

Grades 6–8

Curriculum Alignment to the Common Core State Standards

English Language Arts

An Alignment of Amplify ELA to the Common Core State Standards for English Language Arts

Guide for Reviewers

Please use the credentials provided by Amplify to access the content cited below and refer to the Navigation Guide to learn more about the structure of the curriculum and how to explore further.

Example

6B: 1.1, 3.2, **3.3**, **3.5**, 4.2, 4.3

6B = Grade 6, Unit B

3.2 = Sub-unit 3, Lesson 2

3.3 = Standard is a Focus Standard in this lesson

3.5 = Exemplar citation with link to curriculum

Reading Standards for Literature

Key Ideas and Details

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6B: **1.1**, 3.2, **3.3**, **3.5**, 4.2, **4.3**

6C: 3.3

6D: 1.1, 1.2, **2.1**, 2.2, 2.5, **2.6**, 3.1, 3.3, 4.2

6E: 1.1, 1.2, **1.3**, 1.6, 1.7, 1.8, 1.9, 1.12, 1.13, 1.16, 1.17, 2.1

Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1

RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6B: 3.5

6D: 1.1, **1.2**, **1.4**, 1.5, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1

6E: **1.1**, 1.2, **1.7**, 1.9, 1.17, 1.18, **1.19**

Poetry in America: 2.2, 3.2

Text Analysis Module: **Theme**

RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

6B: 1.1, 3.3, 3.4, **4.1**

6D: **2.3**, **2.5**, 2.6, **3.4**

6E: 1.3, 1.4, 1.8, 1.12, 1.13, **1.18**

Poetry in America: 3.1

Text Analysis Module: **Literary Elements**

Craft and Structure

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6B: 3.1

6D: 2.1, 2.3

6E: **1.6**, **1.17**, **1.19**

Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

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RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6B: 3.1, 3.2, 3.3, 3.4, 4.2, 4.3 6D: 2.2, 3.3 6E: 1.1, 1.4, 1.7, 1.8, 1.18, 1.19 Poetry in America: 1.2, 2.1, 2.2, 3.2
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	6B: 1.1 6D: 1.1, 1.3, 1.5, 2.3, 3.1, 3.2 6E: 1.2, 1.4 Poetry in America: 1.2, 3.1 Text Analysis Module: Narrative Point of View
Integration of Knowledge and Ideas	
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	6C: 3.3 6D: 1.3 6E: 1.12 Poetry in America: 2.1
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6C: 2.1 6D: 3.5 6E: 1.4, 1.9, 1.13, 1.16 6F: 2.2 Poetry in America: 3.2
Range of Reading and Level of Text Complexity	
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.	6B: 1.1, 3.1, 4.1 6C: 3.3 6D: 1.1, 2.1, 3.1 6E: 1.1 Text Analysis Module: Genre

Reading Standards for Informational Text	
Key Ideas and Details	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6A: 2.3, 2.5, 2.6 , 3.1 , 3.2 , 3.3, 3.6, 3.8, 3.9, 3.12, 4.1, 4.2, 4.3 6B: 2.1, 2.2, 2.3, 2.5, 2.6, 2.9, 2.10, 2.11, 2.13, 2.14 6C: 2.1 , 2.2 , 3.1, 3.2, 4.1, 4.2, 4.3, 5.3 6E: 1.11 6F: 2.1 , 2.2 , 2.3, 3.1, 3.2, 3.3, 4.1 , 4.2, 4.3, 5.3, 5.4, 5.5, 5.6
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6A: 3.1, 3.9 , 4.2 6B: 2.6 , 2.11 , 2.13 , 2.14 6E: 1.11 6F: 2.1 Text Analysis Module: Central Idea
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6A: 3.3, 3.6 , 3.12 6B: 2.1 , 2.2 , 2.5, 2.6, 2.7, 2.9 , 2.10, 2.11, 2.13, 2.15 6F: 2.1
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6A: 2.6 , 3.3 , 3.11 6B: 2.2 , 2.3, 2.5 6C: 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 6E: 1.11 6F: 2.2, 2.3, 4.3
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6A: 3.6 6B: 2.5, 2.6 , 2.7 , 2.10, 2.11, 2.14, 2.15 6F: 2.1, 2.2 Text Analysis Module: Structure
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6A: 3.1, 3.8 , 4.1 6B: 2.5 , 2.7 , 2.10 6C: 3.1 Text Analysis Module: Author's Perspective

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Integration of Knowledge and Ideas	
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6B: 2.1 , 2.7 , 2.11, 2.15, 3.1 6C: 2.1, 2.2, 3.1, 3.2, 5.1, 5.5, 5.6, 5.7 6E: 1.11 6F: 2.1, 2.2, 2.3 , 3.1, 3.3 , 4.2
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6B: 2.3 , 2.6 , 2.7 , 2.9, 2.10, 2.13, 2.14 6C: 3.2, 4.1 6F: 6.1
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6B: 2.10 6C: 2.2, 3.1, 3.2 6E: 1.11 6F: 3.1
Range of Reading and Level of Text Complexity	
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.	6A: 2.5, 3.1 6B: 2.1 , 2.15 6C: 2.1 6E: 1.11 6F: 2.1

Writing Standards	
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	6A: 3.2, <u>3.3</u> , 3.5, 3.9, 3.10, 3.12 , 4.2, 4.3, 4.4 6B: <u>2.1</u> , 2.2 , 2.5, 2.9, 3.1, 4.3 6C: 3.1, 3.2, <u>3.3</u> , 5.2 , 5.4, 5.5 6D: 1.3, 1.4, 2.6 , 3.2 , 3.4 , <u>4.1</u> , 4.2 , 4.4, 4.5 6E: 1.3, 1.8, 1.12 , 1.19 6F: 5.1, 5.2 , 5.4, 5.5
W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.	6A: <u>4.2</u> , <u>4.3</u> 6C: <u>5.3</u> 6D: <u>4.4</u> 6F: <u>5.3</u>
W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	6A: <u>3.5</u> , 4.1, <u>4.2</u> , 4.3 6C: 5.2, 5.3 6D: 3.2, <u>3.4</u> , 4.1, <u>4.2</u> 6F: 5.3
W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	6A: 4.2, <u>4.3</u> , <u>4.4</u> 6C: 5.2 6D: 4.2, <u>4.5</u> 6F: 4.2
W.6.1.D Establish and maintain a formal style.	6A: <u>4.4</u> 6C: 5.5 6D: 4.4, <u>4.5</u> 6F: 5.5
W.6.1.E Provide a concluding statement or section that follows from the argument presented.	6C: <u>5.4</u> 6D: <u>4.5</u> 6F: <u>5.4</u>
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6A: <u>3.11</u> 6B: 3.2, 3.5, <u>4.2</u> , <u>5.1</u> 6C: 2.1, 2.2, 5.2 , 5.3, 5.4, 5.5 6D: 2.2 6E: 1.9, 1.13 , 1.17, <u>2.1</u> , 2.2 6F: 2.1 , 2.2 , 2.3, 3.2, 5.1, 5.2, 5.4, 5.5

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W.6.2.A Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	6B: 5.1 , 5.2, 5.4 6C: 5.3 6E: 2.1 , 2.2, 2.4 6F: 5.3
W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6B: 5.1, 5.2, 5.3, 5.4 6C: 5.2, 5.3 6E: 2.1 , 2.4 6F: 5.3
W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.	6B: 5.5 6C: 5.2 6E: 2.5 6F: 4.2
W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	6B: 2.13 , 5.2 6E: 1.17 , 2.2 6F: 5.4
W.6.2.E Establish and maintain a formal style.	6B: 5.5 6C: 5.5 6D: 4.5 6E: 2.5 6F: 5.5
W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.	6B: 5.5 6C: 5.4 6D: 4.5 6E: 2.5 6F: 5.4
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6A: 2.1, 2.2 , 2.3, 2.5, 2.6 , 2.7, 2.8, 3.11 6B: 1.1, 2.10 6D: 1.5, 3.5 6F: 3.2, 5.7 Poetry in America: 1.2, 1.3
W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	6F: 3.2 6G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.10, 2.11, 2.14, 2.15, 2.16, 2.17, 3.20, 3.21

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W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6A: 2.4, 2.5 , 2.10 , 3.7 6G: 1.7, 1.8, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 3.20, 3.22 Poetry in America: 2.3, 3.3
W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6G: 1.8, 2.13, 2.14, 2.16, 2.18, 3.24 Mastering Conventions One: 1.7
W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6A: 2.1 , 2.2 , 2.3, 2.4 , 2.6, 2.8 , 2.10 6G: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.10, 2.11, 2.14, 2.15, 2.16, 2.19, 3.20, 3.21, 3.22, 3.23 Poetry in America: 1.2, 1.3, 2.3, 3.3
W.6.3.E Provide a conclusion that follows from the narrated experiences or events.	6G: 1.6, 2.16, 3.21
Production and Distribution of Writing	
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6A: 2.5 , 2.9 , 4.2, 4.4 6B: 4.2, 5.1 6C: 3.2 , 5.1, 5.4, 5.5, 5.6 6D: 4.1, 4.5 6E: 2.1 6F: 5.1, 5.4, 5.5, 5.6 6G: 1.2, 1.3, 1.4, 2.19, 3.21 Poetry in America: 1.3
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)	6A: 2.2, 2.3 , 2.7 , 2.9, 2.10, 3.10 , 4.2, 4.3 6B: 5.4 6C: 5.4 6D: 4.4 6E: 2.4 6F: 5.4 6G: 1.6, 2.11, 2.13, 2.14, 2.18, 2.19, 3.22, 3.23, 3.24

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W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6A: 2.4, 2.7, 3.12, 4.4 6B: 5.5 6C: 1.1, 1.2, 1.3, 5.5, 5.6, 5.7 6D: 4.5 6E: 2.5 6F: 1.1, 1.2, 1.3, 2.3, 5.5, 5.6, 5.7 6G: 3.24 Poetry in America: 3.3
Research to Build and Present Knowledge	
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6C: 2.3, 3.3, 4.2, 4.3, 5.1, 5.7 6F: 2.3, 3.3, 4.2, 4.3, 5.1, 5.7
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6C: 1.1, 1.2, 1.3, 2.3, 4.3, 5.1, 5.2, 5.6 6E: 1.14 6F: 1.1, 1.2, 1.3, 2.3, 4.2, 4.3, 5.1, 5.2, 5.6
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	6A: 4.2 6B: 2.2, 5.1, 5.2 6C: 2.3, 3.3, 4.2, 4.3, 5.1, 5.2, 5.3 6D: 1.3, 1.4, 4.1, 4.2, 4.3 6E: 1.14, 2.1, 2.4 6F: 2.2, 2.3, 3.3, 4.2, 4.3, 5.1, 5.2
W.6.9.A Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	6B: 3.2, 3.5 6D: 2.2, 2.6, 4.1 6E: 1.9

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W.6.9.B Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	6A: 3.3 6B: 2.6 , 2.9 , 2.13 6C: 2.1 6F: 2.3
Range of Writing	
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6A: 2.1, 2.2, 2.3 , 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4 6B: 1.1, 2.1, 2.2, 2.6, 2.9, 2.10, 2.11, 2.13 , 3.2, 3.5, 4.2, 5.1, 5.2, 5.4, 5.5 6C: 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 6D: 1.3 , 1.4, 1.5, 2.2, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5 6E: 1.3, 1.8, 1.9, 1.12, 1.13, 1.17, 2.1 , 2.2, 2.4, 2.5 6F: 1.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Poetry in America: 1.3

Speaking and Listening Standards	
Comprehension and Collaboration	
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	6A: 2.1, 2.4, 2.8, 2.9, 2.10, 3.6, 3.8 6B: 2.3 , 2.5 , 3.4, 4.1 6C: 1.2, 1.3, 3.1, 3.2, 4.1, 4.2 6D: 1.1 6E: 1.7, 1.19, 1.21 6F: 1.2, 1.3, 3.1, 3.2 , 3.3, 4.1, 4.2 Poetry in America: 1.1, 1.2, 2.2, 3.1, 3.2
SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	6A: 2.9, 3.1, 3.6, 3.8 6B: 2.3, 2.5, 2.7, 2.11, 2.14, 2.15, 3.1, 3.3, 3.4, 4.1, 4.3 6C: 1.1, 1.3, 2.2, 4.1, 4.2 6D: 1.1, 1.2, 2.1, 2.3, 2.5, 3.1 6E: 1.1, 1.2, 1.4, 1.6, 1.7 , 1.11, 1.16, 1.19 6F: 1.1, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2

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SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	6A: 2.4, <u>2.5</u> , 2.9 6D: 1.2 6F: 4.1, 4.2 6G: 1.1, 1.2, 1.3, 1.4, 1.9, 2.10, 3.23, 3.24
SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6A: <u>2.3</u> , <u>4.1</u> 6F: <u>4.1</u> , <u>4.2</u> , 5.2 6G: 1.1, 1.2, 1.3, 1.4, 1.9, 2.10, 3.23, 3.24 Poetry in America: 2.2
SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6A: 2.2, 2.4 6C: <u>3.1</u> 6D: 3.1 6E: <u>1.19</u>
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6A: <u>2.9</u> 6C: 1.3 6D: 1.3 6F: 1.3, <u>3.1</u> , <u>3.2</u> , <u>3.3</u> Poetry in America: 1.2, 1.3, 3.1, 3.2
SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6B: <u>2.3</u> , 2.14, 4.2 6C: <u>3.2</u> , <u>4.2</u> , <u>5.8</u>
Presentation of Knowledge and Ideas	
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6C: <u>5.8</u> 6D: <u>1.3</u> 6F: <u>5.7</u> , <u>5.8</u>
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6C: <u>5.7</u> , <u>5.8</u> 6E: 1.14, 1.16 6F: <u>5.7</u> , <u>5.8</u>

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SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	6A: 2.2 , 2.5 6C: 5.5 , 5.7, 5.8 6F: 5.6 , 5.7, 5.8 Poetry in America: 2.3
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Language Standards	
Conventions of Standard English Note: Amplify's grammar resources—the digital grammar unit and the Mastering Conventions PDF resources—contain teaching and practice materials to support the conventions standards for grades 6–8. Teachers use Amplify's Grammar Pacing Guide to best determine how to integrate these lessons into each grade to ensure effective standards instruction. (Note: A standard listing for the standards associated with the Mastering Conventions PDFs is available separately.)	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6A: 3.4 , 4.4 6B: 5.5 6C: 5.5 6D: 4.5 6E: 2.5 6F: 5.5 Writing Module: Conventions Mastering Conventions One: 1.5
L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	Grammar: 3.1, 3.2 , 3.3 , 3.4 Mastering Conventions One: 3.16 Mastering Conventions Two: 5.17
L.6.1.B Use intensive pronouns (e.g., myself, ourselves).	Grammar: 3.5 Mastering Conventions Two: 5.19
L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.	Grammar: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1 , 4.2, 4.5 Mastering Conventions One: 1.5, 3.16 Mastering Conventions Two: 5.17, 5.18, 5.19
L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Grammar: 3.2, 3.3, 3.5, 4.1, 4.3 , 4.4, 4.5 Mastering Conventions One: 3.16
L.6.1.E Recognize variations from standard English in their own and others' writing and speaking,	6G: 2.12, 2.17 Grammar: 2.4, 2.8, 4.3, 4.4, 4.5 , 5.4, 6.4 Mastering Conventions One: 5.25, 5.26

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and identify and use strategies to improve expression in conventional language.	Mastering Conventions Two: 7.24, 7.25 Mastering Conventions Three: 5.18, 5.19
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6A: 3.10, 3.4, 3.7, 4.4 6B: 5.5 6C: 5.5 6D: 4.5 6E: 2.5 6F: 5.5 6G: 2.12, 2.17 Grammar: 7.1, 7.2 Mastering Conventions Two: 6.21
L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Grammar: 7.1
L.6.2.B Spell correctly.	6A: 4.4 6B: 5.5 6C: 5.5 6D: 4.5 6E: 2.5 6F: 5.5 Mastering Conventions Four
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6A: 3.4 , 4.4 6B: 2.14, 5.5 6C: 4.2, 5.5 6D: 4.5 6E: 1.7, 1.19, 2.5 6F: 4.2, 5.5 Poetry in America: 1.3, 2.3, 3.3
L.6.3.A Vary sentence patterns for meaning, reader/ listener interest, and style.	6G: 1.4, 1.5, 1.9, 2.11, 2.19, 3.22 Grammar: 2.8, 4.3 , 5.4, 6.2, 6.3, 6.4
L.6.3.B Maintain consistency in style and tone.	6B: 2.10 , 5.5 6F: 5.7 6G: 1.5 Grammar: 5.4, 6.3, 6.4

Vocabulary Acquisition and Use Note: Students use the Vocab App to work with words from the unit texts, as well as key academic vocabulary. The app is adaptive, so words will vary according to each student's level of mastery. Regardless of level, students cycle through a range of vocabulary activities that support work across the vocabulary standards.	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 4.2, 4.3, 4.4 6B: 3.3, 4.3 6D: 4.4 Vocab App Activities: Narrative Multiple Choice , Roots Exist , Totally ReDictionary
L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6A: 3.11, 4.2 6B: 2.15 6C: 2.2 Vocab App Activities: Narrative Multiple Choice Vocabulary Module: Context Clues
L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Vocab App Activities: Roots Exist Vocabulary Module: Greek and Latin Roots, Prefixes and Suffixes
L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	6A: 2.2, 2.5, 3.1 6B: 1.1, 2.1, 2.15, 3.1, 4.1 6C: 2.1 6D: 1.1, 2.1, 3.1 6E: 1.1, 1.11 6F: 2.1 Vocab App Activities: Totally ReDictionary Vocabulary Module: Dictionary Skills
L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	6A: 2.5, 3.1, 4.3 6B: 1.1, 2.1, 2.15, 3.1, 4.1 6C: 2.1 6D: 1.1, 2.1, 3.1 6E: 1.1, 1.11, 2.1 Vocab App Activities: Totally ReDictionary Vocabulary Module: Dictionary Skills

Grade 6

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 4.3, 4.4 6B: 3.3, 4.3 6D: 4.4 Poetry in America: 1.1, 1.2, 1.3 Vocab App Activities: Two of a Kind, Extreme Weather Vacation Vocabulary Module: Figurative Language
L.6.5.A Interpret figures of speech (e.g., personification) in context.	6D: 3.1 6E: 1.11 Poetry in America: 2.2, 3.2
L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Vocab App Activities: Two of a Kind, Extreme Weather Vacation Vocabulary Module: Synonyms and Antonyms
L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	6B: 3.2 6D: 1.1 6E: 1.2 Vocab App Activities: Extreme Weather Vacation Vocabulary Module: Connotations and Denotations Poetry in America: 3.1
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 4.2, 4.3, 4.4 6B: 3.3, 4.3 6C: 3.2 6D: 4.4 Vocab App Activities: Extreme Weather Vacation, Narrative Multiple Choice, Roots Exist, Totally ReDictionary, Two of a Kind

An Alignment of Amplify ELA to the Common Core State Standards for English Language Arts

Guide for Reviewers

Please use the credentials provided by Amplify to access the content cited below and refer to the Navigation Guide to learn more about the structure of the curriculum and how to explore further.

Example

7B: 1.1, 3.2, 3.3, [3.5](#), 4.2, 4.3

7B = Grade 7, Unit B

3.2 = Sub-unit 3, Lesson 2

[3.5](#) = Exemplar citation with link to curriculum

Reading Standards for Literature

Key Ideas and Details

RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7B: [1.1](#), 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, [2.9](#), 2.11, 2.12, 2.13, 2.14, 2.15, 3.1, 4.4

7D: [1.1](#), 2.2, [2.5](#), 3.1, 3.2, 3.3, 3.5, 4.2, 5.2, 5.4

7F: 4.1

Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1

RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

7B: [1.4](#), 2.3, 2.14, [2.15](#)

7D: 1.3, [4.3](#)

Poetry in America: 1.1, 2.1, 3.2

Text Analysis Module: [Theme](#)

RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

7B: 1.1, 1.2, [1.3](#), 2.2, [2.3](#), 2.4, [2.6](#), 2.7, 2.11, 2.12, 3.1

7D: [3.1](#), 3.2, 3.3, 3.4, 4.2, 4.4, 4.5

Poetry in America: 3.1

Text Analysis Module: [Literary Elements](#)

RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

7B: [2.13](#), [3.1](#), 3.2

7D: 1.1, [1.2](#), 1.3, 2.1, [4.1](#), [4.2](#), 4.3

Poetry in America: 1.1, 1.2, 2.1, 3.1, 3.2

Grade 7

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7B: 2.1 7D: 2.4 7E: 3.1 Poetry in America: 1.2, 2.2, 3.2
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7B: 1.1, 1.2, 2.8, 2.11, 2.14 , 2.15 7D: 1.3, 2.2 , 2.3 , 2.4 , 3.1, 3.5 , 5.1, 5.2, 5.5 Poetry in America: 3.1 Text Analysis Module: Narrative Point of View
Integration of Knowledge and Ideas	
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7B: 2.1, 2.2 , 2.4 , 2.6, 2.8, 2.12, 2.14 7D: 2.1 , 3.2, 3.3 , 3.4, 4.4, 4.5
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7B: 2.2, 3.2 7F: 3.1 Poetry in America: 3.2
Range of Reading and Level of Text Complexity	
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Note: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.	7B: 1.1 , 2.1, 3.1 7D: 1.1, 1.2 , 2.1, 3.1 , 4.1 7F: 3.1 Poetry in America: 2.1 Text Analysis Module: Genre

Reading Standards for Informational Text	
Key Ideas and Details	
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7A: 3.1, 3.4 , 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12 7C: 1.1, 1.2, 1.4, 1.5 , 1.11, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 7E: 2.1, 2.2 , 3.3 , 4.1 , 4.2, 4.3, 5.2, 5.3, 5.5, 5.6 7F: 1.2, 2.1, 2.2, 2.3, 3.3, 4.1 , 4.3, 5.1, 5.2, 5.5, 5.6
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7A: 3.5 , 3.9, 3.12 7C: 1.1 , 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 , 1.11, 2.1, 2.3, 2.4 Text Analysis Module: Central Idea
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7A: 3.2, 3.3 7B: 3.2 7C: 1.2 , 1.3 , 1.5 , 1.9, 1.11 , 2.2, 2.3, 2.4 7E: 3.1 7F: 5.1
Craft and Structure	
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7A: 3.3 , 3.10 7C: 1.1 , 2.4 , 3.1 7E: 3.1, 4.3 7F: 2.1
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7A: 3.9 7C: 2.1 , 2.2 7F: 3.2 Text Analysis Module: Structure
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7A: 3.2 , 3.4, 3.5, 3.6 , 3.7 , 3.8 , 3.11 , 4.5 7B: 3.2 7C: 2.1, 3.1 7E: 3.1 7F: 2.2 Text Analysis Module: Author's Perspective

Integration of Knowledge and Ideas	
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7A: <u>3.1</u> , <u>3.3</u> , 4.5 7C: 3.3 7E: <u>2.3</u> 7F: 2.1, 2.3, 3.1, <u>3.3</u> , 4.1, 4.2
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7C: <u>1.4</u> , <u>1.7</u> , 1.8, 2.1, <u>2.2</u> , 2.3, 2.4, <u>3.3</u> 7F: 1.1, 2.1
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7C: <u>2.2</u> , <u>2.3</u> , 2.4, <u>3.1</u> , 4.1, 4.2, 4.4 7E: <u>2.1</u> 7F: 2.1
Range of Reading and Level of Text Complexity	
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Note: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.	7A: <u>3.1</u> 7B: <u>3.2</u> 7C: 1.1, 2.1, <u>3.1</u> 7E: 2.1 7F: <u>2.1</u>

Writing Standards	
Text Types and Purposes	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	7A: 3.7, 3.11, 4.5 7B: 1.4 7C: 1.4, 2.1 7D: 1.3, <u>2.3</u> , <u>3.5</u> , 5.1, 5.2, 5.3, 5.5 7E: 5.1, 5.2, 5.3, 5.4, 5.5 7F: 5.1, <u>5.2</u> , 5.3, 5.4, 5.5, 5.6

Grade 7

W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	7D: 2.6, 5.1 , 5.3 , 5.4 , 5.5 7E: 5.3 7F: 5.2 , 5.3 , 5.7
W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	7A: 3.1 7D: 2.4 , 5.1, 5.2 , 5.4 7E: 5.2 , 5.3 7F: 5.1 7G: 1.6
W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	7D: 5.3 , 5.5 7E: 5.5 7F: 5.5
W.7.1.D Establish and maintain a formal style.	7D: 5.5 7E: 5.5 7F: 5.5
W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.	7D: 2.6, 5.5 7E: 5.4 7F: 5.4
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7A: 3.4, 3.5, 3.8, 3.9, 4.1 , 4.2, 4.3 7B: 2.2 , 2.3 , 2.9 , 2.15 , 4.1 , 4.3, 4.4 7C: 1.11 , 3.1, 4.1 , 4.2, 4.4, 4.5 7D: 4.2 , 4.5 7E: 2.1 , 5.1, 5.2, 5.3, 5.4, 5.5 7F: 5.1, 5.2 , 5.3, 5.4, 5.5, 5.6
W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	7A: 4.3 7B: 4.4 7C: 4.3 , 4.4 7E: 5.3 7F: 5.2, 5.3 , 5.7
W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	7A: 4.1, 4.2 7B: 4.1 , 4.2 7C: 4.1 , 4.2 , 4.3 , 4.5 7D: 3.3 7E: 5.2 , 5.3 7F: 5.1

Grade 7

W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	7A: 4.4 7B: 4.3 , 4.5 7C: 4.5 7F: 5.5
W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	7B: 4.2 , 4.3, 4.4, 4.5 7C: 4.1, 4.2, 4.4, 4.5
W.7.2.E Establish and maintain a formal style.	7A: 4.4 7B: 4.5 7C: 4.3, 4.5 7E: 5.5 7F: 5.5
W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.	7B: 4.5 7C: 4.5 7E: 5.4 7F: 5.4
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	7A: 2.1 , 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12 7C: 1.8 7E: 5.7 7F: 3.2
W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	7A: 2.3 , 2.9 7G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.10, 2.11, 2.12, 2.13, 2.14, 2.15, 3.18, 3.19, 3.20, 3.21
W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	7A: 2.4 , 2.7 , 2.11 , 2.12 7G: 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.13, 2.14, 2.15, 3.18, 3.19, 3.20, 3.21, 3.22 Poetry in America: 3.3
W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	7G: 2.15, 3.23
W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	7A: 2.2, 2.5, 2.6 , 2.8, 2.9 , 2.10 7E: 3.2 7G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 2.12, 2.13, 2.14, 2.15, 3.18, 3.20, 3.22 Poetry in America: 1.3, 2.3, 3.3

Grade 7

W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.	7G: 1.4, 3.20
Production and Distribution of Writing	
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	7A: 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.4 7B: 4.1 , 4.5 7C: 4.1, 4.3, 4.5 7D: 2.4, 5.1, 5.5 7E: 5.1, 5.4, 5.5, 5.6 7F: 3.1, 3.2 , 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 7G: 1.2, 1.6, 3.23
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)	7A: 2.2 , 2.3, 2.7 , 2.11, 2.12 , 3.6 , 3.10 , 4.1 , 4.3, 4.4 7B: 4.2, 4.3, 4.4, 4.5 7C: 4.3, 4.4 , 4.5 7D: 2.4, 5.3, 5.4 7E: 5.4 7F: 5.4 , 5.5 7G: 1.7, 1.8, 1.9, 2.16, 3.19, 3.21, 3.22, 3.23 Poetry in America: 2.3
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7E: 1.1, 1.2, 1.3, 5.5 , 5.6, 5.7 7F: 1.1, 1.2, 1.3, 3.2, 5.5 , 5.6 , 5.7 7G: 3.23 Poetry in America: 3.3
Research to Build and Present Knowledge	
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7E: 2.3 , 3.3, 4.2 , 4.3 , 5.1 , 5.7 7F: 2.3 , 3.1 , 3.2, 4.2 , 4.3 , 5.1 , 5.7

Grade 7

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7E: 1.1, 1.2, 1.3, 2.3, 4.3, 5.1, 5.2, 5.6 7F: 1.1, 1.2, 1.3, 2.3, 3.1, 4.3, 5.1, 5.2, 5.6
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	7A: 4.1 7B: 1.2, 2.8, 2.12, 3.1, 3.2, 4.1, 4.2, 4.4 7C: 4.1, 4.2, 4.3, 4.4 7D: 2.5, 4.2, 5.1, 5.3, 5.4 7E: 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1 7F: 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1
W.7.9.A Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	7B: 1.4, 2.2, 3.2 7D: 2.3, 3.3, 3.5
W.7.9.B Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	7A: 3.4, 3.5, 3.7, 3.11 7C: 1.4, 3.1 7E: 2.1
Range of Writing	
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.4, 2.2, 2.3, 2.6, 2.8, 2.9, 2.12, 2.15, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5 7C: 1.2, 1.4, 1.8, 1.11, 2.1, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5 7D: 1.3, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.5, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5 7E: 1.2, 1.3, 2.1, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 7F: 1.1, 1.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Poetry in America: 1.3

Speaking and Listening Standards	
Comprehension and Collaboration	
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7A: 2.1, 3.2, 3.3, 3.7, 3.12 7B: 1.1, 2.11, 2.13 7C: 1.5, 1.7, 1.11, 2.2, 2.4 7D: 3.2 7E: 1.2, 1.3, 3.1, 3.2, 3.3, 4.1, 4.2 7F: 1.2, 1.3, 3.3, 4.1, 4.2 Poetry in America: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2
SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	7A: 3.2, 3.3, 3.12, 4.5 7B: 1.1, 1.2, 1.3, 2.1, 2.4, 2.6, 2.7, 2.11, 2.13, 2.14 7C: 1.1, 1.3, 1.5, 1.7, 1.9, 2.2, 2.3, 2.4, 3.3 7D: 1.1, 1.2, 2.1, 2.2, 2.5, 2.6, 3.1 , 3.2, 4.1, 4.3, 4.4 7E: 1.1, 1.3, 2.2, 3.1, 3.3 , 4.1, 4.2 7F: 1.1, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2
SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	7A: 2.2, 3.7, 4.4 7E: 4.1 , 4.2 7F: 4.1 , 4.2 7G: 1.1, 1.2, 1.6, 1.11, 2.11, 2.12, 3.20, 3.23
SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7D: 4.4 7E: 4.1, 4.2 7F: 4.1 , 4.2 7G: 1.1, 1.2, 1.6, 1.11, 2.12, 3.20, 3.23
SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.	7C: 1.2, 1.3 , 1.5, 1.7 7D: 2.6, 4.4 7F: 4.1
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7A: 2.1 , 2.6, 2.9, 3.1, 3.3 , 4.5 7B: 2.4 , 2.6 7C: 2.3 7D: 2.1, 4.4 7E: 1.1 , 1.3, 2.3 7F: 1.1, 1.3, 2.3, 3.3 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Grade 7

SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7B: 2.11 7D: 2.3, 2.6 , 5.4
Presentation of Knowledge and Ideas	
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7C: 1.2, 1.3, 1.9 7D: 2.4 , 2.5 , 2.6 7E: 5.8 7F: 5.8 Poetry in America: 1.1, 1.2
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7D: 2.2, 2.3, 2.5, 2.6 7E: 5.7, 5.8 7F: 5.7, 5.8
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	7A: 2.9 , 3.2, 3.4 7B: 2.15 7D: 4.1 7E: 5.8 7F: 5.8

Language Standards	
Conventions of Standard English Note: Amplify’s grammar resources—the digital grammar unit and the Mastering Conventions PDF resources—contain teaching and practice materials to support the conventions standards for grades 6–8. Teachers use Amplify’s Grammar Pacing Guide to best determine how to integrate these lessons into each grade to ensure effective standards instruction. (Note: A standard listing for the standards associated with the Mastering Conventions PDF is available separately.)	
L.7.1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7E: 5.5 7F: 5.5 Writing Module: Conventions

Grade 7

L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.	7G: 2.16 Grammar: 1.4, 1.8, 2.1, 2.2 , 2.3, 2.4, 2.5 , 2.6, 2.7, 2.8 Mastering Conventions Two: 3.10, 3.11, 3.12, 3.13, 6.20 Mastering Conventions Three: 2.5, 2.6, 2.7, 2.8, 4.14
L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	7G: 2.17, 3.18, 3.21 Grammar: 1.3, 1.7, 2.4, 2.8 Mastering Conventions Two: 3.11, 3.12, 3.13
L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Grammar: 2.1, 2.2, 2.3, 2.4, 2.5 , 2.6, 2.7, 2.8 Mastering Conventions Two: 2.8 Mastering Conventions Three: 1.3, 1.4
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7E: 5.5 7F: 5.5 Grammar: 7.1, 7.2
L.7.2.A Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Grammar: 7.1
L.7.2.B Spell correctly.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7E: 5.5 7F: 5.5 Mastering Conventions Four
Knowledge of Language	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	7A: 4.4, 4.5 7B: 4.5 7C: 2.4 , 4.5 7D: 2.5, 2.6, 5.5 7E: 4.2, 5.5 7F: 4.2, 5.5 Poetry in America: 1.3, 3.3

Grade 7

L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7E: 5.5 7F: 5.5 7G: 1.3, 2.16 Grammar: 2.1, 2.2, 2.5, 2.6 Poetry in America: 2.3
Vocabulary Acquisition and Use Note: Students use the Vocab App to work with words from the unit texts, as well as key academic vocabulary. The app is adaptive, so words will vary according to each student's level of mastery. Regardless of level, students cycle through a range of vocabulary activities that support work across the vocabulary standards.	
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.4 7C: 1.9, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 Vocab App Activities: Narrative Multiple Choice, Roots Exist, Totally ReDictionary
L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	7C: 1.3 7D: 3.1, 3.5, 4.2, 4.3 Poetry in America: 2.1 Vocab App Activities: Narrative Multiple Choice Vocabulary Module: Context Clues
L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Vocab App Activities: Roots Exist Vocabulary Modules: Greek and Latin Roots, Prefixes and Suffixes
L.7.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	7A: 3.1 7B: 1.1, 2.1, 3.1, 3.2 7C: 1.1, 2.1, 3.1 7D: 1.1, 1.2, 2.1, 2.3, 3.1, 4.1 7E: 2.1 7F: 2.1 Vocab App Activities: Totally ReDictionary Vocabulary Module: Dictionary Skills
L.7.4.D Verify the preliminary determination of the	7A: 3.1 7B: 1.1, 2.1, 3.1, 3.2

Grade 7

meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	7C: 1.1, 2.1, 3.1 7D: 1.1, 1.2, 2.1, 2.3, 3.1, 4.1 7E: 2.1 7F: 2.1 Vocab App Activities: Totally ReDictionary Vocabulary Module: Dictionary Skills
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.4 7C: 1.9, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 7D: 1.1, 1.2 , 1.3 , 3.1 Poetry in America: 1.1, 1.2, 2.2 Vocab App Activities: Extreme Weather Vacation, Two of a Kind Vocabulary Module: Figurative Language
L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	7B: 3.1 7D: 4.2 Poetry in America: 1.1, 1.2, 2.1, 3.2
L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7C: 1.3 7D: 2.1, 4.3 Vocab App Activities: Extreme Weather Vacation, Two of a Kind Vocabulary Module: Synonyms and Antonyms
L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7B: 3.1 7C: 2.1 7D: 1.3, 4.2 Poetry in America: 3.1 Vocab App Activities: Extreme Weather Vacation Vocabulary Module: Connotations and Denotations
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.4 7C: 1.9, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 Vocab App Activities: Narrative Multiple Choice , Roots Exist, Totally ReDictionary, Two of a Kind , Extreme Weather Vacation

An Alignment of Amplify ELA to the Common Core State Standards for English Language Arts

Guide for Reviewers

Please use the credentials provided by Amplify to access the content cited below and refer to the Navigation Guide to learn more about the structure of the curriculum and how to explore further.

Example

8B: 1.1, 3.2, 3.3, [3.5](#), 4.2, 4.3

8B = Grade 8, Unit B

3.2 = Sub-unit 3, Lesson 2

[3.5](#) = Exemplar citation linked to curriculum

Reading Standards for Literature

Key Ideas and Details

RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8A: 3.4

8B: 1.1, 1.2

8C: 1.1, 1.3, 1.12, 1.15, [3.5](#), 4.1

8D: 1.3, 1.7, **1.11**, [1.14](#), 1.15, 2.1, 2.4

8E: 1.1, [4.2](#), 4.3, 6.1

Poetry in America: 1.2, 1.3, 2.1, 3.1, 3.2

RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

8B: 1.1

8C: [1.2](#), 1.3, 1.6, 1.8, 1.9, 1.12, [1.13](#), **1.14**, **1.15**, 1.17

8D: 1.2, 1.4, 1.8, [1.15](#)

8E: **1.1**, 4.3, 5.1

Poetry in America: 1.2, 2.2, 3.1, 3.2

Text Analysis Module: [Theme](#)

RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

8C: [1.1](#), 1.2, 1.3, [1.5](#), 1.6, [1.11](#), 1.14, 2.1

8D: **1.1**, 1.5, **1.12**

8E: [4.2](#), **4.3**, 4.4

Poetry in America: 1.2, 1.3, 2.1,

Text Analysis Module: [Literary Elements](#)

Craft and Structure

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8B: [1.1](#), [1.2](#)

8C: 1.3, 1.5, 1.6, 1.13, 1.14, 2.1, 3.1, 4.1

8D: 1.1, [1.2](#), [1.4](#), **1.5**, **1.7**, **1.8**, 1.10, 1.12, 1.14, 1.15

8E: 1.1, 4.2, 4.4, 5.1

Poetry in America: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2

Grade 8

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8A: 3.4 8B: 1.1 8C: 1.7, 1.8, 3.1 8D: 1.1 Poetry in America: 1.1, 1.3, 2.2, 3.1
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8C: 1.3, 1.8, 1.12, 1.13 8D: 1.11, 1.14 Poetry in America: 2.1 Text Analysis Module: Narrative Point of View
Integration of Knowledge and Ideas	
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	8C: 1.2, 1.3, 1.11 8D: 1.1, 1.3, 1.10
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	8C: 1.5, 1.6, 1.9, 1.14, 1.15, 1.17 Poetry in America: 2.2, 3.1
Range of Reading and Level of Text Complexity	
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Note: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.	8B: 1.1 8C: 1.1, 3.1, 3.5 8D: 1.1 8E: 1.1, 4.2 Poetry in America: 1.1, 1.2

Reading Standards for Informational Text	
Key Ideas and Details	
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8A: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1 8B: 2.8, 4.1 , 4.2, 6.1 8C: 3.2, 3.3, 3.4 8E: 2.1, 2.2, 3.1, 3.2 8F: 2.1 , 2.2, 3.1 , 3.3 , 4.1 , 4.2, 4.3 , 5.1, 5.3, 5.5, 5.6
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.	8A: 3.1, 3.2, 3.5, 3.6 , 3.7, 3.8, 3.9 8B: 2.2 , 2.7, 2.8, 2.9, 2.13, 2.14, 4.1, 4.2 8E: 2.2, 3.2 , 3.3, 4.1, 4.4, 5.1 Text Analysis Module: Central Idea
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8A: 3.1 , 3.2 , 3.6, 3.8 , 3.9 8B: 2.7 , 2.8 , 2.9 , 2.14 , 3.2, 4.2 , 5.1 , 5.2 8C: 3.3 , 3.4 8E: 2.1 , 3.2, 3.3, 4.1, 4.4 8F: 2.2
Craft and Structure	
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8A: 3.1, 3.3, 3.5 , 3.6 8B: 2.1, 2.6, 2.8, 2.11 , 2.13, 2.14, 3.2, 5.1, 5.2, 5.3 , 5.4 8C: 3.2 8E: 2.1, 2.2, 3.1, 3.3, 4.1
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8A: 3.2, 3.3 , 3.5, 3.6 8B: 2.2, 2.4, 2.7 , 2.9, 2.11, 3.1 8E: 3.3, 4.4 Text Analysis Module: Structure
RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.	8A: 3.3, 3.6 , 3.7 , 3.8, 3.9 8B: 2.1, 2.3, 2.4, 2.6 , 2.9, 3.1 , 3.2, 5.2 8C: 3.2 8E: 2.1, 2.2, 3.1 , 3.3 Text Analysis Module: Author's Perspective

Grade 8

Integration of Knowledge and Ideas	
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	8B: <u>2.1</u> , 2.2, <u>2.4</u> , 2.11, 2.13 , <u>5.3</u> , 5.4 8E: <u>3.1</u> , 5.1 8F: 2.1
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8B: <u>2.3</u> , 2.6, 2.11, 2.12, <u>3.2</u> , 5.2 8E: <u>3.3</u>
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8B: <u>2.3</u> , <u>2.9</u> , 3.1, 3.2, 5.1, <u>5.2</u> , 6.1, 6.2, 6.4, 6.5 8E: <u>2.2</u> , 4.4
Range of Reading and Level of Text Complexity	
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. Note: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.	8A: 2.5, 3.1, <u>3.5</u> , 3.7 8B: 2.1, <u>3.1</u> , 4.1, 5.1 8C: 3.2, 3.3 8E: 2.1, 2.2, 3.1, <u>3.3</u> , 4.4 8F: <u>2.1</u> , 4.3

Writing Standards	
Text Types and Purposes	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	8A: 3.8, 4.1, 4.2 8B: 2.3, 2.4, 2.6, 2.8, 2.12, 2.14, 3.2, 5.3 8C: 1.2, 1.3, 1.5, <u>1.11</u> , 1.12, 1.13, 1.14, 2.2, 2.3, 2.4, 3.2 8D: <u>1.5</u> , 1.8, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 3.1, <u>3.2</u> , 4.1, 4.3 8F: 5.1, 5.2, 5.3, 5.4, 5.5

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W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	8A: 3.2, <u>4.1</u> , <u>4.4</u> 8C: 2.2 8D: <u>2.1</u> , 2.2, <u>2.3</u> , <u>2.4</u> 8F: 5.3
W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	8A: <u>4.1</u> , <u>4.2</u> , 4.3, 4.4 8C: <u>2.1</u> , 2.2, <u>2.3</u> 8D: 1.5, 2.1, <u>2.2</u> , 2.4 8F: <u>5.1</u> , 5.2, 5.3
W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	8A: <u>4.5</u> 8C: 2.2, <u>2.3</u> , <u>2.5</u> 8D: <u>2.3</u> , 2.4, <u>2.5</u> 8F: 5.2, 5.5
W.8.1.D Establish and maintain a formal style.	8A: 4.3, <u>4.5</u> 8B: <u>2.12</u> 8C: 2.2, <u>2.5</u> 8D: 2.3, <u>2.5</u> 8F: 5.5
W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.	8A: <u>4.5</u> 8C: 2.4 8D: <u>2.5</u> 8F: 5.4
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8A: 3.2, 3.6 8B: <u>2.2</u> , <u>3.1</u> , <u>6.1</u> , 6.3 8C: 3.5 8D: 1.2, <u>1.11</u> , 1.12 8E: <u>2.2</u> , <u>6.1</u> , <u>6.2</u> 8F: 3.2, <u>4.3</u> , 5.1, <u>5.2</u> , 5.3, 5.4, 5.5
W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	8B: <u>6.4</u> 8E: <u>6.4</u> 8F: <u>5.3</u> , <u>5.8</u>
W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations,	8A: 3.2, <u>3.6</u> 8B: <u>6.2</u> 8D: 1.11

Grade 8

or other information and examples.	8E: 6.1, <u>6.2</u>, <u>6.4</u> 8F: 5.1, 5.2, 5.3
W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	8B: 6.3, 6.4 8E: <u>6.5</u> 8F: 5.2, 5.5
W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	8B: 4.1, <u>5.3</u> 8D: <u>1.2</u> 8E: <u>6.2</u>
W.8.2.E Establish and maintain a formal style.	8B: 6.3, <u>6.5</u> 8E: 6.3, <u>6.5</u> 8F: <u>5.5</u>
W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.	8B: <u>6.5</u> 8E: <u>6.5</u> 8F: <u>5.4</u>
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8A: 2.1, 2.2, <u>2.4</u>, 2.5, 2.6, <u>2.7</u>, 2.8, 2.9, 3.4, 3.5, <u>3.7</u>, 3.10 8B: 2.13 8C: <u>1.6</u> 8F: <u>3.2</u>, 5.7
W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	8A: 2.4, <u>3.9</u>, <u>3.10</u> 8F: 3.2 8G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.11, 2.12, 2.14, 2.16, 2.17, 3.18, 3.19
W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	8A: <u>2.5</u>, 2.8, 2.9, 3.1, 3.4, <u>3.10</u> 8B: 2.13 8C: <u>1.6</u> 8G: 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.18, 3.19, 3.20, 3.21 Poetry in America: 1.3, 2.3, 3.3
W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	8A: 3.4, <u>3.10</u> 8G: 2.14, 3.22

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W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	8A: 2.1, 2.2, 2.3, 2.6, <u>2.7</u> , 2.8, 2.9, 3.5, <u>3.10</u> 8B: <u>1.1</u> 8E: 1.1, <u>5.1</u> 8G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.11, 2.12, 2.13, 2.14, 3.18, 3.19, 3.20 Poetry in America: 2.3, 3.3
W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.	8A: <u>3.10</u> 8G: 1.4, 2.13, 2.14, 3.19
Production and Distribution of Writing	
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	8A: 2.4, 2.5, 2.6, 3.5, 4.1, 4.3 , 4.5 8B: 1.1, <u>6.1</u> , 6.3 , 6.5 8C: 1.8, 2.1, 2.5 8D: 2.1, 2.2, 2.3, 2.4, 2.5 8E: 6.1, <u>6.3</u> , 6.5 8F: <u>3.2</u> , 5.1, 5.4, 5.5, 5.6 8G: 1.2, 1.6, 2.13, 3.22 Poetry in America: 1.3
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)	8A: 2.2, 2.4, 2.6, <u>2.7</u> , 2.8, 2.9 , 3.10, 4.3, 4.4 8B: 6.4 , 6.5 8C: 2.1 , 2.5 8D: 2.3, <u>2.4</u> 8E: 6.3, <u>6.4</u> , 6.5 8F: <u>5.4</u> 8G: 1.7, 2.15, 2.16, 2.17, 3.20, 3.22
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	8A: 4.5 8B: 6.5 8C: 2.5 8D: 2.5 8E: 6.5 8F: 1.1, 1.2, 1.3, <u>3.1</u> , 5.5 , 5.6, <u>5.7</u> 8G: 3.22 Poetry in America: 2.3
Research to Build and Present Knowledge	
W.8.7 Conduct short research projects to answer a	8B: <u>5.2</u> 8F: <u>2.3</u> , 3.1, 3.3, <u>4.2</u> , 4.3 , <u>5.1</u> , 5.7

Grade 8

question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8E: 6.1 8F: 1.1 , 1.2 , 1.3 , 2.3, 4.3, 5.1 , 5.2, 5.6
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	8A: 4.1, 4.2 8B: 6.1, 6.2 8C: 2.1, 2.2, 3.1 8D: 1.8, 1.12, 2.1, 2.2 8E: 3.2, 6.1 , 6.2 8F: 2.2 , 2.3, 3.1 , 3.2, 3.3 , 4.2, 4.3 , 5.1, 5.2
W.8.9.A Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	8C: 1.5, 1.13 , 1.14, 1.17 8D: 1.2, 1.5, 1.11, 1.12
W.8.9.B Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	8A: 3.2 , 3.6 8B: 2.2, 2.6, 3.2 , 5.2
Range of Writing	
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	8A: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 , 4.1, 4.2, 4.3, 4.4, 4.5 8B: 1.1, 2.2, 2.4, 2.6, 2.8, 2.12, 2.14, 3.1, 3.2 , 4.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5 8C: 1.2, 1.5, 1.8, 1.11, 1.13, 1.14, 1.17, 2.1 , 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.5 8D: 1.2, 1.5 , 1.8, 1.11, 1.12, 2.1, 2.2, 2.3, 2.4, 2.5

	8E: 2.2, 3.1, 3.2, 4.1, 4.3, 5.1 , 6.1, 6.2, 6.3, 6.4, 6.5 8F: 1.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Poetry in America: 1.3
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Speaking and Listening Standards

Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8A: 2.1, 2.2 , 2.3, 3.3 , 3.4, 3.10, 3.11 8B: 1.2, 2.3, 6.1 8C: 1.6, 1.7, 1.9, 1.15, 1.17, 2.5, 3.1, 3.5 8D: 1.1, 1.2, 1.4, 1.8, 1.12 8E: 2.4, 3.1, 3.2, 3.3 , 4.1, 4.4 8F: 1.2, 1.3, 3.1, 3.2, 3.3, 4.1, 4.2 Poetry in America: 1.2, 2.1, 2.2, 3.1, 3.2
SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	8A: 2.3, 3.3, 3.9 8B: 1.2, 2.1, 2.3, 2.7, 2.9, 2.11, 2.12, 2.13, 2.14 , 4.2, 5.1, 5.2, 5.4, 6.5 8C: 1.1, 1.3, 1.6, 1.7, 1.9, 1.12, 1.15, 2.3, 2.4 8D: 1.1, 1.3, 1.4, 1.7, 1.10, 1.14, 1.15 8E: 1.1, 2.1, 3.3, 4.2, 4.4, 5.1 8F: 1.1, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2
SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	8C: 1.9 , 1.15 8F: 4.2 8G: 1.1, 1.2, 1.6, 1.10, 2.11, 2.12, 3.19, 3.22
SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	8A: 2.8 8D: 1.7 8E: 2.1 8F: 4.1 8G: 1.1, 1.2, 1.6, 1.10, 2.11, 2.12, 3.19, 3.22 Poetry in America: 1.1, 3.1, 3.2
SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8B: 2.1 8C: 1.2 8F: 4.1, 4.2
SL.8.2 Analyze the purpose of information presented	8A: 2.3 8B: 5.4

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in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	8D: 1.3, 1.10 8E: 2.1 , 3.1 8F: 1.3, 2.1 Poetry in America: 1.2, 2.1, 2.2
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8B: 2.3 , 2.12 8C: 1.9 8F: 4.2
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8B: 2.3, 2.11, 2.12 , 5.4 8C: 1.15 8D: 1.10 8F: 5.8
Presentation of Knowledge and Ideas	
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8E: 4.2 8F: 5.7 , 5.8
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	8C: 1.5 , 1.7 8D: 1.1 , 1.2, 1.8 8F: 5.8 Poetry in America: 1.3

Language Standards

Conventions of Standard English

Note: Amplify's grammar resources—the digital grammar unit and the Mastering Conventions PDF resources—contain teaching and practice materials to support the conventions standards for grades 6–8. Teachers use Amplify's Grammar Pacing Guide to best determine how to integrate these lessons into each grade to ensure effective standards instruction. (Note: A standard listing for the standards associated with the Mastering Conventions PDF is available separately.)

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when	8A: 4.5 8B: 6.5 8C: 1.17, 2.5
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writing or speaking.	8D: 2.5 8E: 6.5 8F: 5.6 Writing Module: Conventions
L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Grammar: 1.2, 1.4, 1.6 , 1.8, 5.1 Mastering Conventions Two: 2.9 Mastering Conventions Three: 1.4, 2.5, 2.6, 2.7, 2.8,
L.8.1.B Form and use verbs in the active and passive voice.	Grammar: 6.3 , 6.4 Poetry in America: 1.3 Mastering Conventions Three: 3.12
L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Grammar: 5.2, 5.4, 6.1 , 6.2 , 6.4 Mastering Conventions Three: 3.13
L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.	Grammar: 6.1, 6.2, 6.3, 6.4 Mastering Conventions Three: 3.12, 3.13
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8A: 4.5 8B: 6.5 8C: 2.5 8D: 2.5 8E: 6.5 8F: 5.5 Grammar: 7.2 Mastering Conventions One: 1.2 Mastering Conventions Three: 4.14, 4.15, 4.17
L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Grammar: 7.1 Poetry in America: 1.1
L.8.2.B Use an ellipsis to indicate an omission.	Grammar: 7.1
L.8.2.C Spell correctly.	8A: 4.5 8B: 6.5 8C: 2.5 8D: 2.5 8E: 6.5 8F: 5.5 Mastering Conventions Four

Knowledge of Language	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8A: 4.5 8B: 2.3, 2.12 , 5.4, 6.5 8C: 1.9, 1.15, 2.5 8D: 1.15, 2.5 8E: 5.1, 6.5 8F: 4.2, 4.3, 5.5 Poetry in America: 2.2, 2.3, 3.3 Mastering Conventions Three: 3.11, 4.14
L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Grammar: 5.2, 6.1, 6.2, 6.3, 6.4 Mastering Conventions Three: 3.12, 3.13
Vocabulary Acquisition and Use	
Note: Students use the Vocab App to work with words from the unit texts, as well as key academic vocabulary. The app is adaptive, so words will vary according to each student's level of mastery. Regardless of level, students cycle through a range of vocabulary activities that support work across the vocabulary standards.	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	8B: 6.5 8D: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 6.5 Vocab App Activities: Narrative Multiple Choice , Roots Exist, Totally ReDictionary
L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	8B: 2.6, 2.8, 5.2 8C: 1.3 8D: 1.2 Vocab App Activities: Narrative Multiple Choice Vocabulary Module: Context Clues
L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Vocab App Activities: Roots Exist Vocabulary Module: Greek and Latin Roots, Prefixes and Suffixes

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L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	8A: 2.5, 3.1, 3.5, 3.7 8B: 1.1, 2.1, 3.1, 4.1, 5.1 8C: 1.1, 3.1, 3.2, 3.3, 3.5 8D: 1.1 8E: 1.1, 2.1, 2.2, 3.1, 3.3, 4.2, 4.4 8F: 2.1 Vocab App Activities: Totally ReDictionary Vocabulary Module: Dictionary Skills
L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	8A: 2.5, 3.1, 3.5, 3.7 8B: 1.1, 2.1, 3.1, 4.1, 5.1 8C: 1.1, 3.1, 3.2, 3.3, 3.5 8D: 1.1 8E: 1.1, 2.1, 2.2, 3.1, 3.3, 4.2, 4.4 8F: 2.1 Poetry in America: 2.2 Vocab App Activities: Totally ReDictionary Vocabulary Module: Dictionary Skills
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8B: 2.11, 6.5 8D: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5 Poetry in America: 1.2 Vocab App Activities: Extreme Weather Vacation, Two of a Kind Vocabulary Module: Figurative Language
L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.	8B: 1.2 8C: 3.2 8D: 1.4, 1.7, 1.11, 1.14 Poetry in America: 2.2
L.8.5.B Use the relationship between particular words to better understand each of the words.	8B: 5.2 8E: 1.1 Vocab App Activities: Extreme Weather Vacation, Two of a Kind Vocabulary Module: Synonyms and Antonyms
L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	8B: 5.2 8C: 1.3 8D: 1.14 Poetry in America: 2.1 Vocab App Activities: Extreme Weather Vacation Vocabulary Module: Connotations and Denotations

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L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8B: 6.5 8D: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 6.5 Poetry in America: 2.2 Vocab App Activities: <u>Narrative Multiple Choice</u>, Roots Exist, Totally ReDictionary, <u>Two of a Kind</u>, Extreme Weather Vacation
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