
4. **Revision Assignments:** These small grammar assignments offer students the opportunity to practice how to revise a piece of their own writing.
5. **Targeted feedback:** Teachers are instructed on how to provide specific grammar feedback in written form or by the use of over-the-shoulder conferences (OTSC).
6. **The Flex Day:** This lesson allows teachers "to regularly instruct students on grammar, in accordance with the flex day grammar schedule at end of this section. This schedule divides and charts these lessons so the teacher can provide instruction for each language for that grade over the course of a year.

**How to use the Amplify ELA grammar program**

The goal for grammar instruction is to ensure that students are able to utilize these skills when responding to the writing prompts in the core instructional lessons. Success is measured by what rate students begin to integrate these skills correctly and purposefully to express in their writing. For this reason, the Amplify ELA grammar program emphasizes four key instructional approaches:

1. To build up a student's ability to express himself or herself through writing in complete thoughts before beginning formal grammar instruction
2. To select the just-right grammar skill by identifying the 'next' skill to boost a student's ability to communicate his or her ideas effectively
3. To emphasize how and why a grammar skill helps convey meaning
4. To focus on providing small pieces of specific feedback via quick revision assignments that allow students to swiftly see the impact a specific grammar skill has on their writing

Teachers are advised to keep these moves in mind as they proceed with the following guidelines intended to integrate various components of both the CA CCSS and Amplify ELD grammar program.

**Grammar instruction in Amplify ELA core instruction:****→ Step 1: Build students' focus and stamina before beginning formal grammar instruction.**

Use the Get Started lessons in Unit One to build students' writing productivity and to develop their ability to focus on one specific idea.

These lessons provide students with a sense of how to use writing to communicate an idea effectively. Students are also able to practice what skills make writing comprehension most expressive.

Within these lessons, students will practice the skills of focus and showing, two foundational writing skills that immediately give writing an effective expressive power students can sense. At the same time, teachers will find the tools necessary to quickly assess their students' writing, and to use these assessments along with over-the-shoulder conferences (OTSC), Revision Assignments, and Spotlights to make sure each student experiences the power of communicating an idea effectively.

In this section, students are instructed to produce 75 words during a 12-minute writing activity, and score at least a 2 in Focus. These markers indicate that students are committed enough to communicating with a reader that they will pay attention to their syntactical choices and how these choices make their writing more clear and powerful. If you try to teach grammar before these conditions are in place, students will not apply the rules to their own writing.

**→ Step 2: Prioritize regular writing opportunities for students via the core lessons.**

These writing activities form a foundational opportunity for students to learn how to develop an idea. Without these regular writing opportunities, a teacher cannot gauge to what extent students have been able to integrate their new grammar skills into their writing.

Most of the lessons in Step 2 end with a writing activity where students are asked to write for 12 minutes in response to a text they have studied during class. At times, with all that happens during a lesson, teachers might be tempted to "skip" the writing. However, these writing activities are the foundational moment where students learn to develop an idea, enlarge their understanding of the text they have been reading and experiment with the writing skills they are learning. Without these regular writing opportunities, you cannot gauge whether students are trying to integrate new grammar skills into their responses as a way of clarifying their ideas.

**→ Step 3: Use the Flex Days to teach the key language skills for each grade.**

All four volumes of *Mastering Conventions* are located in the final lessons of the Get Started sub-unit in Unit 1. These exercises cover the language skills for grammar advised by the CA CCSS for grades 3 through 8.

These lessons have also been divided and sequenced to ensure that teachers at grades 6-8 teach all grade-level skills identified for instruction by the CA CCSS. The specific lessons associated with each skill are in the first 10 Flex Days in each grade.

Follow these steps to work with these lessons.

1. The Flex Days within each unit are designed as a space for grammar instruction, in addition to containing space for review, reinforcement, or extension activities as time allows. Before each Flex Day, consult the pacing schedule for grammar at the end of this section to identify which grammar skill is identified for that day's instruction. (If all your students have mastered this skill, move onto the next skill on the pacing schedule. If students are not ready for this skill, the pacing schedule also contains information about working with foundational and earlier grade skills.)
2. The lesson for the identified grammar skill is in the lesson materials section of the Flex Day. Review and prepare the lesson activities, teacher instructions, and student worksheets. Find instructions for how to use these lessons within each Flex Day.
3. Consider following this targeted instruction and practice with:
  - a. Additional short skill drills (in *Mastering Conventions*) for that grammar skill
  - b. Revision Assignments (also found in *Mastering Conventions* and in the flex day lesson materials) that give students practice with the skill
4. If students have been able to master these grade-level skills after the first 10 Flex Days, the teacher should use the remaining Flex Days to refine a student's use of these skills, in particular by assigning them Revision Assignments associated with these skills.

**→ Step 4: Use targeted feedback and the Revision Assignments to help students understand how best to use these skills in their daily writing.**

**Targeted Feedback:** Teachers are instructed to include these grammar skills in their targeted feedback either by way of written comments or during over-the-shoulder conferences. Point to the sentence, name the skill, and comment on it.

**For example, teachers are encouraged to write for their students things like:**

"This subordinate clause makes it clear how truly strange his behavior appeared."

"These three complete sentences clearly illustrate your idea, and make it easy to follow."

Over-the-shoulder conferences are also an effective way to engage students in terms of how they have successfully integrated a grammar skill into their writing.

In this case, teachers are encouraged to say directly to their students (while looking over the student's shoulder), things like:

"It looks like what you have written in this one sentence depends on what was written in your previous sentence. I would like you to combine the two sentences into one complete thought, perhaps by using a dependent marker like *because*, *when*, or *although*." "I am confused by this section here, because your writing is missing some key punctuation. I would like you to read this section out loud with me, and think about how you might best separate your ideas and most properly punctuate your thoughts within it."

**Revision Assignments:** Assign these when time permits, to provide each student with an opportunity to practice a grammar skill that may be lacking. The Revision Assignments are provided as a PDF in the teacher materials section of every Flex Day lesson. These Revision Assignments target middle grade skills that address how to formulate complete sentences. The assignments are intended to encourage how to best emphasize a main idea and to experiment with new syntax. Each Revision Assignment focuses on one of the following five areas, respectively:

- Complete sentences
- Pronoun usage
- Subject-verb agreement
- Verb tense
- Sentence combining

Once a teacher is familiar with the range of Revision Assignments, they are encouraged to use the following steps during the Flex Day lesson.

1. Review two or three pieces of a student's writing to identify which grammar Revision Assignment will be most beneficial for a student's current ability.
2. Provide accurate instructions for the Revision Assignment to each student, perhaps with printouts of what each respective assignment entails. Many teachers provide printouts of the Revision Assignments for each student and post a list of which Revision Assignments each student will do on a given day.
3. If this is the first time a student will be working on a particular Revision Assignment, teachers are encouraged to go over the directions in more detail, perhaps with a sample of writing to model how to accurately complete the Revision Assignments.
4. Quickly check each student's assignments as he or she completes them, correcting skill misunderstandings or guiding students to redo an assignment that is incomplete. Many teachers choose to give students a , + or – for this work.

→ **Step 5: Use the rubric to assess and track student progress with their control of grammar in their regular writing prompts.**

### Sixth-grade conventions rubric

1 Needs Improvement	2 Developing proficiency	3 Proficient	4 Exceeds expectations
Student writes a minimum of 25 words, but there are many fragments and/or run-ons that prevent the reader from understanding the writing.	Student writes a minimum of 50 words, and most sentences are complete. Errors impede the reader's ability to understand the writing.	Student writes a minimum of 85 words, and most sentences are complete and punctuated correctly. Errors might distract the reader, but do not impede the reader's ability to understand the writing overall.	Student writes a minimum of 120 words, and almost all of the sentences are complete and punctuated correctly.

### Seventh-grade conventions rubric

1 Needs Improvement	2 Developing proficiency	3 Proficient	4 Exceeds expectations
Student writes a minimum of 25 words but there are many fragments and/or run-ons that prevent the reader from understanding the writing.	Student writes a minimum of 50 words and most sentences are complete. Errors impede the reader's ability to understand the writing.	Student writes a minimum of 95 words, and most sentences are complete and punctuated correctly. Errors might distract the reader, but do not impede the reader's ability to understand the writing overall.	Student writes a minimum of 130 words, and almost all sentences are complete and punctuated correctly.

### Eighth-grade conventions rubric

1 Needs Improvement	2 Developing proficiency	3 Proficient	4 Exceeds expectations
Student writes a minimum of 25 words but there are many fragments and/or run-ons that prevent the reader from understanding the writing.	Student writes a minimum of 50 words and most sentences are complete. Errors impede the reader's ability to understand the writing.	Student writes a minimum of 105 words, and most sentences are complete and punctuated correctly. Errors might distract the reader, but do not impede the reader's ability to understand the writing overall.	Student writes a minimum of 140 words, and almost all sentences are complete and punctuated correctly.



This carefully constructed rubric encourages the teacher to assess the student according to his or her skill level. This broad category (tied to increasing word counts) is a reliable indicator of students' ability to use more complex grammar skills (sentence combining, subordinate clauses, modifiers, etc.) when focused on expressing an idea clearly in writing. In other words, the writing has not specifically prompted them to use a particular syntax, but will reflect whether they are beginning to experiment successfully with these skills.

## Grammar instruction and pacing

### When to teach language standards related to grammar

The California Common Core State Standards outline language standards for grammar for Grade 6-8 (listed in the charts that follow). Note that this progression suggests that even middle school students review, at grade level, earlier standards. The Amplify ELA four-volume series, *Mastering Conventions*, provides approximately 1,000 pages of targeted grammar instruction and skill drills. The volumes provide instruction for middle-schoolers, but also address foundational skills middle school students may not have fully mastered in grades 3-5.

The chart below shows just a few of the many lessons that address each progressive skill and outlines on which Flex Day you should teach them. On the Flex Day mentioned, the Materials section of the Flex Day lesson brief includes the activities listed in this chart for that grade. Use additional lessons from *Mastering Conventions* and from the Foundational Lessons column for students who require more reinforcement.

The pacing below describes how to use the first 10 Flex Days of the year to make sure that every student is current on both foundational and grade-level skills. Use the remaining Flex Days of the year to refine students' use of these skills to improve the clarity and power of their writing. See the grammar overview in Part 2 of this Teacher Program Guide for more direction about how and when to use these exercises. Note that the most important part of Amplify ELA grammar instruction is to follow each bit of grammar instruction with an opportunity for students to practice the skill in a meaningful piece of writing—and to get authentic feedback on the clarity and power of their sentences.

### Grade 6

Volumes below refer to Volumes 1 through 4 of *Mastering Conventions*.

Standards below refer to CA CCSS.

	Progressive Language Standards	Foundational Skills Lessons	Grade 6 Standards
Flex Day Grammar 1	<p><b>Standard L.6.1a</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><b>Standard L.6.1b</b> Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. CA</p>	<p><b>Volume 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 5: Defining and Identifying Pronouns</li> </ul>	<p><b>To Teach Standard L.6.1a</b></p> <p><b>Volume 1: Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 16: Using Pronoun Case Correctly and Consistently</li> </ul>
			<p><b>To Teach Standard L.6.1b</b></p> <p><b>Volume 2: Unit 5</b></p> <ul style="list-style-type: none"> <li>Lesson 19: Introducing Intensive Pronouns</li> <li>Skill Drills: 19A, 19B, 19C</li> </ul>

	Progressive Language Standards	Foundational Skills Lessons	Grade 6 Standards
<b>Flex Day Grammar 2</b>	<b>Standard L.6.1e</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  <b>For Review: Standard L.3.3a*</b> Choose words and phrases for effect.	<b>Volume 1</b> <b>Unit 1</b> <ul style="list-style-type: none"> <li>Lesson 3: Defining and Identifying Nouns Defining and Identifying Adjectives</li> <li>Lesson 6: Defining and Identifying Verbs</li> <li>Lesson 10: Defining and Identifying Adjectives</li> <li>Lesson 11: Defining and Identifying Adverbs</li> </ul>	<b>To Teach Standard L.6.1e</b>
			<b>Volume 1</b> <b>Unit 5</b> <ul style="list-style-type: none"> <li>Lesson 25: Formal and Informal Writing Styles—Code-Switching</li> </ul>
			<b>To Review Standard L.3.3a</b>
<b>Flex Day Grammar 3</b>	<b>Standard L.6.2a</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  <b>Standard L.6.2b</b> Spell correctly.  <b>For Review: Standard L.3.3a*</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>Volume 1</b> <b>Unit 1</b> <ul style="list-style-type: none"> <li>Lesson 2: Capitalizing and Punctuating Sentences</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Lesson 21: Reviewing Complete Sentences</li> <li>Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrases</li> <li>Lesson 23: Defining and Identifying Clauses</li> <li>Lesson 24: Finding and Fixing Sentence Fragments</li> </ul>	<b>To Teach Standard L.6.2a</b>
			<b>Volume 2</b> <b>Unit 1</b> Lesson 2: Using a Comma After an Introductory Clause
			<b>To Review Standard L.3.3a</b>
			<b>Volume 1</b> <b>Unit 4</b> Lesson 23: Defining and Identifying Clauses Lesson 24: Finding and Fixing Sentence Fragments Note: If any students require a remedial spelling program, see <i>Mastering Conventions Four</i> to implement.

	Progressive Language Standards	Foundational Skills Lessons	Grade 6 Standards
Flex Day Grammar 4	<p><b>For Review:</b> <b>Standard L.4.1g*</b> Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p><b>Standard L.4.3a*</b> Choose words and phrases to convey ideas precisely.</p>		To Review Standard L.4.1g
			<p><b>Volume 1</b> <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 17: Distinguishing Between “Your” and “You’re”</li> <li>Lesson 18: Distinguishing Between “Their” and “They’re”</li> <li>Lesson 19: Distinguishing Between “Its” and “It’s”</li> </ul>
Flex Day Grammar 5	<p><b>For Review:</b> <b>Standard L.4.3b*</b> Choose punctuation for effect.</p>	<p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 1: Capitalizing and Punctuating Sentences</li> </ul>	To Review Standard L.4.3a
			<p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 3: Defining and Identifying Nouns</li> <li>Lesson 6: Defining and Identifying Verbs</li> <li>Lesson 10: Defining and Identifying Adjectives</li> <li>Lesson 11: Defining and Identifying Adverbs</li> </ul>
Flex Day Grammar 6	<p><b>For Review:</b> <b>Standard L.4.3b*</b> Choose punctuation for effect.</p> <p><b>Standard L.5.2a*</b> Use punctuation to separate items in a series.</p>		To Review Standard L.4.3b
			<p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 2: Capitalizing and Punctuating Sentences</li> </ul>
Flex Day Grammar 6	<p><b>For Review:</b> <b>Standard L.5.2a*</b> Use punctuation to separate items in a series.</p>		To Review Standard L.5.2a
			<p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 10: Defining and Identifying Adjectives</li> <li>Skill Drill 10B: Using Commas Between Adjectives</li> </ul>

	Progressive Language Standards	Foundational Skills Lessons	Grade 6 Standards
<b>Flex Day Grammar 7</b>	<p><b>Standard L.6.1c</b> Recognize and correct inappropriate shifts in pronoun number and person.</p>		<p><b>To Teach Standard L.6.1c</b></p> <p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 5: Defining and Identifying Pronouns</li> </ul> <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 16: Using Pronoun Case Correctly and Consistently</li> </ul>
<b>Flex Day Grammar 8</b>	<p><b>Standard L.6.3a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>For Review:</b> <b>Standard L.5.1d*</b> Recognize and correct inappropriate shifts in verb tense.</p>		<p><b>To Teach Standard L.6.3a</b></p> <p><b>Volume 2</b> <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 10: Defining and Identifying Compound Sentences</li> </ul> <p><b>To Review Standard L.5.1d</b></p> <p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 7: Understanding How Verb Tense Shows When Action Occurs</li> </ul>
<b>Flex Day Grammar 9</b>	<p><b>Standard L.6.1d</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>		<p><b>To Teach Standard L.6.1d</b></p> <p><b>Volume 1</b> <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 16: Using Pronoun Case Correctly and Consistently</li> <li>Lesson 20: Introducing Reflexive Pronouns</li> </ul>
<b>Flex Day Grammar 10</b>	<p><b>Standard L.6.3b</b> Maintain consistency in style and tone.</p>		<p><b>To Teach Standard L.6.3b</b></p> <p><b>Volume 1</b> <b>Unit 5</b></p> <ul style="list-style-type: none"> <li>Lesson 26: Formal and Informal Writing Styles—Code-Switching</li> </ul>

**Grade 7**

Volumes below refer to Volumes 1 through 4 of *Mastering Conventions*.

Standards below refer to CA CCSS.

	Language Standards	Foundational Skills Lessons	Grade 7 Standards
<b>Flex Day Grammar 1</b>	<p><b>Standard L.7.1a</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p><b>Volume 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 5: Defining and Identifying Pronouns</li> </ul>	<p><b>To Teach Standard L.7.1a</b></p> <p><b>Volume 1 Unit 4</b></p> <ul style="list-style-type: none"> <li>Lesson 23: Defining and Identifying Clauses</li> </ul>

	Language Standards	Foundational Skills Lessons	Grade 7 Standards
<b>Flex Day Grammar 2</b>	<p><b>Standard L.7.1b</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>For Review: Standard L.3.3a*</b> Choose words and phrases for effect.</p>	<p><b>Volume 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 3: Defining and Identifying Nouns</li> <li>Lesson 6: Defining and Identifying Verbs</li> <li>Lesson 10: Defining and Identifying Adjectives</li> <li>Lesson 11: Defining and Identifying Adverbs</li> </ul>	<p><b>To Teach Standard L.7.1b</b></p> <p><b>Volume 2 Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 10: Defining and Identifying Compound Sentences</li> <li>Lesson 12: Defining and Recognizing Complex Sentences</li> </ul> <p><b>To Review Standard L.3.3a</b></p> <p><b>Volume 2 Unit 2</b></p> <ul style="list-style-type: none"> <li>Lesson 5: Reviewing Nouns and Adjectives</li> <li>Lesson 7: Identifying Gerunds</li> <li>Lesson 8: Finding and Fixing Misplaced Modifiers-Adjectives</li> </ul>

	Language Standards	Foundational Skills Lessons	Grade 7 Standards
Flex Day Grammar 3	<p><b>Standard L.7.1c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p><b>For Review: Standard L.4.1f*</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>Standard L.6.2a*</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 2: Capitalizing and Punctuating Sentences</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>Lesson 21: Reviewing Complete Sentences</li> <li>Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrases</li> <li>Lesson 23: Defining and Identifying Clauses</li> <li>Lesson 24: Finding and Fixing Sentence Fragments</li> </ul>	<p><b>To Teach Standard L.7.1c</b></p> <p><b>Volume 2</b> <b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Lesson 8: Finding and Fixing Misplaced Modifiers—Adjectives</li> </ul>
			<p><b>To Review Standard L.4.1f</b></p> <p><b>Volume 2</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 2: Using a Comma After an Introductory Clause</li> </ul>
			<p><b>To Review Standard L.6.2a</b></p> <p><b>Volume 2</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 1: Finding and Fixing Sentence Fragments</li> <li>Lesson 3: Defining, Finding, and Fixing Run-on Sentences</li> </ul>

	Language Standards	Foundational Skills Lessons	Grade 7 Standards
<b>Flex Day Grammar 4</b>	<p><b>Standard L.7.2a</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p><b>For Review:</b> <b>Standard L.4.1g*</b> Correctly use frequently confused words (e.g., to/ too/two; there/their).</p>		<b>To Teach Standard L.7.2a</b>
			<p><b>Volume 2</b> <b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• Lesson 20: Finding and Fixing Comma Errors with Adjectives</li> <li>• Skill Drill 20A: Punctuating Sentences with Multiple Adjectives</li> </ul>
<b>Flex Day Grammar 5</b>	<p><b>Standard L.7.2b</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p><b>For Review:</b> <b>Standard L.4.3b*</b> Choose punctuation for effect.</p>	<p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Lesson 1: Capitalizing and Punctuating Sentences</li> </ul>	<b>To Review Standard L.4.1g</b>
			<p><b>Volume 1</b> <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• Lesson 17: Distinguishing Between “Your” and “You’re”</li> <li>• Lesson 18: Distinguishing Between “Their” and “They’re”</li> <li>• Lesson 19: Distinguishing Between “Its” and “It’s”</li> </ul>
<b>Flex Day Grammar 6</b>	No new standard		<b>To Review Standard L.4.3b</b>
			<p><b>Volume 2</b> <b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• Lesson 20: Finding and Fixing Comma Errors With Adjectives</li> <li>• Lesson 21: Using Apostrophes Correctly</li> </ul>
<b>Flex Day Grammar 6</b>	No new standard		Apply skills in Grammar Revision Assignments.



	Language Standards	Foundational Skills Lessons	Grade 7 Standards
Flex Day Grammar 7	<p><b>For Review:</b> <b>Standard L.6.1c*</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>Standard L.6.1d*</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>		To Review Standard L.6.1c
			<p><b>Volume 2</b> <b>Unit 5</b></p> <ul style="list-style-type: none"> <li>• Lesson 17: Reviewing Pronouns</li> <li>• Lesson 18: Reviewing Reflexive Pronouns</li> </ul>
Flex Day Grammar 8	<p><b>For Review:</b> <b>Standard L.6.3a*</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>Standard L.5.1d*</b> Recognize and correct inappropriate shifts in verb tense.</p>		To Review Standard L.6.3a
			<p><b>Volume 2</b> <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• Lesson 11: Defining and Identifying Compound Sentences</li> </ul>
Flex Day Grammar 9	<p><b>Standard L.7.3a</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>		To Review Standard L.5.1d
			<p><b>Volume 2</b> <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• Lesson 14: Keeping Verb Tense Consistent in Complex Sentences</li> </ul>
			To Teach Standard L.7.3a
			<p>This standard is taught explicitly in essay sub-units during the editing lessons. Use Grammar Revision Assignments to enable students to practice using this skill.</p>

	Language Standards	Foundational Skills Lessons	Grade 7 Standards
Flex Day Grammar 10	<b>For Review:</b> <b>Standard L.6.3b*</b> Maintain consistency in style and tone.		To Review Standard L.6.3b
			<b>Volume 2</b> <b>Unit 7</b> <ul style="list-style-type: none"> <li>Lesson 24: Formal and Informal Writing Styles—Code-Switching</li> <li>Skill Drill 24A: Vocabulary</li> <li>Skill Drill 24B: Conventions</li> <li>Skill Drill 24C: Vocabulary and Conventions</li> <li>Skill Drill 24D: Revising by Code-Switching</li> </ul>

**Grade 8**

Volumes below refer to Volumes 1 through 4 of Mastering Conventions.

Standards below refer to CA CCSS.

	Language Standards	Foundational Skills Lessons	Grade 8 Standards
Flex Day Grammar 1	<b>Standard L.8.1a</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>Volume 1</b> <b>Unit 1</b> <ul style="list-style-type: none"> <li>Lesson 5: Defining and Identifying Pronouns</li> </ul> <b>Volume 2</b> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Lesson 5: Reviewing Nouns and Adjectives</li> <li>Lesson 7: Identifying Gerunds</li> </ul>	To Teach Standard L.8.1a
			<b>Volume 2</b> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Lesson 9: Identifying Participles</li> </ul> <b>Volume 3</b> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Lesson 5: Reviewing Gerunds and How They Act Like Nouns</li> <li>Lesson 6: Introducing Infinitives</li> </ul>

	Language Standards	Foundational Skills Lessons	Grade 8 Standards
<b>Flex Day Grammar 2</b>	<p><b>Standard L.8.1b</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.</p>	<p><b>Volume 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 3: Defining and Identifying Nouns Defining and Identifying Adjectives</li> <li>Lesson 6: Defining and Identifying Verbs</li> <li>Lesson 10: Defining and Identifying Adjectives</li> <li>Lesson 11: Defining and Identifying Adverbs</li> </ul>	<p><b>To Teach Standard L.8.1b</b></p> <p><b>Volume 3 Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 12: Changing Verb Voice for a Different Impact</li> <li>Skill Drill 12A: Changing Verb Voice from Active to Passive</li> <li>Skill Drill 12B: Changing Verb Voice from Passive to Active</li> <li>Skill Drill 12C: Keeping Verb Voice Consistent within a Sentence</li> </ul>
<b>Flex Day Grammar 3</b>	<p><b>Standard L.8.2a</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p><b>Standard L.8.2b</b> Use an ellipsis to indicate an omission.</p> <p><b>For Review: Standard L.3.3a*</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>Standard L.6.2a*</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</p>	<p><b>Volume 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 2: Capitalizing and Punctuating Sentences</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>Lesson 21: Reviewing Complete Sentences</li> <li>Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrase</li> <li>Lesson 23: Defining and Identifying Clauses</li> <li>Lesson 24: Finding and Fixing Sentence Fragments</li> </ul>	<p><b>To Teach Standards L.8.2a, L.8.2b</b></p> <ul style="list-style-type: none"> <li>See Write an Essay Sub-Units.</li> <li>Specifically see Unit 8C: Biography &amp; Literature, Write an Essay for instruction and practice on the use of the ellipsis.</li> </ul> <p><b>To Review Standard L.6.2a</b></p> <p><b>Volume 2 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 4: Defining, Finding, and Fixing Run-on Sentences</li> </ul> <p><b>To Review Standard L.3.3a</b></p> <p><b>Volume 2: Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 2: Using a Comma After an Introductory Clause</li> </ul>

	Language Standards	Foundational Skills Lessons	Grade 8 Standards
Flex Day Grammar 4	<p><b>Standard L.8.2c</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.</p> <p><b>For Review:</b> <b>Standard L.4.1g*</b> Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p><b>Standard L.4.3a*</b> Choose words and phrases to convey ideas precisely.</p>	<p><b>To Review Standard L.4.1g</b></p> <p><b>Volume 1</b> <b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Lesson 17: Distinguishing Between “Your” and “You’re”</li> <li>Lesson 18: Distinguishing Between “Their” and “They’re”</li> <li>Lesson 19: Distinguishing Between “Its” and “It’s”</li> </ul>	<p><b>To Teach Standard L.8.2</b></p> <ul style="list-style-type: none"> <li>If any students require a remedial spelling program, see <i>Mastering Conventions Four</i> to implement.</li> </ul>
			<p><b>To Review Standard L.4.3a</b></p> <p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 3: Defining and Identifying Nouns Defining and Identifying Adjectives</li> <li>Lesson 6: Defining and Identifying Verbs</li> <li>Lesson 10: Defining and Identifying Adjectives</li> <li>Lesson 11: Defining and Identifying Adverbs</li> </ul>
Flex Day Grammar 5	<p><b>Standard L.8.1c</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p><b>Volume 1</b> <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 1: Capitalizing and Punctuating Sentences</li> </ul>	<p><b>To Teach Standard L.8.1c</b></p> <p><b>Volume 3</b> <b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>Lesson 13: Changing Verb Moods for a Different Impact</li> <li>Skill Drill: 13A Changing Verb Moods Imperative and Indicative</li> </ul>
Flex Day Grammar 6	<p><b>Standard L.8.1c</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>		<p><b>To Teach Standard L.8.1c</b></p> <p><b>Volume 3</b> <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 13: Changing Verb Moods for a Different Impact</li> <li>Skill Drill 13B: Changing Verb Moods—Indicative and Subjunctive</li> <li>Skill Drill 13C: Changing Verb Moods—Subjunctive to Imperative</li> </ul>

	Language Standards	Foundational Skills Lessons	Grade 8 Standards
<b>Flex Day Grammar 7</b>	<p><b>Standard L.8.1d</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><b>To Review Standard L.5.1d</b></p> <p><b>Volume 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 7: Understanding How Verb Tense Shows When Action Occurs</li> </ul>	<p><b>To Teach Standard L.8.1d</b></p> <p><b>Volume 3 Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 12: Changing Verb Voice for a Different Impact</li> <li>Skill Drill 12D: Keeping Verb Voice Consistent Within a Sentence</li> <li>Lesson 13: Changing Verb Moods for a Different Impact</li> <li>Skill Drill 13D: Keeping Verb Moods Consistent</li> </ul>
<b>Flex Day Grammar 8</b>	<p><b>For Review: Standard L.6.3a*</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>Standard L.5.1d*</b> Recognize and correct inappropriate shifts in verb tense.</p>		<p><b>To Review Standard L.6.3a</b></p> <p><b>Volume 2 Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 12: Defining and Recognizing Complex Sentences</li> <li>Lesson 13: Defining and Recognizing Complex Sentences</li> </ul> <p><b>To Review Standard L.5.1d</b></p> <p><b>Volume 2 Unit 3</b></p> <ul style="list-style-type: none"> <li>Lesson 14: Keeping Verb Tense Consistent in Complex Sentences</li> </ul>
<b>Flex Day Grammar 9</b>	<p><b>For Review: Standard L.7.1c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p>		<p><b>To Review Standard L.7.1c</b></p> <p><b>Volume 3 Unit 1</b></p> <ul style="list-style-type: none"> <li>Lesson 3: Reviewing Misplaced Modifiers</li> <li>Lesson 4: Showing With Participial Phrases</li> </ul>
<b>Flex Day Grammar 10</b>	No new standard		Apply skills in Grammar Revision Assignment.

# Spelling

The Amplify ELA spelling program is designed to develop students' spelling ability, regardless of their current skill level. The program will help students improve their spelling so they can communicate more effectively through writing.

Spelling is a challenge for many students in middle school. When students struggle to master spelling conventions and spell words correctly, it interferes with their ability to effectively communicate through written language. Their writing becomes difficult to understand, and numerous spelling errors can interfere with their intended meaning.

Middle school students become motivated to write when they see that their writing has an impact on their audience. Similarly, students lose motivation when their writing does not have an impact. When spelling errors multiply, students' writing can become difficult to understand. This can rob the writing of its intended impact, causing students to become frustrated, and lead to a reluctance to write in the future.

Middle school students have a drive to express themselves and their ideas. Understanding spelling conventions and patterns will help students express themselves through writing.

The Amplify ELA spelling program begins with words at the third grade level and increases in difficulty as teachers and students progress through each list of words. Teachers have the flexibility to begin this program with the first word list or with a later list. This allows teachers the ability to meet their students' needs by beginning with words appropriate to their current level. A pronunciation guide for individual sounds is provided for teachers. This will help teachers pronounce each sound correctly as they are introducing the words. This will also help teachers to better support students who struggle with phonological awareness.

Teachers can begin by assessing students' spelling using the provided word lists. This assessment will show teachers where students need the most support with spelling and will help them determine the correct word list to begin with.

Each word list has practice activities for students that include sorting activities, alphabetizing, writing sentences, and filling in the blanks. These activities can be done in class or at home for extra practice.

During the spelling assessments, students will write the assigned words, as well as the challenge words. Challenge words are words that are used very often, but don't follow a spelling pattern. Students will need to memorize these words. Each list also includes information on how to assess students' progress. This includes a Spelling Error Analysis chart, where teachers can keep track of the types of errors that each student is making. It also includes information about common spelling errors that students might make for each specific word list.

Students will show true mastery of spelling words and patterns when they can integrate them into their own writing. After reviewing their work, teachers can then best identify the next step toward getting better writing from their students. The results of the Spelling Error Analysis chart, paired with student writing, will help teachers identify students who would benefit from targeted, remedial instruction in certain letter-sound correspondences.

Altogether, the Amplify ELA spelling program will provide educators with the tools they need to adapt their curricula to the special needs of students who have trouble with phonological awareness while also providing effective, efficient instruction to all students.