

Grades 6–8

Amplify ELA EQuIP Rubric

Rubric for Materials ELA/ELD Program: Middle School



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Most citations below include hyperlinks that allow the viewer to go directly to the location in the curriculum.
If you are navigating manually, please see Key for Amplify ELA Digital Curriculum Citations on p. 26.

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Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
Alignment to the Depth of the CCSS		
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>		
Targets a set of grade-level CCSS ELA/Literacy standards.	Amplify's ELA program was designed to align with CCSS ELA/Literacy standards. These standards are integrated into the core program. Each lesson in the program provides a Lesson Brief that provides information that equips teachers with the tools to plan instruction including Skills & Standards which lists focus and coverage standards addressed in the lesson. 6B, Mysteries & Investigations, Sub-unit 1, Lesson 1, Lesson Brief, Skills & Standards 7A, Red Scarf Girl & Narrative, Sub-unit 3, Lesson 1, Lesson Brief, Skills & Standards 8A, Perspectives & Narrative, Sub-unit 3, Lesson 1, Lesson Brief, Skills & Standards	
Includes a clear and explicit purpose for instruction.	The Amplify ELA program provides unambiguous and explicit purpose for instruction. The instructional design of the curriculum includes guidance through the learning process with clear learning objectives and rationales. 6C, The Chocolate Collection, Sub-unit 4, Lesson 1, Lesson Brief, Overview and Lesson Objective 7C, Character & Conflict, Sub-unit 1, Lesson 1, Lesson Brief, Overview and Lesson Objective 8B, Liberty & Equality, Sub-unit 1, Lesson 1, Lesson Brief, Overview and Lesson Objective	

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Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).	Texts in Amplify ELA are at grade-level text complexity as defined by qualitative, quantitative, and reader and task measurements as required by the Common Core State Standards and the Amplify Text Complexity Index. Texts have been selected according to the following criteria: Quantitative measures analyze specific aspects of text including word frequency and difficulty, sentence length, and text cohesion Qualitative measures analyze the complexity of the text's structure, language conventions, clarity, knowledge demands placed on readers, and level of meaning or purpose Reader and task measures analyze reader attributes such as motivation, knowledge, and skill with the level of difficulty of each text The texts cover a wide range of topics, themes, and genres, required by the Standards at each grade level, with significant differentiation and supports which make grade-level content accessible to a wide range of students. <u>6E, Summer of the Mariposas (modern work rendering a classic story new)</u> <u>7B, Character & Conflict (drama, poetry)</u> <u>8B, Liberty & Equality (analyze two or more texts presenting conflicting information)</u>	
<i>A unit or longer lesson should:</i>		
Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.	The Amplify lesson structure integrates reading, writing, speaking and listening within the framework of students exploring, analyzing, collaborating, and developing ideas about the text. In this way, students are introduced to a concept through its particular application within a text, they work with and discuss the impact of that concept as they build their understanding of the text, and they apply that concept in a performance task, usually writing. <u>6D: The Greeks, Sub-unit 2, Lesson 2</u> <u>7C: Brain Science, Sub-Unit 1, Lesson 7</u> <u>8D: Shakespeare's Romeo & Juliet, Sub-unit 1, Lesson 7</u>	

Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
(Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.	N/A	
Rating: 3 2 1 0		
Key Shifts in the CCSS		
<i>The lesson/unit addresses key shifts in the CCSS:</i>		
Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	Close reading is at the center of the Amplify ELA program. Students read and reread, carefully examining texts for textual evidence and analyzing that evidence to make claims, challenge assumptions, and develop a deep understanding of meaning. The questions and activities in the Amplify ELA program support student learning in developing content knowledge, academic language, reading comprehension, and higher-order thinking and analytic skills. 6D: The Greeks, Sub-unit 1, Lesson 2, Activity 3 7C: Brain Science, Sub-unit 1, Lesson 3, Activity 4 8B: Liberty & Equality, Sub-unit 2, Lesson 1, Activity 5	

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Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	The vast majority of discussion and writing based activities include sequenced text dependent questions, requiring students to respond to text and include textual evidence. Students are provided with regular and frequent opportunities for collaborative discussions grounded in text throughout the Amplify ELA program. Many lessons incorporate partner discussion of challenging passages, where students produce writing to demonstrate their initial understanding of a reading, engage in partner discussions that invite them to revise their thinking, and demonstrate in writing how their thinking has changed. For example: In daily writing assignments and in longer essays, all based on engaging text-dependent questions, students develop thoughtful, evidence-based interpretations of literary texts, synthesize information and ideas across a range of informational texts, and construct sound, well-reasoned arguments and detailed explanations. In addition, opportunities to respond to visuals such as audio/video, charts, diagrams, multimedia, and apps are provided in every unit. <u>6C: The Chocolate Collection, Sub-unit 5, Lesson 1, Activity 3</u> <u>7E: The Frida & Diego Collection, Sub-unit 3, Lesson 1, Activity 6</u> <u>8C: Science & Science Fiction, Sub-unit 3, Lesson 5, Activity 5</u>	

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Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).	Writing to sources is central to Amplify ELA instruction. Students routinely, 2-3 times a week, analyze, assess, and synthesize sources of varying types (primary and secondary sources, journalistic accounts literary fiction, multimedia), identifying the clearest citations and best-defended claims as preparation for their own writing about the texts. Before developing an interpretation of the text, students study it, by highlighting or annotating it, gathering facts or evidence they can refer to as they set out to interpret what it is saying literally and what it may be saying beyond the literal meaning. In the ELA program, writing is regularly embedded in the close reading activities and consider to be an essential mode of close reading. This concept is supported across units by asking students to develop and refine their ideas from a close reading by writing for 10-12 minutes to a text-based prompt 2-3 times a week, and then share their writing with peers. And as students' writing is progressing, Amplify's Automated Writing Evaluation (AWE) provides continual measurement data on Conventions, Focus, and Use of Evidence each time a student writes, so teachers can understand patterns of progress, compare one piece of writing to another, and prioritize students for particular supports. 6C, The Chocolate Collection, Sub-unit 3, Lesson 2 7D, Poetry & Poe, Sub-unit 3, Lesson 1 8B, Liberty & Equality, Sub-unit 6, Lesson 1	

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Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	In Amplify ELA, students work daily at their own pace and level with the key academic vocabulary from the text. Several supports are available to help students build and master vocabulary including in-text definitions that allow students to check the meaning of vocabulary words with the ELA Reveal Tool— words with a contextual definition are highlighted in blue; students simply click on the word and see the alternate meaning pop up, in text. 8D, Shakespeare's Romeo & Juliet: Sub-unit 1, Lesson 5, Activity 3 To support mastery of vocabulary, academic words are an integral part of activities in the vocab app. When students sign into the vocab app from a new lesson, the app homepage displays the new words a student will work on for that day. Several of those words will be academic words. 6A, Dahl & Narrative: Sub-unit 2, Lesson 7, Vocabulary App Additionally, the questions and activities in the lessons support the development of grade-level content knowledge with a strong emphasis on developing academic language as well as reading comprehension, and higher-order thinking and analytic skills. 7C, Brain Science, Sub-unit 2, Lesson 1, Activity 2 (teacher instructional guide)	
<i>A unit or longer lesson should:</i>		
Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.	All texts, including anchor and supporting texts, are selected from the grade level band. Texts become more complex throughout the year as students' reading skills grow, adding up to a rigorous sequence that rewards effort and builds knowledge across subject areas as students advance toward independent reading of complex texts. For example, in grade 6 students begin by reading Roald Dahl's engaging memoir, "Boy." Lessons support students to focus first on single excerpts, then connected excerpts and finally to trace a theme across the full text. 6A, Dahl & Narrative, Sub-unit 3 The second unit, Mysteries & Investigations, introduces students to a more complex, informational text, having them follow a similar sequence that builds to students synthesizing information across two texts. (continued on next page)	

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	The final unit in the year, The Titanic Collection, provides opportunities for students to apply these skills independently as they conduct short research projects using the primary and secondary source texts, images and artifacts in the Collection. To ensure that all students can build access for all core texts and build literacy skills, the texts and activities are surrounded by supportive documents and extensive differentiation. Universal Design for Learning (UDL) principles are at the heart of Amplify ELA, so the core curriculum is accessible to most students. For those students needing additional help, six levels of differentiation are embedded within the lessons: • Core: Designed for students reading and writing at grade level. Universal Design for Learning principles provide the foundation for these activities aimed at supporting students in reading and understanding complex texts. • Moderate: Designed for students who need Substantial: Designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters. • Light: Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters. • ELL/Dev: Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters. • Challenge: Designed for students who read and understand text at their grade level easily and fluently. The Core Writing Prompts often provide an appropriate challenge for these students. The Challenge prompts may ask students to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument. (continued on next page)	

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	Additional supports include: Background Docs that provide information on topics in complex core texts to foster engagement, aid with comprehension, and establish context before students begin to read. These documents provide an introduction to each upcoming text; key vocabulary; and background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions are available. Text previews, written at a lower Lexile level than the text, provide students with a preview of what they're going to read and focus their attention on key ideas. English and Spanish versions available. Differentiated Writing Prompts support struggling students by providing segmented prompts with simplified language, guiding questions, and sentence starters. Multi-language glossaries available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese	

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Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	Amplify ELA curates texts and develops content to systematically build students' knowledge about global bodies of literature, history, science, a variety of text genres, and to develop crucial vocabulary within a unit and across grades. Example: 7C, Brain Science, Sub-unit 1 (sequence of texts found in this Sub-unit described below): Step 1: Students first read Phineas Gage: A Gruesome but True Story About Brain Science by John Fleischman, where they build a basic model of brain structure Step 2: Students read Sarah Jayne Blakemore's <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i>, which enriches their analysis of brain structure and extends this knowledge by focusing specifically on adolescent brain development Step 3: Students use their expanded understanding of brain structure and deepened, more nuanced comprehension of how the regions of the brain impact human behaviors. Step 4: Students are ready to work with passages from Oliver Sacks's case study narratives in <i>The Man Who Mistook his Wife for a Hat</i>.	
Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).	The texts in Amplify ELA reflect a balance of informational and literary texts as specified in the CCSS. This balance includes texts from a variety of genres, including novels, plays, poetry, biographies, primary source documents, news articles, and essays. In addition, multimedia assets such as photographs, paintings, graphics and charts, provide key information as they engage students. See Appendix A for detailed information	
Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.	Amplify's program provides students with guided practice across types of writing with a focus on building key skills that support students' writing development across these modes. From short response writing to longer essays, students draft and revise their work through guided sequences of tasks. This work can be done digitally, through an interactive eReader with an array of multimedia tools or using Amplify ELA print materials, or a hybrid version of the two formats. (continued on next page)	

Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
	The Get Started lessons begins with narrative writing, allowing students to quickly build their writing productivity, their ability to focus and develop one narrative moment, to communicate that experience precisely, and to begin to consider sentence conventions. Students then transition to writing in response to text—both in the mode of argumentative and informative writing, short and long response. 7A, Red Scarf Girl & Narrative, Sub-unit 2, Lesson 1, Activity 7 Then students apply and continue to develop their sense of focus and use of details as they respond two or three times weekly to prompts that ask them to focus on one claim or idea about the text, and use key text details to develop evidence in support of that claim or idea. 7A, Red Scarf Girl & Narrative, Sub-unit 3, Lesson 4 (short response) At the end of each Amplify Unit, students learn and practice additional writing skills when they develop a polished essay over four or five lessons. These summative essays represent a balance of argument and informative prompts. 7A, Red Scarf Girl & Narrative, Sub-unit 4 (essay) In the research based Collections units, students apply their writing skills to short research projects and writing to multiple texts. 6F: The Titanic Collection, Sub-unit 3, Lesson 2 The Amplify story writing unit provides support for students to develop a short story. 6G, Beginning Story Writing 7G, Intermediate Story Writing 8G, Advanced Story Writing	
	Rating: 3 2 1 0	

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III. Instructional Supports		
<i>The lesson/unit is responsive to varied student learning needs:</i>		
Cultivates student interest and engagement in reading, writing and speaking about texts.	Amplify ELA targets student engagement and leverages adolescents' natural inclinations toward collaboration, exploration, and autonomy. This can be seen across the curriculum in the careful selection of engaging texts, collaborative activities, student-led inquiry, and immersive and interactive learning experiences. The ELA program was created with a focus on the following four key principles for engagement: • A program that helps establish a learning environment in which students at all learning levels can work up, with low floors for access and high ceilings for achievement, through effective differentiation strategies. • Tools and supports for teachers to provide specific and timely feedback to students, blending instruction and feedback to provide students with the critical, actionable input they need to develop skills and meet goals. • Assessment as a frequent, adaptive tool for instruction. • Utilizing technology to produce captivating digital lessons to keep today's digital natives fully engaged and to provide age-appropriate and compelling content delivered through online instruction to support teachers and expand student learning opportunities. 6B, Mysteries & Investigations, Sub-unit 2, Lesson 3, Activity 5 (launch the Evidence app) 7D, Poetry & Poe, Sub-unit 2, Lesson 4 8D, Romeo & Juliet, Sub-unit 1, Lesson 3, Activity Teacher Only ("Work Out Loud: Play Video")	

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Addresses instructional expectations and is easy to understand and use. Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.	In Amplify ELA, the learning targets are clear to teachers in the Unit and Lesson Briefs which provide descriptions of learning goals, rationales, skills and standards and more. The targets are then traced throughout lessons with learning objectives clearly marking progression.6D: The Greeks, Sub-Unit 2, Lesson 4, Materials, Flex Day Activities Guide See answer above for: Increasing Text Complexity To ensure that all students can build access for all core texts and build literacy skills, the texts and activities are surrounded by supportive documents and extensive differentiation. This strategy allows students of differing levels to read the same text and build the skills needed to work through all activities. Support and Differentiation: Universal Design for Learning (UDL) principles are at the heart of Amplify ELA, so the core curriculum is accessible to most students. For those students needing additional help, six levels of differentiation are embedded within the lessons: • Core: Designed for students reading and writing at grade level. Universal Design for Learning principles provide the foundation for these activities aimed at supporting students in reading and understanding complex texts. • Moderate: Designed for students who need Substantial:Designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters. • Light: Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters. • ELL/Dev: Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters. (continued on next page)	

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	Challenge: Designed for students who read and understand text at their grade level easily and fluently. The Core Writing Prompts often provide an appropriate challenge for these students. The Challenge prompts may ask students to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument. Additional supports include: Background Docs that provide information on topics in complex core texts to foster engagement, aid with comprehension, and establish context before students begin to read. These documents provide an introduction to each upcoming text; key vocabulary; and background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions are available. Text previews, written at a lower Lexile level than the text, provide students with a preview of what they're going to read and focus their attention on key ideas. English and Spanish versions available. Differentiated Writing Prompts support struggling students by providing segmented prompts with simplified language, guiding questions, and sentence starters. Multi-language glossaries available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese	
Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.	Amplify ELA program is built on complex and compelling texts. Students work through these texts and accompanying activities such as discussion questions, Socratic seminars, and short and long form writing prompts with the help of embedded differentiation, text previews, background docs, and other supports, culminating in students' ability to independence. Students progress through the program by engaging with text-specific questions and tasks. Every lesson in every unit contains these question and activity types, designed to encourage engagement with the text at increasingly higher DOK levels, and leading to independence. (continued on next page)	

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	For example, in 7D, Poetry & Poe, Sub-unit 2, Students tackle Poe's challenging story, The Tell-Tale Heart by working through carefully sequenced tasks, and listening to a dramatic audio recording of a section of the tale. Then they: • Visualize what the narrator says is happening in order to reflect and deepen their understanding of the events being described • Compare their visualization to a professional storyboard artist's interpretation of the same scenes • Continue close reading the final paragraphs of the story, focusing on what the reader can infer is happening • Create a sequence of storyboards, to compare the reader and narrator perspectives This work prepares students to answer the question, "Do you believe the narrator?" More examples: 6E, Summer of the Mariposas, Sub-unit 1, Lesson 1, Activity 2 7D, Poetry & Poe, Sub-unit 2, Lesson 1, Activity 4 8C, Science & Science Fiction, Sub-unit 1, Lesson 15, Activity 4 In addition, in order to boost student independence and reading volume, and to foster a love of reading, Amplify provides a digital library which includes more than 700 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a selection of diverse authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.	

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Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band	The Amplify ELA curriculum is designed so that, whenever possible, one engaging activity serves the needs of every student, providing appropriate challenge and access for all. The program was built on the principles of Universal Design for Learning and reviewed by CAST, a non-profit education research and development organization. In cases when Amplify's Universal Design cannot meet the needs of all learners, the program provides materials that enable teachers to deliver differentiated instruction to help each and every student meet grade-level standards. The Substantial level is designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters. The ELL/Dev level is designed for English Language Learners (ELLs) at the Developing level. Supports include simplified vocabulary, word banks, visual cues, prompts broken into small segments, shortened reading passages, guiding questions, and/or sentence starters. Additional supports include: Background Docs that provide information on topics in complex core texts to foster engagement, aid with comprehension, and establish context before students begin to read. These documents provide an introduction to each upcoming text; key vocabulary; and background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions available. Text previews, written at a lower Lexile level than the text, provide students with a preview of what they're going to read and focus their attention on key ideas. English and Spanish versions available Differentiated Writing Prompts support struggling students by providing segmented prompts with simplified language, guiding questions, and sentence starters. Multi-language glossaries available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.	

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Provides extensions and/or more advanced text for students who read well above the grade level text band.	Amplify ensures that advanced students can work at their level through embedded Challenge supports and additional activities, while the Amplify Library, Archives, and Novel Guides provide support for more independent work. • Embedded Challenge level: Differentiated prompts in the Challenge level push advanced students beyond the core prompt by asking them to compare two texts, create counterarguments, or find evidence to support both sides of an argument. • Additional Challenge work: These extra activities at the end of many lessons challenge students to read a new text and independently apply lesson skills to a written analysis of this text. • Novel Guides: The Novel Guides can also be a compelling resource for students needing additional challenge. The guided reading questions and writing prompts included with each Novel Guide can be printed and distributed to offer additional reading opportunities and further challenge students working at an advanced level. • Amplify Library: For those advanced students able to pursue academic study independently, the Amplify Library offers an extensive resource of more than 650 books ranging in reading level from grades 3–12. • Archives: Within the Amplify Library, there are 17 curated Archives, each including 10–12 textual and multimedia sources, focused on a compelling topic for independent study. Archives cover topics closely related to the texts studied in the Amplify ELA units, and include two research questions to focus students' exploration.	

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<i>A unit or longer lesson should:</i>		
Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).	Individual activities, lessons, units, and grade-level scope and sequences in Amplify ELA are organized so that students gradually build from short, supported activities to independent completion of rigorous summative assessments. 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. 6B, Mysteries & Investigations, Sub-unit 2, Lesson 1 (students analyze and use details from the passage to support their claim) 6C, The Chocolate Collections, Sub-unit 3, Lesson 1 (students establish a claim and use evidence to construct a persuasive letter) 6E, Summer of the Mariposas, Sub-unit 2 (students establish a claim and use textual evidence to construct a full essay)	
Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).	The Amplify ELA program is built on a gradual release of responsibility framework. The instructional design of the units sequences lessons so that as lessons and units progress, students progressively work more independently. This pattern is followed across lessons, units, and grades. Example: 6A, Dahl & Narrative In this unit, activities are strategically sequenced across the unit to support students to work with the text with increasing independence. Step 1. In students' first written response to the text (Sub-unit 3, Lesson 2), they are prompted to write about one candy in Mrs. Pratchett's sweet-shop that sounds appealing or repulsive. This prompt invites students to focus on a specific description in the text and use a few key details to develop their idea.create a reaction in the reader. Step 2. In the following lesson, students work with a more extensive excerpt to develop a claim about one character, Mrs. Pratchett. This challenges students to connect a number of details from across the passage to explain their interpretation of Dahl's characterization of this woman. (continued on next page)	

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	Step 3. Later in the sub-unit (Lesson 9), students are asked to write about whether they think Dahl regrets an incident that played out over three chapters. This challenges students to work with increasing independence to work with evidence across chapters in order to stake and support a claim about their claim. 4. Finally, students apply their range of skills to complete the summative essay to develop a more developed and polished essay about one theme that runs throughout the entire book.	
Provide for authentic learning, application of literacy skills, student- directed inquiry, analysis, evaluation and/or reflection.	Amplify ELA includes opportunities for authentic learning through literacy skills, student-directed inquiry, analysis, and evaluation or reflection. Students explore real world issues, use higher order thinking skills or analysis to assess the issues, engage in classroom community discourse, and reflect on their work. Example: 6C, The Chocolate Collection: Sub-unit 2, Lessons 1&2: (Students research the issue of slavery as it applies to current day chocolate harvesting. They collect evidence and then write a claim that indicates the kind of change they would like to see in the chocolate industry. Students discuss their claims and explore reasons for their arguments, working in the classroom community to analyse and synthesize their thinking. Finally, they work independently to write a letter to a candy store proprietor to argue their point of view regarding a product that is sold in that shop.)	
Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.	NA	

Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).	Students are provided with numerous opportunities for independent reading based on their interests across units as well as to further personal reading interests. To ensure that students are able to access the 700 books available to them in the Amplify Library, they participate in a Scavenger Hunt as an engaging introduction to the digital library in the first two lessons of each unit (in the Get Started subunits). During the Hunt, students explore how to find books, customize their Amplify Library with visual themes and avatars, and add annotations to Library texts. Students continue to visit the library over the course of the year. They utilize recommended book lists to read texts that relate to core lessons, dive into the Archives to examine primary source documents and images focused on topics in core lessons, and select books to read independently to follow their own interests. In the core program, Solos often direct students to engage in independent reading. They are required to follow their interests, select a text, then record their thoughts about their reading, and provide a note of the amount of time they spent reading. Novel Guides provide another opportunity for student choice, independent reading, and accountability as students build stamina and develop motivation to read more. These guides are focused on 12 books that ELA teachers love to teach most. They include: • Activities that focus on a range of literacy skills. • Project-based learning activities. • Discussion questions. • Writing Prompts. • Role-playing opportunities. • Collaborative activities. • Social and emotional learning questions and activities The Novel Guide titles comprise a range of genres and themes, from mystery to nonfiction and from social justice to identity and courage. Students explore classics and contemporary award winners, expand their literacy skills, and discover the rewards that come with close reading compelling texts.	

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Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.	[apps, multimedia: dramatic readings, audio, images in Collections] Amplify ELA's digital program leverages the sustained engagement possible with technology and media to deepen learning and focus on texts. Activities harness multiple learning modes, using media tools, digital apps, and a variety of visual experiences to strategically support and enhance student learning: Custom apps: interactive experiences are strategically placed to allow students to work with key text elements or skills in new ways. Examples: • 7D, Poetry & Poe: Tell-Tale Art app: an interactive storyboard that allow students to arrange chapters, sounds, and items to match events described by the narrator in "The Tell-Tale Heart." • 6B, Mysteries & Investigations: Evidence app: What is the cause of yellow fever? Students identify and evaluate evidence for each claim. Once the evidence is ranked, cartoon avatars battle it out to see which claim prevails. Quests: immersive team experiences where students collaborate to solve mysteries, explore neurological disorders, and make sense of historical events. These week-long narrative lesson plans build on the literacy skills students have been developing in the core lessons while shaking up classroom routines and allowing students to take the lead. Other digital assets include: • Multimedia presentations including digital collage and timelines • Audio recordings of all core texts • Dramatic readings of key passages • Videos of a selection of authors with texts in the program • Video enactments of scenes in Romeo & Juliet	
	Rating: 3 2 1 0	

Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
IV. Assessment		
<i>The lesson/unit regularly assesses whether students are mastering standards- based content and skills:</i>		
Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).	Summative essays in each unit assess students' ability to demonstrate proficiency in the major CCSS writing standards while unit reading assessments evaluate student performance in the three key areas of CCSS reading standards: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. More broadly, Amplify ELA's approach to standards instruction includes lessons that target the most compelling aspects of selected text passages with instruction focused on one or two standards that best support that work. These standards are identified as a lesson's focus standard(s). To ensure that students are working toward the level of rigor demanded by the standard, Amplify uses qualitative and quantitative measures, reader and task analysis, and Depth of Knowledge assessments. At the same time, working with complex text demands that readers work across standards. Amplify ELA lessons support this inclusive type of text exploration, rather than offering isolated standards practice. Those standards less central to the lesson are identified as coverage standards. Amplify ELA makes it easy for teachers to identify and evaluate students' work with standards: • The Focus Standard(s) are identified in the Instructional Guide and called out within the activities that provide practice and instruction aligned with those standards, allowing teachers to plan or adapt instruction accordingly. • The Exit Ticket at the end of each lesson aligns to a focus standard. Exit Ticket reporting provides teachers with a quick gauge of students' ability to work with that standard. • Each lesson also lists the coverage standards that students work with, allowing teachers to see full standards coverage throughout the program.	

Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
Assesses student proficiency using methods that are unbiased and accessible to all students.	All Amplify ELA units include a robust system of embedded assessment that provides teachers actionable student performance data long before end- of-unit or benchmark exams. The Embedded Assessment Measure (EAM) reports allow teachers to easily track and interpret student performance against the three core domains of Reading, Writing, and Language without ever interrupting the flow of daily instruction to test students. The EAM system examines student performance on selected reading and writing activities, taking into account the difficulty of each activity. Teachers then receive EAM reports that provide an at-a-glance look at which students are at risk in each of the three core domains. EAM reports also provide recommendations about how to group students for differentiated instruction and extra practice during Flex Days. All formative and summative assessment opportunities are accessible for students using either print or digital.	
Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.	Within Amplify ELA, software tools and rubrics enable teachers to provide students with written feedback and measure each student's progress. They also auto-assess students' vocabulary acquisition and performance on comprehension tasks. Additionally, Amplify's unique Embedded Assessment Measure tracks students' reading, writing, and language performance across lessons and provides teachers with recommendations on how to best support each student. All Amplify ELA units include a robust system of embedded assessment that provides teachers actionable student performance data long before end- of-unit or benchmark exams. The Embedded Assessment Measure (EAM) system examines student performance on selected reading and writing activities, taking into account the difficulty of each activity. Teachers then receive EAM reports that provide an at-a-glance look at which students are at risk in each of the three core domains. All of the rubrics and assessment measures described above are available in print as well as digital.	

Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
<i>A unit or longer lesson should:</i>		
Use varied modes of assessment, including a range of pre-, formative, summative and self- assessment measures.	The ELA program provides a variety of assessment types including summative, pre-formative, and self-assessment measures. The following assessment opportunities are embedded throughout the curriculum, providing teachers with the data they need to meet the needs of every student: Pre- assessment: In the Solo activities at the end of core lessons, students apply their developing skills to a new text while answering a range of auto-scored questions that track their ability to read a level text with accuracy. The Solos check students' level of independent reading comprehension to help teachers understand their progress and decide whether or not to provide additional Amplify supports for fluency practice. Formative assessments: • Regular, integrated writing prompts which are auto-scored and included in the Amplify writing reports, allowing teachers to see patterns of skill development over time. • Formative Reading Assessments: Daily Independent Readings (called Solos) which are accompanied by comprehension questions of varying types (selected response, short answer, etc.). All selected-response items are auto-scored, allowing teachers to see a daily report of students' overall reading comprehension and to see patterns over time. • Formative Vocabulary Assessments: The Amplify Vocab App automatically assesses student progress, adjusting students' assigned words to align to their performance. The adaptive app automatically provides teachers with current statistics for student performance as they progress through the activities. Summative assessments: • Summative reading assessment: This assessment has varying activity types (multiple choice, drag and drop, order a list, constructed response, etc.) and questions, with reporting aligned to standards. • Summative Writing Assessment: This summative essay, either argumentative or informative, asks students to work with the core text and apply the ideas and skills developed throughout the unit. (continued on next page)	

Criteria	Examples/Evidence	Rate on Scale from 0 to 3, where 3 is high
	Self-assessment: Moments of self-assessment and reflection are woven throughout the curriculum, particularly when students are engaged in sustained, challenging work. In Unit As, when students are developing foundational writing skills, they review their writing productivity across prompts and reflect on ehri progress toward goals. In all units, students use revision assignments to identify areas for growth and improve their writing. After Socratic seminars, students evaluate their participation and reflect on further questions that they would like to ask. At the end of essay lessons, students review the lesson objectives and reflect on their progress toward the objectives. Students are also given opportunities to provide each other with constructive feedback through a sharing routine that follows each prompt. This routine both provides students' peers with the ability to see the impact of their writing and stimulates self-reflection. Examples: 6B, Mysteries & Investigations, Sub-unit 5, Lesson 2, Activity 6 7A, Red Scarf Girl & Narrative, Sub-unit 2, Lesson 7, Activities 3-7 8E, The Space Race Collection, Sub-unit 4, Lesson 2, Activities 3-7 Finally, threaded throughout the curriculum, there are numerous performance tasks, such as debates, Socratic seminars, theater activities, performances and presentations that can provide additional assessment opportunities.	
	Rating: 3 2 1 0	
	Subtotal	
	TOTAL	

Development of the Major Clusters:

Select one major cluster, trace the development of the concepts from course to course and rate the materials as exemplary, adequate, or not adequate, and provide evidence.

Major Cluster	Rating	Evidence
For example: <i>Determine the main idea supported by key details.</i>	[To be completed by review committee member]	
For example: <i>Integrate information from several texts (compare and contrast) on the same topic in order to write or speak about the subject.</i>	[To be completed by review committee member]	
For example: <i>Write an opinion supporting a point of view with reasons and information.</i>	[To be completed by review committee member]	

Amplify ELA EQuIP Rubric

Rubric for Materials ELA/ELD Program: Middle School

Key for Amplify ELA Digital Curriculum Citations:

The citations in this rubric are hyperlinked, just click and you will be taken to the correct location. If you are manually searching for the citations, the graphic below shows how to navigate the program. Each Amplify lesson is divided into a series of activities which may include a sequence of cards.

Example Citation:

7A: Red Scarf Girl & Narrative, Sub-unit 3, Lesson 4, Activity 4

Digital Navigation

