

Section I: Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 6	90.48%	90.48%	100.00%	100.00%
Grade 7	100.00%	100.00%	100.00%	100.00%
Grade 8	100.00%	100.00%	100.00%	100.00%

Section II. Texts (what students read, see, and hear)

- The seventh- and eighth-grade materials include high-quality texts across a variety of text types and genres as required by the TEKS; however, the sixth-grade materials do not require students to read dramas as required by the TEKS.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts. The materials almost always provide information about the Lexile levels and text structure, language features, meaning, and knowledge demands for the core texts of the program. The sixth-grade materials include texts that are appropriately complex for the grade level; however, the seventh-grade materials often include above-grade-level texts and the eighth-grade materials often include below-grade-level texts.

Section III. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, Thinking, Inquiry, and Research

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials provide students the opportunity to develop composition skills across multiple texts types for varied purposes and audiences.
- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.

Section IV. Developing and Sustaining Foundational Literacy Skills (Grades K-5 only)

Section V. Supports for Diverse Learners

- The materials offer some differentiation supports for students who are performing below and above grade level.
- The materials provide some support and scaffolding strategies for English Learners (EL); however, the materials do not include supports commensurate with the various levels of English language proficiency as defined by the ELPs.

Section VI. Ease of Use and Supports for Implementation

- The materials do not include a TEKS for English Language Arts and Reading-aligned scope and sequence.
- The materials include annotations and support for engaging students in the materials as well as annotations and ancillary materials that provide support for student learning and assistance for teachers.

Section VII: Technology, Cost, and Professional Learning Support

- The publisher submitted the technology, cost, and professional learning support worksheets.

October 2019

Amplify 6 Quality Review

Indicator II.1 Materials include **high-quality texts** for ELAR instruction and cover a range of student interests.

Guidance for Texas Quality:

- The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Materials include increasingly complex traditional, contemporary, classical, and diverse texts.

Meets 4/4

The materials include well-crafted texts that are of publishable quality, representing the content, language, and writing produced by experts in various disciplines. The texts cover a wide range of student interests about childhood, school, heroes, and heroic adventures. The materials include well-known authors, such as Roald Dahl, Laurie Halse Anderson, Sir Arthur Conan Doyle, Benjamin Franklin, and Mark Twain, and well-known texts, such as *Prometheus* and the *Odyssey*. The materials also include contemporary texts, such as *The Summer of Mariposas* by Guadalupe Garcia McCall, and nonfiction texts, such as an excerpt from *Sinking of the Titanic, Most Appalling Ocean Horror* by Jay Henry Mowbray.

Other examples include but are not limited to:

In Unit 6A, Dahl & Narrative, students analyze the contemporary autobiography *Boy: Tales of Childhood* by Roald Dahl. The text describes some of the author’s adventures and punishments as a child. The narrative nonfiction text is of high interest for students at this grade level. Using this text as a mentor text, students explore Dahl’s word choice, use of language to evoke emotion, and vivid portrayal of characters. The text includes content related to childhood and school to which sixth-grade students could relate.

Unit 6B, Mysteries & Investigations, guides students through the challenging language of Sherlock Holmes. The unit includes the contemporary text *The Secret of the Yellow Death* by Suzanne Jurmain. Jurmain is an award-winning author with a vast collection of writings that demonstrate a profound understanding of history. Also included in the unit is *Fever 1793* written by Laurie Halse Anderson, which is a realistic fictional account of life in Philadelphia when many people were dying of yellow fever. This text provides an example of the author’s craft in character development and the impact of setting on characters. Additionally, the unit includes traditional texts, such as “The Speckled Band” and “The Red-Headed League” by Sir Conan Doyle. With these texts, students learn to identify and evaluate evidence to support a theory.

Unit 6C, The Chocolate Collection, contains texts surrounding sweet treats. The unit includes articles written by the National Confectioners Association’s Chocolate Council and Christine Dell’Amore for *National Geographic* as well as scientific and informational texts about the history of chocolate. These articles are rich in graphic images that support the text. The collection also includes a poem by Rida Dove titled “Chocolate.”

Unit 6D, The Greeks, contains traditional myths involving characters with universal appeal, such as *Prometheus* and *the Cyclops*. An excerpt about Arachne in *Selected Tales from Ovid* by Ted Hughes tells the story of pride and jealousy between the goddesses Arachne and Minerva. Comparisons can be made between texts and the real world. Excerpts from the *Odyssey* by Homer are also included within the unit.

Unit 6E, *The Summer of Mariposas*, features a Latinx young adult novel that incorporates fantasy/realism, Aztec mythology, a hero's journey, and an excerpt from a graphic novel. *The Summer of Mariposas* is a contemporary Mexican American retelling of Homer’s *Odyssey*. An excerpt from *Enrique’s Journey*, a literary nonfiction account of a young teenage boy’s journey on a train through Mexico, to the United States from Honduras, is also included within the unit.

Unit 6F, The *Titanic* Collection, provides a collection of letters, articles, and images from historical documents and archives, such as an article by Jay Henry Mowbray about the *Titanic* published in 1912. A list of *Titanic* passengers and images from the *Titanic* are also featured within the materials. The texts represent contemporary, historical, and traditional texts.

Indicator II.2 Materials include a **variety of text types and genres across** content that meet the requirements of the TEKS for each grade level.

Guidance for Texas Quality:

- Text types must include those outlined for specific grades by the TEKS:
 - Literary texts must include those outlined for specific grades.
 - Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS.
- Materials include print and graphic features of a variety of texts.

Partially Meets 2/4

The materials contain a variety of genres including literary texts, such as poetry and short stories, and informational texts, such as newspaper articles and excerpts from historical texts; however, dramas are only included as an optional addition to one unit. Within the units, the materials platform contains texts with genres such as mystery, adventure, humor, myths, and historical nonfiction. Throughout the materials a variety of graphics and pictures in a multi-modal format, as well as audio and video clips, support the texts.

Examples of literary texts include but are not limited to:

Boy: Tales from Childhood by Roald Dahl (autobiography)
The Autobiography of Benjamin Franklin by Benjamin Franklin (autobiography)
The Great Mouse Plot by Roald Dahl (memoir)
Tom Sawyer by Mark Twain (humorous novel)
"The Speckled Band" by Sir Arthur Conan Doyle (mystery, short story)
The Summer of Mariposas by Guadalupe Garcia McCall (adventure novel)
Odyssey by Homer (myth)
"Chocolate" by Rida Dove (poetry)

Examples of informational texts include but are not limited to:

The Secret of the Yellow Death: A True Story of Medical Sleuthing by Suzanne Jurmain (historical nonfiction)
Fever 1793 by Laurie Halse Anderson (historical nonfiction)
"Yellow Fever Circles Brazil's Huge Cities" by Shasta Darlington and Donald G. McNeil Jr. (newspaper article)
"Eat More Chocolate, Win More Nobels" by Frederik Joelving (newspaper article)
"Dark Chocolate: A Bittersweet Pill to Take" by Mary Brophy Marcus (newspaper article)
"Can Chocolate Be Good for My Health?" by Katherine Zeratsky (argumentative text)
Excerpts from letters and historical documents from passengers on the *Titanic* (primary historical documents)

Examples of print and graphical features include but are not limited to:

In Unit 6C, The Chocolate Collection, the materials support the core texts with graphics, such as the images of *The Penthievre Family or The Cup of Chocolate* by-Jean Baptiste Charpentier, *Still Life with Chocolate and Strawberries* by Juan Bautista, and *Portrait Painted with Bosco Chocolate Syrup* by Vik Muniz.

Unit 6F, The *Titanic* Collection, features images of artifacts from the voyage including menus, journals, letters, and photographs. The unit also includes statistics about the *Titanic* passengers and images reflecting the class distinction among the passengers, such as profile pictures and glimpses into the interior of the ship.

Indicator II.3 Texts are appropriately challenging and are at an **appropriate level of complexity** to support students at their grade level.

Guidance for Texas Quality:

- Texts are accompanied by a text-complexity analysis provided by the publisher.
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.

Meets 4/4

The materials include texts appropriately complex for sixth-grade students. Within the materials, the ELA Resources tab provides information about text complexity. The publisher describes the “Path of text complexity” which includes quantitative measures (Lexile levels), qualitative measures, and reader/task measures. The materials use a “complexity index,” an aggregate of the three measures, to support placement of texts within appropriate grade bands. Each unit has an overview that provides the titles for each core text used in the unit, an introduction to the texts, and background and context about the authors. Within the resources of the Teacher Resources menu there is a list of all the books in the Amplify Library along with their Lexile levels and genre.

Examples include but are not limited to:

Unit 6A, Dahl & Narrative, includes *Boy: Tales of Childhood* by Roald Dahl. The materials provide a complexity index of 4.5 for this unit.

Unit 6B, Mysteries & Investigations, includes *Fever 1793* by Laurie Halse and “The Speckled Band” by Sir Arthur Conan Doyle. The materials provide a complexity index of 6 for this unit.

Unit 6C, The Chocolate Collection, features scientific and informational texts about the history of chocolate. The materials provide a complexity index of 6.75 for this unit.

Unit 6D, The Greeks, contains traditional myths, such as *Prometheus* and *the Cyclops*. The materials provide a complexity index of 6.5 for this unit.

Unit 6E, *The Summer of Mariposas*, includes the novel *The Summer of Mariposas* by Guadalupe Garcia McCall. The materials provide a complexity index of 6.5 for this unit.

Unit 6F, The *Titanic* Collection, includes a collection of letters, articles, and images from historical documents and archives about the *Titanic*. The materials provide a complexity index of 7.5 for this unit.

Indicator III.a.1 Materials contain questions and tasks that support students in **analyzing and integrating knowledge, ideas, themes, and connections within and across texts.**

Guidance for Texas Quality:

- Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS.
- Questions and tasks require students to
 - make connections to personal experiences, other texts, and the world around them and
 - identify and discuss important big ideas, themes, and details.

Meets 4/4

The materials require students to use text evidence to support answers, claims, and inferences. Students make personal connections to texts and gradually move to connecting multiple texts across genres. The questions and tasks target complex elements of the text, such as character traits, big ideas, themes, and making connections. The materials also require students to use text-specific evidence to support a claim or make a logical inference about the text. In addition, the materials integrate standards throughout each lesson and support applications of learning in contexts outside the classroom.

Examples include but are not limited to:

In Unit 6A, Dahl & Narrative, students make personal judgements about the text, noticing favorite passages and describing and sharing details that grabbed their attention in the mentor text, a memoir titled *Boy* by Roald Dahl. This notice-and-reflect-then-share routine is used throughout lessons to help build student confidence in noticing big ideas and relevant connections throughout a variety of texts. Students are prompted to consider vivid experiences in their own lives, enhancing students' understanding of a memoir text as they plot the experiences of the author in similar fashion. The materials then ask students to use close reading strategies and selective highlighting to form a claim about the memories Dahl chooses to write about and to support their claims with evidence from the "Author's Note" preface to the text.

Unit 6B, Mysteries & Investigations, supports students' understanding of texts. In one lesson, students develop a theory of whether they think the narrator of the mystery text "The Case of the Red-Headed League" by Sir Arthur Conan Doyle is guilty of just a prank or of a crime. Students utilize their theory as they analyze and qualify the actions and events in the text, allowing the students to make inferences, set a purpose for reading, and form natural questions of the text. Students use the selective highlighting feature of the platform to identify textual support for their inferences. The platform then offers an interactive, real-time poll feature, allowing students to see how their inferences relate to the thinking of their peers as they ultimately make their guess as to "What do you think is really going on?" Students are prompted to make complex inferences in their Detective's Notebook, sequence key, suspicious details and "evidence" in the mystery, and then evaluate the details and explain their theories in their responses.

Unit 6E, *The Summer of Mariposas*, supports students as they draw conclusions and make complex inferences about characters with the support of specific details and evidence from the text. Students analyze the problem-and-solution organization of the text and use the thoughts and actions of the characters to infer “first impression” character traits of the Garza sisters in *The Summer of Mariposas* by Guadalupe Garcia McCall. Students then use the drag-and-drop capabilities of the platform to provide textual support for their conclusions. Students also make a personal connection and use text evidence in response to: “Which character trait do you think will be important as the sisters begin this adventure? Explain your answer using text details and your understanding of her character traits.” Near the end of the unit, students compare and contrast excerpts of the texts *The Summer of Mariposas* Chapter 14 and the *Odyssey* Book 9 *The Cyclops* and respond to the question “What is one key way in which Odilia compares to or contrasts with Odysseus during each character’s encounter with a monster?”

Unit 6F, *The Titanic* Collection, Sub-Unit 3, Lesson 3 prompts students to analyze, make inferences, and respond to a series of pictures, letters, texts, and questions. Students make connections and work to integrate the ideas and themes presented in the collection, deepening their understanding of the primary text, the historical event, and the collection of texts as a whole. Students respond to prompts like: “Who are the people on the deck of the ship? How are they dressed? What is the focus of the painting? List 5 words to describe the scene depicted. Imagine what a cruise might be like today. Describe the differences and the similarities.”

Indicator III.a.2 Materials contain questions and tasks that require students to **analyze the language, key ideas, details, craft, and structure of individual texts.**

Guidance for Texas Quality:

- Questions and tasks support students’ analysis of the literary/textual elements of texts by asking students to:
 - analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
 - compare and contrast the stated or implied purposes of different authors’ writing on the same topic;
 - analyze the author’s choices and how they influence and communicate meaning (in single and across a variety of texts); and
 - ask students to study the language within texts to support their understanding.

Meets 4/4

The materials contain questions and tasks designed to support analysis of the literary and textual elements of a text. They contain a variety of tasks and questions where students can analyze the language, key ideas, details, and craft and structure of individual texts. Students make inferences about the author’s purpose and craft and analyze literary choices to understand the text. In addition, students examine identical themes across different texts to compare and contrast author’s choices. Students also study the author’s word choice to describe characters and determine the motivations for their actions.

Examples include but are not limited to:

In Unit 6A, Dahl & Narrative, students analyze Chapter 3 from *Boy: Tales from Childhood* by Roald Dahl. Students are prompted to highlight vivid imagery and draw conclusions from the text in order to make assertions about key ideas: “Highlight two details that gave you a vivid picture of the candy,” and “Overall the candy sounds [fill in the blank with “appealing” or “repulsive”].” The questions also require students to understand the author’s choice: “What grabs Dahl’s attention about this character? What types of details does he choose to use to describe her?” The materials utilize Dahl’s writing as a mentor text for students to think about author’s craft and choice, and, in turn, the meaning revealed through those choices, leading students through the unspoken messages of the text.

In Unit 6B, Mysteries & Investigations, students read and select vivid details in the opening paragraphs of a text to identify the author’s technique and explain what idea the details convey. Students analyze how the author introduces yellow fever and uses details to elaborate on and illustrate the nature of the disease. They examine the author’s choice of words when describing Dr. Walter Reed: “How does the author introduce and describe Dr. Walter Reed? Does he seem like a hero who is ready to defeat the “monster,” yellow fever? Use two details to support your position.” Students also consider examples of “suspicion” across two texts and use text evidence to support the ways the authors raise the reader’s suspicion: “Sometimes authors provide subtle clues in a story that could be used to raise the reader’s suspicion. Explain how both authors provide those clues to the reader. Use evidence from both ‘The Red-Headed League’ and ‘A Mysterious Visit’ to support your ideas.” This task demonstrates

the author's implied purpose and compares two different author's use of subtle clues within the genre of mystery.

In Unit 6E, *The Summer of Mariposas*, students analyze indirect characterization as they read and make inferences about one of the characters: "Students will make inferences about one sister's character, based on her speech, thoughts, and actions." Within this task, students must analyze the author's word choice in developing the character, using text evidence to support a logical inference about the personality of a variety of characters. The task requires the following: "Which sister would you match to each of the first impressions below? Sisters: Odilia, Juanita, Delia, Velia, Pita, none. Copy and paste a piece of textual evidence for each one. This sister seems cautious. This sister seems impulsive (acts without thinking)." Students also examine the Odyssey and a contemporary version of the Odyssey, *The Summer of Mariposas* to compare and contrast the ways the authors introduce elements of the plot, "What is one key way in which Odilia compares to or contrasts with Odysseus during each character's encounter with a monster?"

Note, the materials do not provide an opportunity to analyze how playwrights develop characters through dialogue and staging.

Indicator III.a.3 Materials include a cohesive, year-long plan for students to interact with and build key **academic vocabulary** in and across texts.

Guidance for Texas Quality:

- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Meets 4/4

The materials include a cohesive, year-long plan for academic vocabulary instruction. The platform uses a variety of tools and techniques to make the building of vocabulary and vocabulary instruction engaging, individualized, and relevant via the Reveal words, the Vocabulary App, as well as the videos and GIFs incorporated in and out of the context of primary reading lessons. Each unit contains a vocabulary activity as a part of daily lessons and instruction. Students practice their understanding of academic vocabulary and build key academic vocabulary both within and across texts.

Examples include but are not limited to:

In the materials, students practice vocabulary skills in three main ways: Reveal words, the Vocab App, and videos or GIFs. The materials contain resources that educators can use to teach vocabulary terms during small- and whole-group instruction. The resources target speaking, listening, reading, and writing to help students learn vocabulary terms. In addition, teachers can access Vocabulary Word Walls organized by grade and unit and vocabulary and idiom videos organized by grade and unit.

Within the Amplify ELA Resources, the section Vocabulary Work with “Words to Use” provides educators with the platform’s guidance for using the academic vocabulary within each unit and suggests activities that provide for increasing autonomy of student work with classroom vocabulary routines, mentioning whole-group and paired instruction routines. Each routine includes steps educators can implement when they teach vocabulary words. Opportunities for students to apply vocabulary words within contexts are included in the routines. For example, students can either read a vocabulary word in a sentence or use a vocabulary word to write a sentence. The PDF “Vocab App Teacher’s Guide” gives the platform’s guidance for using the Vocabulary App located in the sidebar menu. The lessons in the app include activities such as finding synonyms and antonyms, word match, dictionary skills, multiple meaning words, analogies, root words, and morphology. Teachers are encouraged to use words students encounter in class, use words in their writing, use words in discussions, and utilize a word wall. Students have access to vocabulary videos that can be used to promote the development of vocabulary knowledge.

The materials feature an eReader component that includes a Reveal tool. Students build Tier 2 vocabulary by using the Reveal tool to see a contextual definition of a word highlighted within a text. When students click on a word, a contextual definition is provided, allowing students to understand how the word is used in that specific passage to quickly continue reading. The number of dots over

each Reveal word indicates the difficulty of the word, which 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? Is this a word that students may encounter in texts across content areas? Has research shown that the majority of students at this grade level are unfamiliar with this word?” The eReader keeps track of which words students have revealed, and students can easily access their specific list of words in a personal glossary within the Amplify Library.

The Vocab App (located on the left sidebar) is a self-guided and adaptive way to learn new vocabulary. It introduces students to words that are integral to understanding the texts and key concepts in each unit. Students receive a new set of approximately six words each time they open the Vocab App in a new lesson (two text-sourced words common across all levels, two academic words common across all levels, and one to two words unique to the student’s level that is set by the teacher). Students also view videos and GIFs in order to learn vocabulary words by answering questions to further their understanding of words that appear in videos and in GIFs. In general, materials instruct students to spend the first five minutes of class working with vocabulary.

Teachers can access “Vocabulary Word Lists by Unit” which contains word lists that are differentiated by the categories “At and Across Grade Level,” “Above Grade Level,” and “Below Grade Level.” The platform includes a layout of vocabulary words for each unit that can be filtered by difficulty. For instance, educators can access a document that lists vocabulary words that are above grade level. Each list contains the source (text or story) where the words are used, a Reveal word, the word’s part of speech, and a contextual sentence that includes each word. The lists can be used to support vocabulary development with learners.

In Unit 6A, Dahl & Narrative, while studying “classroom principles,” students learn the word “respect.” Students are asked to list songs titles that include the word “respect,” explain why famous song titles may use the word and explain the meaning of the word. With this activity, students are able to access prior knowledge and analyze the context to determine the meaning of the word “respect.” Students also build their vocabulary knowledge and apply words in appropriate contexts using vocabulary media. In some lessons, students watch a short vocabulary video or animated GIF, and then answer two multiple-choice questions about the content. These videos and GIFs illustrate the contextual definition of a given Reveal word, and then provide multiple examples of that word used in context.

Unit 6B, Mysteries & Investigations, uses the Vocab App for a lesson called “Roots Exist” and focuses on Greek and Latin roots. Suggestions are made for educators to promote vocabulary development by having students read lists, use context to promote the acquisition of vocabulary words, use visual supports, and expose students to definitions aligned with vocabulary words. Guidance is provided for teachers to promote vocabulary by having students observe photos, discuss images they have seen, and use sentence starts to scaffold a discussion related to topics that include vocabulary words.

Indicator III.a.4 Materials include a clearly defined plan to support and hold students accountable as they engage in **independent reading**.

Guidance for Texas Quality:

- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Meets 1/1

The materials include a clear plan for students to engage in independent reading. The Teacher’s Guide embeds suggested reading within units of study, and sidebar applications support students with self-selected independent reading goals. The materials also provide teachers with support for students in selecting texts by offering book recommendations for diverse learners at varied levels with differing interests, available as part of the Amplify Library of reading materials or in most school or public libraries. Through gamification and self-assessment logs, students are held accountable for their reading progress and success.

Examples include but are not limited to:

The Teacher Program Guide supports teachers in creating independent readers by offering tips to connect students with independent reading suggestions and motivations. The guide suggests teachers encourage students to plan for their reading by interest, Lexile, or genre, all searchable in the library of materials provided by the publisher.

On the sixth-grade homepage under the Tools heading, the library link connects students to a library of reading materials where they can self-select and save items they are interested in reading.

Students record what they are reading independently, the amount of time they have read, and the distractions they encountered, on tools such as an independent reading worksheet.

In Unit 6C, *The Chocolate Collection*, a list of website links is provided for further study on topics from the lesson. The text materials also provide suggestions for students to plan for topics and texts they want to read about or study independently.

In Unit 6E, *The Summer of Mariposas*, the materials provide suggestions of texts students can read outside of the assigned readings, including connected novels, such as *One Crazy Summer* by Rita Williams-Garcia.

Indicator III.b.1 Materials provide support for students to develop **composition skills** across multiple text types for a variety of purposes and audiences.

Guidance for Texas Quality:

- Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes.
- Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues.
- Materials provide students opportunities to write correspondence in a professional or friendly structure.

Meets 4/4

The materials provide support for students to develop composition skills across text types, purposes, and audiences. Students write a variety of literary, informational, and argumentative texts. The materials provide example texts to read within each genre as well as opportunities to compose narratives to express personal feelings, beliefs, and ideas. Opportunities to write poetry are not evident in any unit.

Examples include but are not limited to:

In Unit 6A, Dahl & Narrative, students write personal narratives. Students observe photos related to school life; specifically, cafeteria photos. Students describe three observations about recent lunches in the cafeteria and then revisit one of the cafeteria photos and read a student sample including details about the event in the photo. Students revisit the original prompt and follow these directions: “1. Look at your list of moments you noticed during lunch. 2. Choose one moment on your list that you can describe with precise details.”

In Unit 6C, The Chocolate Collection, students write in a variety of genres, including argumentative: “You will write an argumentative essay stating your claim that chocolate equals happiness or it does not. Be sure to identify at least two sources you can use in your work. As you conduct your research in both the Collection and on the Internet, be sure to look for relevant facts, concrete details, and clear evidence to support your claim;” correspondence: “Write your own argumentative letter informing a local candy store owner about issues involved in chocolate production. 1. Be sure your letter includes a claim and at least two pieces of evidence to support the claim. Use at least two key vocabulary words in your letter: child labor, means of production, fair trade, means of survival, forced labor, minimum price. 2. Your letter should also include the change or action you would like your audience (a local candy store owner) to take. Use your pre-writing outline to guide your response;” and informative: “Chocolate and slavery? When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.”

In Unit 6F, The *Titanic* Collection, students write an argumentative essay: “Research a list of several parties involved in the tragedy. Some options include the *Titanic*’s Captain Smith, the telegraph officers, the *Titanic*’s lookouts, the captain of the *Carpathia*, and the White Star Line’s owners and shipbuilders. Research sources in the Collection and on the Internet to collect evidence and prove your case. Write an argumentative essay identifying the guilty party and include two pieces of evidence proving their guilt. Be sure to include a list of the resources you used in your research.” Students also write a correspondence essay: “In character, write a letter to a friend or family member at home. Date the letter April 14, 1912. Describe your experiences aboard the *Titanic*. Use the information you’ve noted in your Passenger Profile to help craft your response. Your letter should include at least one fact from each of the documents.”

Indicator III.b.2 Most written tasks require students to **use clear and concise information and well-defended text-supported claims** to demonstrate the knowledge gained through analysis and synthesis of texts.

Guidance for Texas Quality:

- Materials provide opportunities for students to use evidence from texts to support their opinions and claims.
- Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.

Meets 4/4

Written tasks throughout the materials require students to use clear and concise information and well-defended, text-supported claims to demonstrate the knowledge gained through the analysis and synthesis of texts. The materials provide opportunities for students to respond to questions and to justify their responses with evidence from the text(s).

Examples include but are not limited to:

In Unit 6A, *Dahl & Narrative*, students use textual evidence to support the author’s claim: “Dahl says earlier in the chapter that Mrs. Pratchett was ‘a horror’ (24). Do you agree or disagree? Describe two or three details from the passage to develop your claim about Mrs. Pratchett.”

In Unit 6B, *Mysteries & Investigations*, students read several informational texts and identify important details from the texts to answer “What observations did the scientists make about the prisoner who died of yellow fever at Pinar del Rio? What did the team learn from this new evidence?” Additionally, students use their writing to demonstrate what they have learned from a text; for example: “Write about two details: 1. Pick one detail and describe how it turns out to be a useful clue for Holmes. 2. Pick another detail that you or someone else once thought might be important but turns out not to be. Then explain why it seemed important and how it was shown not to be.”

In Unit 6E, *The Summer of Mariposas*, to gauge students’ understanding of the text, they answer questions such as: “Choose either Odilia or the sister you just profiled using the notes in your Amplify Library. Which character trait do you think will be important as the sisters begin this adventure? Explain your answer using text details and your understanding of her character traits.” Students then write about their analysis of the evolution of the sisters’ relationship: “The Garza sisters’ motto is: “*cinco hermanitas, together forever, no matter what!*” Do the sisters become more united during their journey or not? Use details from earlier and later in the story to support your claim.” Students connect their understanding across texts when they respond in writing to questions such as “What is one key way in which Odilia compares or contrasts with Odysseus during each character’s encounter with a monster?”

Indicator III.b.3 Over the course of the year, **composition convention skills are applied in increasingly complex contexts**, with opportunities for students to publish their writing.

Guidance for Texas Quality:

- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context, and materials provide editing practice in students' own writing as the year continues.

Meets 4/4

The materials include opportunities for students to write, edit, and revise texts in increasingly complex ways. Grammar, usage, and mechanics are taught throughout the units. The resources contain assignments for students to apply conventions within their writing and assignments requiring learners to identify the correct use of writing conventions. Answer keys are provided for educators to verify students' mastery of skills. The Grammar unit follows a pacing guide providing systematic instruction that applies to increasingly rigorous texts and student writing throughout the year. Opportunities to practice grammar are abundant across the program. In addition, students' writing can be saved within the online platform to allow students to return to their writing for study and revision. The materials include essay rubrics, sample essays, essay-planning graphic organizers, sentence starters, relevant related texts, and lessons on finding evidence, writing claims, citing and punctuating dialogue, and revision techniques.

Examples include but are not limited to:

The Amplify Resources provide the documents "Grammar" and "Grammar Instruction and Pacing" within each grade level. Both documents provide a breakdown of the pacing used to teach grammar and writing for each unit by including lesson activities, progressive language standards, and a description of each lesson. The "Grammar" document also includes a rubric which can be used to score essays. The materials include three "Mastering Lessons" conventions resources that can be used to introduce students to grammar and writing skills. Students read texts about applying grammar skills, apply the skills they have learned, identify skills, and write sentences that include grammar and punctuation skills. The skills featured within the document start at the foundational level and increase in complexity. The document details opportunities for students to edit their writing throughout the year and the ways the materials teach grammar and writing skills.

The Grammar unit in each grade contains 35 lessons in seven sub-units that cover key grammar topics for the middle grades. Sub-units are paired around a given grammar topic; within each pair, one sub-unit covers foundational aspects of the topic and another provides both grade-level and stretch instruction about the topic. The activities in each lesson are largely self-guided so that students can move independently through the lessons. For example, students read examples and explanations of

how to use verb tenses in present and past forms. Students read several sentences and use a multiple-choice format to select the correct verb tense that should be included within each sentence. Students also read explanations of how to apply future verb tenses, examples of sentences that utilize the correct form of future tenses, and examples of sentences that do not correctly utilize future verb tenses. Students read sentences, select the tense verbs are in, and select the correct verb form to complete sentences. In a separate part of the sub-unit, students engage in activities to practice the use of commas, parentheses, dashes, and ellipses. Finally, students must find interesting sentences from their own writing and revise them. Students are asked to “2. Copy into the new writing space two sentences where you use a comma to indicate a pause or a break. 3. Rewrite both sentences in a different order and note how you need to change the punctuation.” Students also return to their own writing, reread their writing, underline two sentences that contain two (or more) verbs in each sentence, and rewrite each sentence using a different verb tense (past, present, or future) while maintaining the correct sequence of time between the actions. Students “find a recent writing activity that [is] most interesting (or your teacher will identify one for you). Copy into the new writing space two sentences where you use a comma to indicate a pause or a break. Rewrite both sentences in a different order and note how you need to change the punctuation.”

Each unit contains a sub-unit called “Write an Essay,” that uses all the steps in the writing process and includes essay rubrics, sample essays, essay-planning graphic organizers, sentence starters, relevant related texts, and lessons on finding evidence, writing claims, citing and punctuating dialogue, and revision techniques. For example, in the Materials section of Unit 6E, Sub-Unit 4, Lesson 1, there are PDF files titled “Grade 6 Essay Rubric,” “Essay Graphic Organizer,” “Evidence Chart,” and “Mariposas Essay Sentence Starters.”

In Unit 6A, Dahl & Narrative, students read a sample essay and explanations about the information needed within an introduction and body paragraphs. Students practice drafting an introduction with a claim, body paragraphs, and a conclusion. Students practice revising, editing, and creating a final published draft of their essays.

In Unit 6B, Mysteries & Investigations, students practice each step of the writing process. Students address the following: “Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?” Students are asked to plan for their essay by identifying two characteristics investigators have and writing the names of two investigators that have the characteristics they identified. Students review four texts within the Amplify Library and write evidence in a graphic organizer that is aligned with the characteristics and investigators they selected. Students read examples of a claim, read an explanation of a claim, and practice writing a claim for their introduction. Students begin with prompts and calendars to help them plan out their writing. In this lesson brief, students are instructed to use correct punctuation and spelling: “Correct any errors in spelling, punctuation, and grammar that you can find.”

In Unit 6C, The Chocolate Collection, students are asked to choose if they want to write an informational essay about the history of slavery used for the production of chocolate or an argumentative essay that supports the claim that chocolate does or does not equal happiness. The materials provide opportunities for students to plan, draft, revise, edit, and publish their essays.

Students write several possible leads to grab the reader’s attention and then choose their favorite version to write a full introduction. Students are able to practice drafting during the activity. Students gather evidence from at least two sources, draft an essay, revise the essay, edit the essay to create a final draft, and create a works cited list. During this process, students review the guidelines for the “Editing Process” and edit their essays. The guidelines include explanations for quoting information, citing sources, capitalizing words, and punctuating sentences.

In Unit 6F, The *Titanic* Collection, students review texts within The *Titanic* Collection and locate sources online that can be used to find information related to the essays they are going to write. Each student is given the choice to write either an argumentative essay or an informative essay. Students are asked to use a graphic organizer to write information about the sources they have selected and the evidence each source provides to support their main idea. Students can use the graphic organizer to plan the details they will include within their essays. The materials include an instructional guide with four questions students need to answer to determine if they have enough information to begin writing a draft. Students draft an essay, edit their writing, revise their drafts, publish a final draft, and create a works cited list.

Indicator III.c.1 Materials support students' **listening and speaking about texts.****Guidance for Texas Quality:**

- Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension.
- Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

Meets 4/4

The materials provide opportunities to listen to and talk about texts prior to and after reading. The materials include “response starters” to facilitate discussions and specific talking points to show students’ comprehension of texts. Most oral tasks require students to use information gathered through reading and to craft well-defended text-supported claims to demonstrate knowledge through culminating activities. Additionally, students participate in speaking and listening to engage in meaningful discourse by summarizing, asking questions, making comments as they demonstrate comprehension, and participating in the process of synthesizing and analyzing texts. Throughout the materials, lessons provide a variety of activities that promote speaking and listening through a balance of independent work, partner and team activities, and whole-group discussions over primary texts.

Examples include but are not limited to:

In Unit 6C, *The Chocolate Collection*, students review texts and images to collaborate with a partner and share ideas they have gleaned from their readings. Students are also asked to read four different texts: “Can Chocolate Be Good for My Health?” and “Eat More Chocolate, Win More Nobels?” from *Associated Press*; “Is It Fair to Eat Chocolate?” from *Skipping Stones*; and an excerpt from “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today*. Students then find text evidence to support the claim “Chocolate *should* be added to school lunch every day,” in preparation for a debate.

In Unit 6D, *The Greeks*, students read *The Cyclops* and highlight details as they analyze the text for foreshadowing and plot and discuss as a class. Students also participate in a teacher-led speaking-and-listening whole-class discussion with a structured framework for responses. This activity offers stems for student responses and prompts students to include textual details that allow them to demonstrate their comprehension of the class primary text poem “Arachne” by Ted Hughes.

In Unit 6E, *The Summer of Mariposas*, students discuss their ideas about butterflies with a partner. They describe what words or details they notice about the butterfly in the passage, note what they think the butterfly symbolizes, and explain the connection between the words or details used in the text. Later in the unit, “Students analyze the Pédrido family's and Garza sisters’ reactions to the return of the body and consider the theme of ‘finding family.’” Students must locate text evidence in pursuit of the theme. After reading an excerpt from Chapters 6-7 of *The Summer of Mariposas*, students work collaboratively in finding the theme of the text by completing tasks and answering questions.

Indicator III.c.2 Materials engage students in **productive teamwork and in student-led discussions**, in both formal and informal settings.

Guidance for Texas Quality:

- Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking.
- Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.

Meets 4/4

The materials engage students in productive teamwork and student-led discussions, in both formal and informal settings. The materials include Socratic seminars, debates, dramatic retellings, and skits. The materials provide guidance and opportunities for students to practice with grade-level protocols for discussion to express their own thinking. Additionally, the materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language. The materials provide sentence and discussion stems and guiding questions throughout lesson activities. Throughout the platform, students think and share in a variety of ways, including presenting and performing for peers and partners, for groups, and for the class.

Examples include but are not limited to:

In Unit 6A, Dahl & Narrative, students use a write-pair-share protocol to discuss written responses produced by classmates in response to a mentor text by Roald Dahl. Directions are provided for students to read their writing aloud and respond about details that were stated. Additional protocols are provided in the Teacher Support section. Educators are asked to discuss the details students used in their writing, call on students to share what they have written with the class, and have students share their ideas aloud. Students give their classmates feedback about a specific place in their writing that made an impact on them. These response starters are used in various forms throughout the rest of the units to facilitate focused, concise, and supported student feedback and discussion.

In Unit 6D, The Greeks, students create a retelling of Prometheus’s story. The retelling must be stated differently from the primary text using one of the following methods: “Tell the story from one character’s point of view using first-person perspective; Tell the story in a different order, starting with Prometheus being punished; Tell a version of the story in which Prometheus steals something other than fire to give to humans.” Students retell their version of the story and receive feedback from peers while engaging in student-led discussion. The students presenting their own writing ask for comments from their peers while students in the audience take notes using sentence starters provided by the teacher.

In Unit 6F, The *Titanic* Collection, students participate in a Socratic seminar, asking questions surrounding what they have read about the *Titanic*. Before students engage in the Socratic seminar, the teacher establishes routines and procedures including reminders to ask questions and take notes.

This instructional practice may be used as a method for focusing student research and as an opportunity to view the problem of the Titanic from various perspectives. Students also extend their writing in this unit with a formal presentation of the ideas they have learned and written about from The Titanic Collection. Students are asked to present their ideas to the class. An instructional guide is provided to help teachers suggest reminders to students for speaking and listening aspects of the activity. Teachers can ask the audience, “What ideas or themes did you learn about through their presentation?” to facilitate the understanding of information.

Indicator III.d.1 Materials engage students in both **short-term and sustained recursive inquiry** processes to confront and analyze various aspects of a topic using relevant sources.

Guidance for Texas Quality:

- Materials support identification and summary of high-quality primary and secondary sources.
- Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.

Meets 4/4

The materials provide multiple opportunities for both formal and informal research tasks throughout the platform. The research varies from short-term to long-term, provides for student choice, and is built into the natural flow of inquiry and summary within the units. Throughout the units, tasks require students to support responses with evidence from text and/or research. Students learn to identify appropriate evidence to support a claim and collaborate in organizing details for research. Students use guiding questions and outlines for argumentative writing to organize their research. The materials also support student analysis and synthesis of primary sources, including evaluating information as fact or opinion and identifying credible sources.

Examples include but are not limited to:

In Unit 6B, *Mysteries & Investigations*, students are introduced to primary and secondary sources via the informational texts selected to teach about yellow fever; however, materials do not specifically state the type of source.

In Unit 6C, *The Chocolate Collection*, students are provided with primary and secondary documents, and the activities foster independent research. Materials note, “In this unit, students explore primary documents and conduct independent research to better understand the strange and wonderful range of roles that chocolate has played in cultures around the world throughout its long history.” Students continue to practice assessing the credibility of sources at the beginning of the unit; “...students learn how to determine if a source is reliable and understand the ethical uses of information.” Students are able to assess website credibility with partner, discuss key points, and think about questions to ponder. Students are given articles from *Time Magazine*, a middle school newspaper, and a blog and asked to evaluate source credibility.

Students assess the credibility of sources for research by using a prompt with seven questions that asks them to consider points when they discuss the credibility with their peers. For example, students are asked when the source was updated, when the source was written, who the author is, and if the author is an expert on the topic they are writing about. Students then learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in

order to avoid plagiarism. At the end of the unit, students create a research question and apply what they have learned about source credibility research to answer the question. Students end the unit with writing an essay that is either informational or argumentative by using research techniques learned in the unit.

In Unit 6F, The *Titanic* Collection, students encounter the challenges inherent in online research. They explore a hoax website, learn how to use sourcing criteria to determine whether or not the information on the website is reliable, and, more generally, how to identify a trustworthy source. Research is revisited in this unit, using the same information literacy tasks related to the credibility of sources and identification of primary and secondary sources. In the latter part of the unit, students are asked to research a list of several parties involved in the *Titanic* tragedy and “write an argumentative essay identifying the guilty party and include two pieces of evidence proving their guilt.” Students must include a list of resources. Students are taken through the research process and navigate through the writing process by making a claim, supporting the claim, writing an introduction, writing a body, writing concluding paragraphs, revising, and editing. Students support their arguments with researched-based evidence.

Indicator III.e.1 Materials contain **interconnected tasks** that build student knowledge and provide opportunities for increased independence.

Guidance for Texas Quality:

- Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.

Meets 4/4

Throughout the materials, high-quality, text-dependent questions and tasks help students build knowledge and skills in listening, speaking, reading, writing, and language. The Grammar unit includes opportunities for students to build and apply knowledge in writing, thinking, language, listening, and speaking. Text-dependent questions are integrated within a text and across multiple texts. Throughout the materials, students are presented with tasks that are interconnected and allow students the opportunity to apply knowledge and skills consistently throughout the materials. Furthermore, the tasks and questions within the units integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence. Students are introduced to a concept at the beginning of each unit; subsequent lessons are spiraled. Students engage in all tenets of the ELA curriculum: reading and analyzing the core text, speaking, and writing.

Examples include but are not limited to:

In Unit 6A, Dahl & Narrative, students are asked, “Think about the last time someone at home asked you, ‘What did you do today?’ or ‘What happened today at school?’” The questions are asked to help students describe events. Students look at a comic strip and discuss the actions that appear in the comic with their class. Students are then asked to illustrate a comic strip based on their own actions and provide a written description of one section of their comic strip using details. Students also analyze an excerpt from *The Great Mouse Plot* and answer relevant questions using text evidence. Students are asked to listen as the teacher reads the text, write a summary about what they read, and provide a written response about the amount of moments that occurred within the text they read. Students are asked, “Does this passage describe one moment or more than one moment?” The imagery moves to more organic imagery, such as emotions, as students must highlight text that represents the character’s feelings. Based on previous lessons and activities in the unit, students begin to revise writing to strengthen details. Students also write a play that includes imagery, dialogue, and stage directions.

Students then respond to the following questions after viewing skits: “How did each gesture help communicate this person’s feelings in that moment?” and “How do words and gestures contribute to our understanding of others’ thoughts and feelings?”

In Unit 6D, The Greeks, students examine several popular Greek myths about Prometheus, Odysseus, and Arachne. Students read through the texts and are presented with text-relevant questions. Students discuss whether or not Prometheus should have given fire to humans. Students analyze the role humans play in society as they read the myths of Odysseus and Arachne. The human experience can be examined across multiple texts in this unit. Students practice and continue to develop the close reading and writing routines they've been working on throughout the year. Students are asked to compose an essay in which they compare and comment on the theme of human pride using text evidence found within two myths they selected to read. Students read and answer text-based questions, discuss their ideas, and respond to a writing prompt designed to help them evaluate whether Arachne's punishment is fair.

Indicator III.e.2 Materials provide **spiraling and scaffolded practice**.**Guidance for Texas Quality:**

- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

Meets 4/4

The materials support distributed practice over the course of the year. The materials include scaffolds and practice at increasing levels of complexity. Students demonstrate integration of literacy skills, as information and activities spiral across the school year.

Examples include but are not limited to:

Within the Program Overview, the Path of Skill Development section states: “As students move from earlier units to later units within a single grade, they learn, practice, and gradually master reading and writing skills that grow increasingly sophisticated, and learn how to apply these skills on texts that grow increasingly complex. The Complexity Index includes a quantitative measure that indicates a text’s Lexile level, a qualitative measure regarding the background knowledge needed to comprehend a text, and a reader and task measure which indicates the rigor of reading-based activities. As the curriculum introduces more challenging tasks, like working independently to pull together an analysis of a whole novel, the units sometimes focus on texts with lower Lexiles. When the units challenge students to master sentences of great complexity and new vocabulary, the lesson activities pose carefully calibrated and scaffolded tasks.” In addition, the Scope and Sequence from the Program Overview notes: “Instruction first focuses on developing several key habits and skills that support the rigorous work with complex text. Reading habits and skills are taught and practiced in order to simultaneously build and strengthen writing habits and skills.” Students move from “Read and role-play dialogues” to “Observe how writers convey multifaceted characters and believable events.”

The design of a daily lesson is as follows: “Build Vocabulary (building vocabulary or teacher-student check-ins); Collaborate and Interpret (working with text out loud, working visually, working with text as theater, choosing the best evidence, or using the text as reference) Produce (writing for an authentic audience, revising, or debating); Prepare for Independent Work (share, discuss, and introduce solo); Independent Work (complete solo, read independently, play in the world of Lexica, create a video for Project Ed, or build more vocabulary with Vocab App).” This design allows for integration and spiraling of literacy skills throughout the year in a familiar pattern.

In Unit 6C, The Chocolate Collection, students are scaffolded through an Internet-heavy collection for information literacy. Students delve into understanding materials in the collection and debate ideas based on Internet research students collected. Students then write an argumentative essay where they connect the ideas as they consider the audience, claim, reasons, evidence, and action.

In Unit 6D, The Greeks, students compare Greek tales with the human experience. Students write an

essay describing if pride has had a negative effect on the three characters they previously read about. Students are asked to use text evidence to justify their claims. Students read a text and highlight information that describes or explains textual evidence and analyze how the details used within a text describe or explain information. Students then write two body paragraphs for an argumentative essay that include details used to support their claim.

In Unit 6E, *The Summer of Mariposas*, students are scaffolded through a novel. Students read and analyze a novel and write an essay about the text. Students undertake the idea of characterization and explore the novel's connection to Homer's *Odyssey*. Students follow the hero's journey as they analyze the novel and the characters.

In Unit 6F, *The Titanic Collection*, the activities are interconnected. Students are asked to answer questions about the progression of their essays and the type of support they need to complete them. Students write a body paragraph that includes textual evidence that supports their claim.

Unit 6G is the story-writing unit. Writing is scaffolded throughout the grade. In each unit, students are writing shorter pieces and then a larger essay. In Unit 6G, they use the full writing process to work through beginning story writing.

Indicator V.1 Materials include **supports for students who demonstrate proficiency above grade-level.**

Guidance for Texas Quality:

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills **above** that expected at the grade level.

Partially Meets 1/2

The materials provide some supports for students demonstrating above-grade-level proficiency. The materials signal an available differentiation strategy or activity to challenge students performing above grade level with an orange pentagon. These differentiation activities can be found in the printed Teacher’s Guide, in the Differentiation notes for the lesson, and in the Differentiation tab for each activity. These challenge opportunities include regular analytic writing that asks students to read a new text related to the lesson text and respond to writing prompts such as comparing the two texts or developing a claim from both texts.

Examples include but are not limited to:

In Unit 6A, Dahl & Narrative, the Teacher’s Guide provides a Differentiation section where teachers can find misconceptions struggling readers may have. The materials fail to provide suggestions for those demonstrating literacy skills above the grade level. For each lesson, teachers have access to a tool for providing differentiated instruction to those who demonstrate literacy skills above grade level in their lessons. Tasks under the “challenge” level require students to compare additional sections of text. In one lesson, the teacher provides a graphic aid depicting an example of focused and unfocused writing to students. Series of lesson briefs culminate in a writing activity where students must add precise details to their writing piece. Students “on track” are presumed to be already adding precise details and must independently identify areas where they can “focus further.”

In Unit 6B, Mysteries & Investigations, the core activity for students is to identify text evidence related to a question and explain how it can be used to answer the question. The above-level activity suggests students sequence the evidence they found from the least important to the most important information.

In Unit 6E, *The Summer of Mariposas*, the core activity asks students to reflect on previous comparisons they made about characters and justify why one character is more alluring than another character featured in a text. The above-level activity suggests students analyze how a character’s actions in a story impact his/her relationship with another character.

In Unit 6F, the materials provide two “challenge” argumentative writing prompts for students based on an additional text, “The Third-Class Passenger”: “What do you believe was the author’s intent for this report?” and “Do you believe the British Government’s account of the fate of the steerage passengers?” Both prompts require students to use evidence from the additional texts and those already addressed in class to support their claim.

Indicator V.2 Materials include **supports for students who perform below grade-level** to ensure they are meeting the grade level literacy standards.

Guidance for Texas Quality:

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills **below** that expected at the grade level.

Partially Meets 1/2

The materials provide supports for students demonstrating below-grade-level proficiency, such as sentence starters, differentiated writing prompts, and other scaffolding techniques. When the materials have a differentiation strategy or activity to differentiate for students performing below grade level, it is noted with a blue trapezoid (substantial), teal square (moderate), or a green triangle (light). These differentiation activities can be found in the printed Teacher’s Guide, in the Differentiation notes for the lesson, and in the Differentiation tab for each activity.

Examples include but are not limited to:

The materials include a Quick Reference Guide for Differentiation Levels. According to the guide, students who perform below grade level need significant scaffolding to read complex texts. Students may be provided with shorter texts to read, questions that require short responses, guiding questions, sentence starters, and a simple writing prompt. A Differentiation section is located within the Amplify Resources tab. Teachers are encouraged to use audio and video when providing instruction to students who perform below grade level. The text further instructs teachers to assign short texts for students to practice reading and presenting on the Flex Days.”

In Unit 6A, Dahl & Narrative, the differentiated support for students performing below grade level provides sentence starters to help students discuss ideas. For example, students can use the following sentence starter: “My favorite passage is...because....” In the lesson “Meeting the Monster,” students performing below grade level are asked to define the word “raged” and respond to questions using a multiple-choice option.

In Unit 6C, The Chocolate Collection, one of the core activities focuses on writing a strong counterargument for a debate. The differentiated activity for students performing below grade level provides sentence starters to write a counterargument and a closing statement.

In Unit 6D, The Greeks, supports are provided for students, such as wording questions differently and sentence starters. In one of the core activities, students are asked to read a text, make annotations, and answer questions. The differentiated activity for students performing below grade level includes a preview of the text and a fewer questions to answer.

In Unit 6E, *The Summer of Mariposas*, the materials provide an example of the Flex Day built into the

unit to incorporate authentic student support in regard to a variety of literacy skills. The teacher platform provides an Instructional Support guide to help teachers to prep for this differentiation.

Indicator V.3 Materials include **supports for English Learners (EL)** to meet grade-level learning expectations.

Guidance for Texas Quality:

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPs.
- Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input.
- Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development).
- Vocabulary is developed in the context of connected discourse.

Partially Meets 1/2

The materials provide some support for English Learners (EL), such as vocabulary and idiom videos, Vocabulary Word Walls, and an English Language Development Cause and Effect Graphic Organizer. The materials also include sentence frames, graphic aids, and Spanish translations but do not include study of cognates, bilingual dictionaries, or thesauri. Some EL-recommended supports within the materials are identical to the supports provided to students performing below grade level. The materials do not include supports commensurate with the various levels of English language proficiency as defined by the ELPs (beginning, intermediate, advanced, and advanced high); rather, the materials identify students' language proficiency as "emerging," "expanding," and "bridging."

Examples include but are not limited to:

The materials provide an English Language Development Conversation and Collaboration Outline. The outline contains language objectives for each of the sub-units and lessons within the materials. The materials do not include cognates lessons or games in the Vocabulary App; however, the app is adaptive and contains three streams (emerging, expanding, bridging) for EL students. The materials include Spanish-language versions for some of the required text selections within the units. In the Amplify Library, the teacher can find a glossary under the Reference section containing multi-language translations of important unit vocabulary. Scaffolds for English Learners are denoted by three different symbols: yellow circle for emerging, light blue square for expanding, and green triangle for bridging.

In Unit 6A, Dahl & Narrative, students can click on words in blue and view an easier synonym or an understandable phrase. For example, the phrase "ugly old woman" appears when the word "hag" is clicked.

In Unit 6B, Mysteries & Investigations, students use evidence from a text to justify if they would travel to a place where there was an outbreak of yellow fever or not. Sentence starters are provided for students to construct their responses. In the unit, teachers discuss the meaning of text quotes with the whole class or have students discuss them in pairs. It is suggested for EL students to be paired with an EL student who has a higher fluency level than they do or with a non-EL partner during discussions.

In Unit 6C, The Chocolate Collection, the Teacher’s Guide provides suggestions and tips for teacher implementation and scaffolds that pertain directly to ELs. For example, teachers are asked to explain the word “credible” to students and provide them with an opportunity to explore a website with another student. In the reading assessment, the teacher can toggle the audio to be on or off for EL students. Students are able to hear the computer read the questions and answer choices if needed.

In Unit 6D, The Greeks, the Differentiation section states English as a Second Language students may need more support to understand the vocabulary in parts of the text, yet the materials fail to provide instructions on how to provide such assistance. Students are provided with the same texts in both English and Spanish and students can read previews about Zeus vs. Prometheus. The texts are placed side-by-side within the materials. In this unit, sentences starters are provided to support students as they begin to write an essay.

In Unit 6E, *The Summer of Mariposas*, students develop a claim about McCall’s use of the butterfly symbol in the title of her book, *The Summer of Mariposas*. Sentence starters are provided to help EL students develop a claim.

In Unit 6F, The *Titanic* Collection, four versions of an excerpt from *Sinking of the Titanic, Most Appalling Ocean Horror* by Jay Henry are provided for differentiation proposes. An original, adapted, paraphrased, and Spanish version are available and should be assigned to students based on their needs. The materials suggest that teachers have EL students read the Spanish version and then the adapted version of the text before reading the original text.

Indicator VI.1 Materials include **assessment** and guidance for teachers and administrators to **monitor progress** including how to interpret and act on data yielded.

Guidance for Texas Quality:

- Formative and summative assessments are aligned in purpose, intended use, and TEKS emphasis.
- Assessments and scoring information provide sufficient guidance for interpreting and responding to student performance.
- Assessments are connected to the regular content to support student learning.

Partially Meets 1/2

The materials contain formative and summative assessments that are aligned with content; however, they do not contain any explicit references to the TEKS. These assessments and the functionality of the gradebook connect content and purposefully align to intended student learning and performance objectives. The gradebook and formative and summative assessments provide many options for connected, year-long ELA development of students across the middle school grades.

Examples include but are not limited to:

Amplify Resources contain a webinar recording titled “Assessments: The where, when, and how of assessment in Amplify ELA” that gives more information about assessments. The Unit Reading Assessments Guide in the Amplify Resources gives information about administering the assessment and reviewing and using the assessment data. In addition, the pacing guides demonstrate a plan and purpose for formative/summative assessments related to the literacy objectives and foundational skills throughout the units.

The materials include a variety of formative and summative assessments; some are scored by the interactive online features of the platform, affording students the opportunity for timely feedback on formative skills and tasks for both reading and writing. The solo activities at the summation of each lesson provide examples of this, providing platform-scored reading response that can inform students of progress and also provide assessment data that teachers can use in preparing for Flex Day instruction and for what the platform calls OTSCs (over-the-shoulder conferences).

The materials contain interim assessments designed to give teachers baseline data on students’ proficiency with reading and writing standards and to measure students’ progress with these standards over the course of the year. There are two reading and two writing interim assessments that teachers are encouraged to administer at the beginning of the year and prior to state assessments.

The summative assessments at the end of each unit of study provide students with a variety of question types and passages designed to collect data on growth and understanding of key skills and literacy concepts at the end of the unit’s instruction. Students do not get that data immediately. The interactive gradebook features collect that data for documenting growth and responding to the

individual skills of the student. Units and tests are genre-focused and centered on essential elements and skills of various genres.

In addition, within the Amplify Resources, teachers can find a rubric for writing that includes three categories: “Focus,” “Use of evidence,” and “Conventions.” To clarify these sections, teachers have access to definitions for the writing categories. Based on student performance on the assessment tools, students are placed in the following brackets: 4 Exceeds Expectations, 3 Proficient, 2 Developing Proficiency, 1 No Progress Toward Proficiency. Each of these brackets includes a short description of the characteristics of students that fall within these areas. In addition, within the Amplify Resources, teachers can find the “Student Works Collection and Rubric for Teacher” that contains exemplar essays demonstrating mastery, along with rubrics and a color-coded breakdown depicting the components of an effective composition.

In the Preparation section of Assessment Lesson briefs, teachers are walked through how to prepare students for the assessment, key terms and ideas that students will need to remember, and item types they will need to look for. It is suggested for educators to allot thirty minutes for students to answer multiple-choice questions and ten minutes for students to write constructed responses.

The materials contain a “Teacher Tip: Summative Reading Assessment” video that explains how to unlock and prepare for the reading assessment.

Indicator VI.2 Materials include **year-long plans and supports for teachers to identify needs of students and provide differentiated instruction** to meet the needs of a range of learners to ensure grade-level success.

Guidance for Texas Quality:

- Materials provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures. Plans are comprehensive and attend to differentiation to support students via many learning opportunities.
- Teacher edition materials include annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components.
- Annotations and ancillary materials provide support for student learning and assistance for teachers.

Meets 2/2

The materials include year-long plans and supports for teachers to identify the needs of students and provide differentiated instruction to meet the needs of a range of learners to ensure grade-level success. There are annotations within units, ancillary materials and resources, online and print resources, as well as a Help icon where teachers have access to the Amplify support team.

Examples include but are not limited to:

According to “Rigorous instruction for all students; Universal Design in Amplify ELA,” the materials support teachers as they establish routines and procedures that allow for lessons to serve the needs of all learners. The curriculum is structured to support students who are at different levels, enables educators to gain assessment data, and provides opportunities for educators to adjust instruction to meet the needs of their students. The materials offer students multiple ways of learning skills, demonstrating their understanding, and engaging with content included within lessons.

The ancillary materials in the Teacher Resources provide a variety of support for teachers and students in their guidance and overall approach to students’ learning and success. Two examples of this are the “Homeschool Connection” document and suggestions as well as the interdisciplinary study connections (“Content Knowledge and Interdisciplinary Skills”) for vocabulary and concept extension and connection between ELA and other disciplines.

Amplify’s interim assessments are designed to give teachers baseline data on students’ proficiency with reading and writing standards and to measure students’ progress with these standards over the course of the year. Two reading and two writing assessments are provided for each grade level. A suggested timeline for administering the assessments is provided within the materials.

Indicator VI.3 Materials include **implementation support for teachers and administrators.**

Guidance for Texas Quality:

- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include additional supports to help teachers implement the materials as intended.
- Materials include additional supports to help administrators support teachers in implementing the materials as intended.
- Materials include a school years' worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220-day schedules.

Partially Meets 1/2

The materials provide some implementation support for teachers. The materials do not include a TEKS-aligned scope and sequence, nor do they include administrator supports to help teachers implement the materials. The materials provide an abundance of resources for teachers and support personnel, but they lack a user-friendly structure. The resource materials include numerous occurrences of repeated ideas and information as well as inaccuracies in content for each grade level.

Examples include but are not limited to:

The materials include an ELA Navigational Tour in the Amplify Resources, which can be used to have educators navigate through different sections of the materials to become familiar with the content.

The resources include links to webinars designed to promote best practices.

The Tutorials section of the Amplify Resources contain PDF files of topics such as “Differentiation Teacher’s Guide” and “Strategies for Struggling Writers,” as well as videos and screencasts like “Start and End Class,” “Close Reading,” and “Supporting Struggling Readers” that lend additional support to teachers.

No clear evidence of support to assist administrators in supporting teachers was identified.

There is a lesson standard drop-down which contains the lesson and the standard that does not align to the TEKS.

The materials contain a Teacher’s Guide for each unit which includes an overview and a section on planning for the unit which includes differentiation.

The “Planning Your Year” document in the Amplify Resources includes “core” lessons for 180 days of instruction and a “Pacing and Flexibility” guide to extend or support learning. Materials do not contain a pacing guide for 220-day schedules. The lessons and units are carefully sequenced to build

knowledge and skills across the year and throughout the program.

Indicator VI.4 The visual design of the student edition (whether in print or digital) is **neither distracting nor chaotic**.

Guidance for Texas Quality:

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The visual design of the student edition is neither distracting nor chaotic. The visuals within the materials support student learning by providing a visual focus for each sub-unit and lesson. The student edition texts account for student needs in providing a variety of pictures, videos, illustrations, and graphics carefully organized for variety and clarity as well as interest and appeal to a broad range of students and their learning needs. Additionally, the consistent use of icons through the lessons that are simple and familiar promotes student learning. Information is presented in a logical order, progressing throughout each sub-unit and within each lesson. Information and visual elements featured on each page are minimal with only the necessary questions and directions. The amount of white space is appropriate, and it encourages students to remain focused on content. Space is given for students to engage with text by highlighting and/or responding to a question—typically one question per page. For students with needs to reduce distractions, the primary texts included in the various units of study and throughout the library of materials allow for individual adjustments to white space to be made and provide a layout that allows students to focus on intentional elements that promote key learning concepts.

Examples include but are not limited to:

The written texts in the Amplify Library materials include the ability to adjust font size according to student preference or need in order to affect white space to maximize student focus and avoid distraction.

In the close-reading work, throughout the units of study, within the student text, the simple design and neutral tones against the ample white backdrop are soothing, purposeful, and focused, and contribute to the focus on key learning concepts. The color scheme for the texts included in the student resources as well as the response boxes and instructional areas is white, contains very light gray neutral tones, and has muted pastels that make the text central, focused, and effective.

The “Exit Ticket” comprehension questions included within each unit provide a streamlined neutral aesthetic using drop-down menus for student answer choices, true and false buttons, or an interactive polling feature that keeps the student workspaces uncluttered. This contributes to the appropriate and effective use of white space throughout the student edition materials.

All units include a bright, clear, and colorful graphic that engages the students in the coming activities.

There are cartoon pictures indicating lessons and ideas students will come across in their learning. Each sub-unit focuses on a specific part of the initial welcome graphic to further guide student learning.

Pictures and graphics, including text fonts and features, support student engagement with illustrations and graphics that elicit humor or suspense and encourage students to make initial predictions about characters and situations prior to reading focus texts.

Indicator VI.5 If present, **technology** components included are appropriate for grade level students and provide support for learning.

Guidance for Texas Quality:

- Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Not scored

The technology present in the materials supports and enhances student learning. The format and graphics are consistent across materials. The color and layout of interactive features and close-reading responses effectively support student learning by maximizing engagement and focus through uncluttered and user-centered design. The consistency and relevancy allow the student to recognize the various components of the lesson.

Examples include but are not limited to:

Materials at this grade level, in totality, are in a digital platform with an option to print hard copies. The first unit contains assignments designed to acclimate the student to the publisher platform.

Within each lesson, a tab is provided at the top of the page that allows students to easily navigate through the various components. For example, under “Lesson Briefs,” students can navigate through tabs labeled “Vocabulary,” “Class,” and “Individual,” which are accompanied by icons such as the letter “v,” a light bulb, and a person icon.

The sidebar apps include interactive features carefully designed to be visually vibrant with bold colors and moving features that engage learners. For example, quest applications allow students to choose their own challenges. The self-selecting areas and features to unlock options make the apps engaging to students.

When students write essays, they use an online format. Students can also make adjustments to the texts using the following features: bold, italicize, underline, align, add bullets, undo, and redo.

When students interact with texts online, they can take notes and annotate texts by using online highlighting tools. The materials also utilize multiple-choice and short-answer questions which require highlighting of text evidence. The necessary components are given with drop-down arrows for further clarity and more information. This eliminates wordiness and clutter on the pages.

