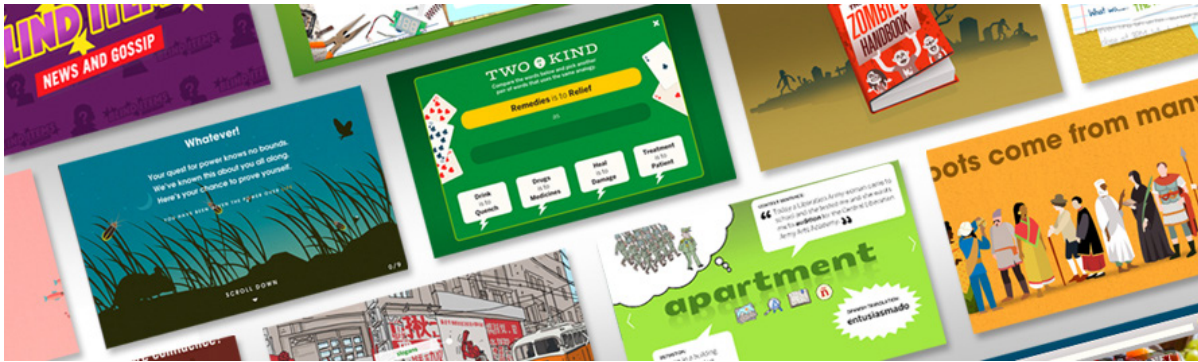


Vocabulary



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.

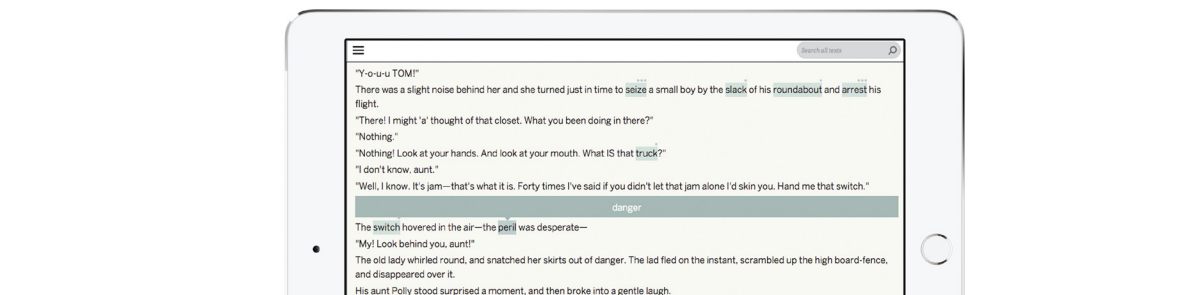
Vocabulary for English Learners

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.

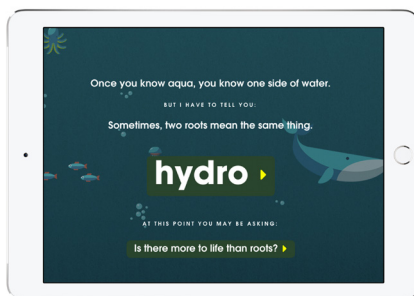
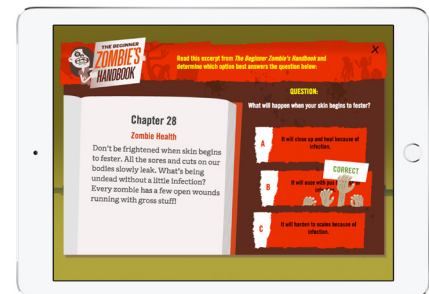
Vocab app

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.

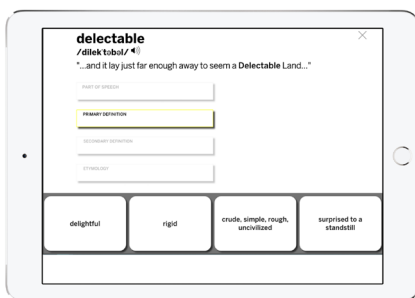
Extreme Weather Vacation

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.



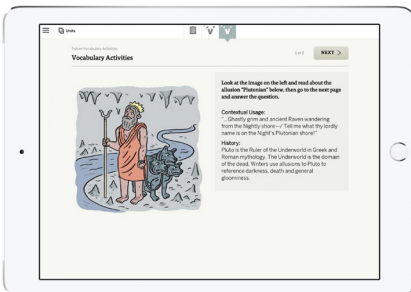
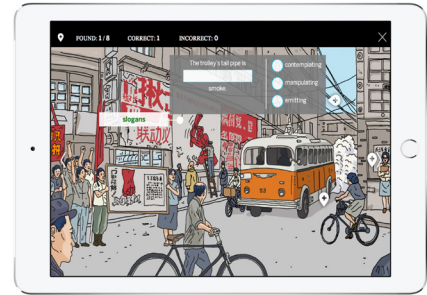
Totally ReDictionary

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 Bend Over Backwards
- To Cut Corners
- On the Ball
- To Miss the Boat
- The Last Straw
- To Play It by Ear
- Adding Insult to Injury
- To Think Outside of the Box
- 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

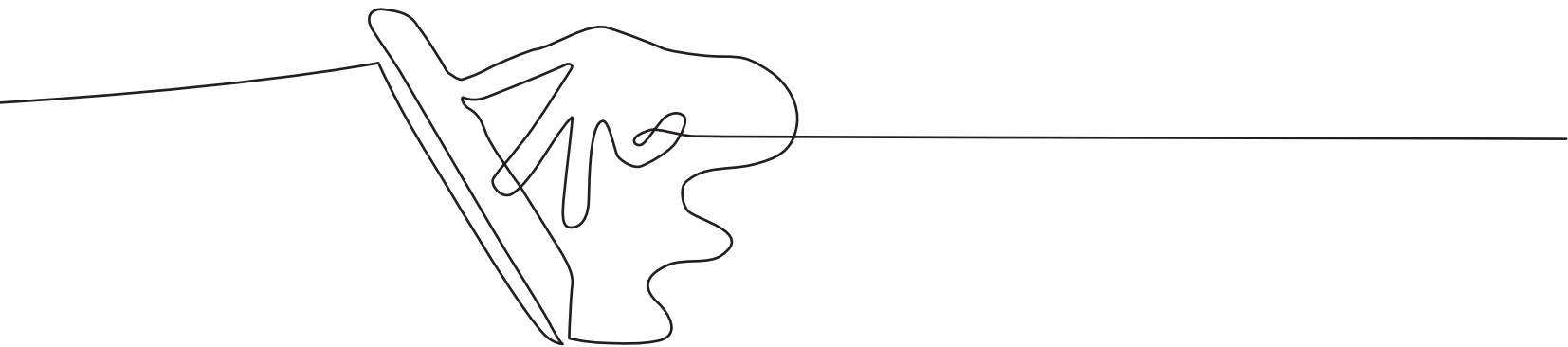
English Learner (EL) activities: Word Match

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>	Narrative multiple-choice activities—learning words from context
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>	Roots Exist: Morphology
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>	Totally ReDictionary: Dictionary skills
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>	Totally ReDictionary: Dictionary skills
L.6.5a, L.7.5a, L.8.5a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Sixth grade: Interpret figures of speech (e.g., personification) in context.</p> <p>Seventh grade: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Eighth grade: Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	Isn't it Ironic, Explain it to Me, It's an Allusion, Personify Me

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>Sixth grade: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Seventh grade: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>Eighth grade: Use the relationship between particular words to better understand each of the words.</p>	<p>Two of a Kind: Analogy</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>Sixth grade: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>Seventh grade: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Eighth grade: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>Extreme Weather Vacation: Find and order synonyms and antonyms</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>Narrative multiple choice activities—learning words from context</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.