



F.6 English Language Arts - Grade 6

PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

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Section 1: Standards Review: English Language Arts									
		Reviewer directions for English Language Arts Standards Review:	Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard: - o M = Meets the standard - o P = Partially meets the standard - o D = Does not meet the standard Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G. - o <i>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</i> - o <i>Each score cell will turn green as you score the materials.</i>			Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination: - o M = Meets the standard - o P = Partially meets the standard - o D = Does not meet the standard - o <i>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</i> - o <i>Each citation cell, score cell, and evidence cell will turn green as you score the materials.</i> - o <i>If you are unable to find a citation within the student materials for a standard, please provide one from the Teacher Edition if possible.</i>			
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12	RL10	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.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 9, Activity 9						
Reading Standards for Informational Text (RI)									
Key Ideas and Details -- Informational Text									
13	RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6C: The Chocolate Collection, Sub-unit 2, Lesson 2, Activity 3						
14	RI2	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.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 11, Activity 4						
15	RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e. g., through examples or anecdotes).	6B: Mysteries & Investigations, Sub-unit 2, Lesson 1, Activity 4						
Craft and Structure -- Informational Text									
16	RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6A: Dahl & Narrative, Sub-unit 3, Lesson 11, Activity 3						
17	RI5	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: Dahl & Narrative, Sub-unit 3, Lesson 6, Activity 5						
18	RI6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 5, Activity 4						
Integration of Knowledge and Ideas -- Informational Text									
19	RI7	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.	6F: The Titanic Collection, Sub-unit 3, Lesson 3, Activity 7						
20	RI8	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: Mysteries & Investigations, Sub-unit 2, Lesson 3, Activity 4						
21	RI9	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).	6F: The Titanic Collection, Sub-unit 3, Lesson 1, Activity 4						
22	NM D.1	Distinguish between primary and secondary sources.	6F: The Titanic Collection, Sub-unit 3, Lesson 1, Activity 3						
23	NM D.2	Describe how the media use propaganda, bias, and stereotyping to influence audiences.	6F: The Titanic Collection, Sub-unit 2, Lesson 3, Activity 3						
Range of Reading & Level of Text Complexity -- Informational Text									
24	RI10	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.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 11, Activity 6						

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Writing Standards (W)									
Text Types and Purposes									
25	W1	Write arguments to support claims with clear reasons and relevant evidence.							
26	W1A	Introduce claim(s) and organize the reasons and evidence clearly.	6A: Dahl & Narrative, Sub-unit 4, Lesson 2, Activity 4						
27	W1B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	6A: Dahl & Narrative, Sub-unit 3, Lesson 5, Activity 4						
28	W1C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	6D: The Greeks, Sub-unit 4, Lesson 5, Activity 6						
29	W1D	Establish and maintain a formal style.	6D: The Greeks, Sub-unit 4, Lesson 5, Activity 7						
30	W1E	Provide a concluding statement or section that follows from the argument presented.	6D: The Greeks, Sub-unit 4, Lesson 5, Activity 5						
31	W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.							
32	W2A	Introduce a topic; 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: Mysteries & Investigations, Sub-unit 5, Lesson 4, Activity 6						
33	W2B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6B: Mysteries & Investigations, Sub-unit 5, Lesson 2, Activity 4						
34	W2C	Use appropriate transitions to clarify the relationships among ideas and concepts.	6B: Mysteries & Investigations, Sub-unit 5, Lesson 5, Activity 5						
35	W2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 17, Activity 4						
36	W2E	Establish and maintain a formal style.	6B: Mysteries & Investigations, Sub-unit 5, Lesson 5, Activity 6						
37	W2F	Provide a concluding statement or section that follows from the information or explanation presented.	6B: Mysteries & Investigations, Sub-unit 5, Lesson 5, Activity 4						
38	W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.							
39	W3A	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: The Titanic Collection, Sub-unit 3, Lesson 2, Activity 5						

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40	W3B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6A: Dahl & Narrative, Sub-unit 3, Lesson 7, Activities 3–5						
41	W3C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6G: Beginning Story Writing, Lesson 8, pp. 68–69 Select "Teacher Beginning Story Writing" in Materials.						
42	W3D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6A: Dahl & Narrative, Sub-unit 2, Lesson 8, Activity 5						
43	W3E	Provide a conclusion that follows from the narrated experiences or events.	6G: Beginning Story Writing, Lesson 16, pp. 98–100 Select "Teacher Beginning Story Writing" in Materials.						
Production and Distribution of Writing									
44	W4	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: Dahl & Narrative, Sub-unit 2, Lesson 9, Activity 2						
45	W5	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.)	6A: Dahl & Narrative, Sub-unit 2, Lesson 7, Activity 5						
46	W6	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.	6F: The Titanic Collection, Sub-unit 5, Lesson 7, Activity 3						
Research to Build and Present Knowledge									
47	W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6C: The Chocolate Collection, Sub-unit 2, Lesson 3, Activity 4						
48	W8	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.	6F: The Titanic Collection, Sub-unit 4, Lesson 2, Activity 5						
49	W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
50	W9A	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").	6D: The Greeks, Sub-unit 2, Lesson 2, Activity 3						

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51	W9B	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").	6B: Mysteries & Investigations, Sub-unit 2, Lesson 6, Activity 6						
Range of Writing									
52	W10	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.	6D: The Greeks, Sub-unit 1, Lesson 5, Activity 5						
Speaking and Listening Standards (SL)									
Comprehension and Collaboration									
53	SL1	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.							
54	SL1A	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.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 7, Activity 5						
55	SL1B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	6C: The Chocolate Collection, Sub-unit 4, Lesson 2, Activities 3 and 6						
56	SL1C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6F: The Titanic Collection, Sub-unit 3, Lesson 2, Activity 3						
57	SL1D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6C: The Chocolate Collection, Sub-unit 3, Lesson 1, Activity 2						
58	SL2	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: Dahl & Narrative, Sub-unit 2, Lesson 9, Activity 3						
59	SL3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6C: The Chocolate Collection, Sub-unit 3, Lesson 2, Activity 2						
Presentation of Knowledge and Ideas									
60	SL4	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.	6F: The Titanic Collection, Sub-unit 5, Lesson 8, Activity 2						
61	SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6C: The Chocolate Collection, Sub-unit 5, Lesson 8, Activity 3						

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62	SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6C: The Chocolate Collection, Sub-unit 5, Lesson 5, Activity 6						
63	NM E.1	Understand the influence of heritage language in English speech patterns.	6F: The Titanic Collection, Vocabulary Module: Prefixes and Suffixes Select "Vocabulary: Prefixes and Suffixes" in Materials.						
64	NM E.2	Orally compare and contrast accounts of the same event and text.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 10, Activity 2–3						
65	NM E.3	Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	6F: The Titanic Collection, Sub-unit 4, Lesson 1, Activity 3						
Language Standards (L)									
Conventions of Standard English									
66	L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
67	L1A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Grammar, Sub-unit 3, Lesson 2, Activity 2						
68	L1B	Use intensive pronouns (e.g., myself, ourselves).	Grammar, Sub-unit 3, Lesson 5, Activity 3						
69	L1C	Recognize and correct inappropriate shifts in pronoun number and person.	Grammar, Sub-unit 4, Lesson 1, Activities 2 and 3						
70	L1D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Grammar, Sub-unit 4, Lesson 5, Activity 3						
71	L1E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Grammar, Sub-unit 4, Lesson 5, Activity 4						
72	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
73	L2A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Grammar, Sub-unit 7, Lesson 1, Activities 2–4						
74	L2B	Spell correctly.	6A: Dahl & Narrative, Sub-unit 4, Lesson 4, Activity 4						
Knowledge of Language									
75	L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
76	L3A	Vary sentence patterns for meaning, reader/ listener interest, and style.	6A: Dahl & Narrative, Sub-unit 3, Lesson 4, Activities 3–4						
77	L3B	Maintain consistency in style and tone.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 10, Activity 4						

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Vocabulary Acquisition and Use									
78	L4	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.							
79	L4A	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: Dahl & Narrative. Vocabulary Module: Context Clues Select "Vocabulary: Context Clues" in Materials.						
80	L4B	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. "asteroid" Roots. Exist activity Click through all steps.						
81	L4C	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.	Vocab App. "appealing". Totally ReDictionary activity						
82	L4D	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).	Vocab App. "designates". Totally ReDictionary activity						
83	L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
84	L5A	Interpret figures of speech (e.g., personification) in context.	6E: Summer of the Mariposas. Vocabulary Module: Figurative Language Select "Vocabulary: Figurative Language" in Materials.						
85	L5B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Vocab App. "merciless" Synonym & Antonym activities						
86	L5C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).	6B: Mysteries & Investigations. Vocabulary Module: Connotations and Denotations Select "Vocabulary: Connotations and Denotations" in Materials.						
87	L6	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.	6E: Summer of the Mariposas. Sub-unit 1. Lesson 6. Activity 3						

Section 2: Structured Literacy Content Review								
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Criteria #	Provider/Publisher Criteria K-2 ELA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
Materials are informed by and based on the Science of Reading.								
1	Materials are grounded in a scientific understanding of the typical developmental progression of language skills and the relationship between the development of oral and written language skills. Instruction aims for fluent and accurate word recognition (automaticity), ultimately resulting in reading comprehension.	Unit 6B: Mysteries & Investigation, Sub-unit 2, Lesson 4, Activities 3–4						
2	Materials emphasize the relationship between oral language and written language in explicit instruction that progresses from speech to print by addressing phonetics and phonology, orthography (decoding and encoding based on predictable word patterns), syllables, morphology, semantics, syntax, and pragmatics.	6F: The Titanic Collection, Vocabulary Module: Prefixes and Suffixes Select "Vocabulary: Prefixes and Suffixes" in Materials.						
Materials reflect evidence-based teaching principles.								
3	Materials provide systematic and cumulative reading instruction sequences that progress from prerequisite skills to more advanced skills.	6A: Dahl & Narrative, Sub-unit 3, Lesson 2, Activities 3–4						
4	Materials include teacher modeling and direct and explicit instruction which explains each concept clearly. Materials provide opportunities for guided practice, teacher feedback, and independent practice of the skills taught.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 1, Activities 3–4						
5	Materials allow teachers to engage in diagnostic teaching, using formal and informal assessment to continuously monitor progress and identify the skill level and needs of each student.	Amplify ELA Program Guide, Data and Feedback, p. 49–51						
6	Materials provide multisensory/multimodal methods of instruction that simultaneously activate the visual, auditory, kinesthetic, and tactile modes of learning.	6B: Mysteries and Investigations, Sub-unit 3, Lesson 4, Activity 5						
Materials include evidence-based structured literacy elements for grades 3-6.								
7	Materials provide opportunities to practice the six orthographic syllable types, syllabication patterns, and morphology (e.g., roots and affixes) in order to accurately read unfamiliar monosyllabic and multisyllabic words.	Mastering Conventions Four: Spelling, pp. 5–7 Select "Mastering Conventions - Spelling" in Materials.						
8	Materials provide opportunities to practice identifying most common prefixes and suffixes appropriate for grade level.	Vocab App, "aqua" and "hydro" Roots Exist activities Click through all steps.						
9	Materials provide opportunities to read grade-appropriate irregularly spelled words.	Grammar, Mastering Conventions Four: Spelling, Table of Contents, Word Lists, p. 5 Select "Mastering Conventions - Spelling" in Materials.						

Section 2: English Language Arts Content Review								
	Reviewer directions for English Language Arts Content Review:	Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: - o M = Meets the criterion - o P = Partially meets the criterion - o D = Does not meet the criterion Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F. o Each score cell will turn green as you score the materials.	Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and provide evidence to support your determination: - o M = Meets the criterion - o P = Partially meets the criterion - o D = Does not meet the criterion o Each citation cell, score cell, and evidence cell will turn green as you score the materials.					
Criteria #	Provider/Publisher Criteria 6-8 ELA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
Text Selection and Range of Texts: Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task).								
1	Materials reflect the genres and text characteristics that are specifically required by the standards at each grade level band (e.g., informational texts, narratives, poetry, plays, speeches, scientific and historical documents).	Amplify ELA Grade 6 Overview, pp. 17–19						
2	Materials explicitly provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study.	Amplify ELA Grade 6 Overview, p. 16						
3	Materials contain a sequence or collection of anchor texts of grade-level complexity that are selected for close reading and that build knowledge systematically through reading, writing, listening and speaking about the text. (Anchor texts provide opportunities for students to continuously return to the text(s) in order to conduct deep analyses and collect evidence for greater understanding of sources texts.)	Amplify ELA Grade 6 Overview, p. 15						
Text Selection – Quality of Texts: High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.								
4	Materials provide content rich and well-crafted texts, representing the best available, most authentic literature and informational text, varied by genre and subject matter.	Amplify ELA Program Guide, Welcome to Amplify ELA, p. 8						
5	Informational texts offer a variety of text structures (e.g., bold print, heading, captions, etc.) and provide a variety of text types (e.g., speeches, editorials, newspaper articles, essays, literary nonfiction, seminal US and foundational documents).	6C: The Chocolate Collection, Sub-unit 2, Lesson 2, Activities 4–5						
6	Materials provide opportunities for students to independently build and demonstrate their knowledge of standards-based informational texts in history/social studies, science, and technical subjects through reading and writing.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 14, Activity 2						
Text-Dependent and Text-Specific Questions: Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.								
7	Materials provide text-dependent questions and tasks that require the use of textual evidence, including supporting evidence to validate inferences drawn from the text.	6D: The Greeks, Sub-unit 2, Lesson 1, Activities 3 and 4						
8	Materials contain a well-sequenced set of text-dependent/text-specific questions which integrate skills to demonstrate a deeper understanding of the text.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 8, Activities 3–4						
9	Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade-level band.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 15, Activity 6						

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Criteria #	Provider/Publisher Criteria 6-8 ELA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
10	Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts as required by the standards at each grade-level band.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 6, Activity 2						
11	Materials provide opportunities for rhetorical analysis. This includes the rhetorical triangle (speaker, audience, message), classical appeals, modes of development, and academic language.	6C: The Chocolate Collection: Sub-unit 3, Lesson 2, Activities 3–4						
Scaffolding and Supports								
12	Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either heard or read) as required by the standards (e.g., build background knowledge, sequence questions, structural supports, strategies that scaffold).	6D: The Greeks, Sub-unit 2, Lesson 5, Lesson Brief: Differentiation						
13	Instructional materials direct teachers to return to focused parts of the text to guide students through re-reading, discussion and writing about the ideas, events and information regularly and systematically.	6B: Mysteries & Investigations, Sub-unit 4, Lesson 1, Activities 3–4						
14	Materials provide opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.	6D: The Greeks, Sub-unit 2, Lesson 3, Activity 3						
15	Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	6B: Mysteries & Investigations, Sub-unit 2, Lesson 13, Activity 4						
16	Materials utilize and assess students at a variety of knowledge levels (e.g., Bloom's, Depth of Knowledge, etc.) centered on grade level texts aligned and measured against the CCSS expectations.	6A: Dahl & Narrative, Unit Reading Assessment, Lesson 1 Select "Rationale: Dahl & Narrative Reading Assessment" in Materials (p. 2).						
17	Materials address issues of plagiarism, in-text citations, and academic honesty in the production of writing.	6C: The Chocolate Collection, Sub-unit 1, Lesson 3, Activities 2–4						
18	Materials contain guidelines for assessing website and information credibility.	6C: The Chocolate Collection, Sub-unit 1, Lesson 2, Activities 3–4						
19	Materials provide strategies and activities to support clear and concise instruction to teachers and students, promoting the correct and appropriate use of the English language for all students.	6E: Summer of the Mariposas, Sub-unit 2, Lesson 5, Activity 6						
20	Materials present vocabulary and convention skills in an integrated structure across reading, writing, speaking, and listening, avoiding isolated instruction of these skills.	Amplify ELA Program Guide, Inside a Lesson, pp. 38–40						

Section 2: All Content Review								
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Criteria #	Provider/Publisher Criteria for All Content	Provider/Publisher Citation	Score	Reviewer's Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer's Evidence	Comments, other citations, or feedback
Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.								
1	Materials attend to the full intent of the content contained in the standards for all students.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 5, Activity 5						
2	Materials, when used as designed, allow students to fully learn each standard.	6D: The Greeks, Sub-unit 3, Lesson 5, Activity 3						
3	Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.	6F: The Titanic Collection, Sub-unit 4, Lesson 1, Activity 5						
4	Materials are coherent and make meaningful connections where required by the standards.	Poetry in America: Grade 6, Sub-unit 3, Lesson 2, Activity 2						
Materials are well designed and take into account effective lesson structure and pacing.								
5	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments are not haphazard; tasks are given in intentional sequences.	6E: Summer of the Mariposas, Unit Guide: Unit Overview						
6	Within each lesson of the Teacher's Edition, there are clear, measurable, standards-aligned learning objectives and opportunities for differentiated instruction.	6A: Dahl & Narrative, Sub-unit 3, Lesson 8, Lesson Brief: Lesson Objective and Differentiation						
7	Within each lesson of the Teacher's Edition, there are clear, measurable language objectives and opportunities for differentiated instruction.	6A: Dahl & Narrative, Sub-unit 3, Lesson 4, Lesson Brief: Lesson Objective and Differentiation						
8	The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.	Amplify Vocab App Grades 6-8 User Guide, pp. 1-3						
9	The visual design (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.	6F: The Titanic Collection, Sub-unit 3, Lesson 1, Activities 5-7						
10	Materials incorporate a glossary, footnotes, bolded text, recordings, pictures, and/or other features that aid students and teachers in using the material.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 12, Activity 2						
Materials support teacher planning, learning, and understanding of the standards.								
11	Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide). (Publisher citation only required.)	6D: The Greeks, Unit Guide: Lesson at a Glance, Compilation and Lesson Standards						

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12	Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 3, Activity 2						
13	Materials contain a teacher's edition with annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	6B: Mysteries & Investigations, Sub-unit 3, Lesson 4, Activity 5						
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.								
14	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. <i>(Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WIDA ELD Standards.)</i>	6D: The Greeks, Assessment, Lesson 1, Activities 1-3						
15	Materials provide multiple embedded formative and summative assessments (such as performance-based tasks, questions, research, investigations, and projects), clearly defining which standards are being assessed.	Amplify ELA Program Guide, Standards Alignment and Differentiation, pp. 52-54						
16	Materials include aligned scoring guidelines for assessments, such as rubrics, that provide teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration.	6C: The Chocolate Collection, Sub-unit 5, Lesson 1 Select "Grade 6 Essay Rubric" in Materials.						
17	Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, advanced students, and special needs students.	6D: The Greeks, Sub-unit 3, Lesson 3, Lesson Brief, Differentiation, Activity 4 See note on formative writing assessment.						
18	Materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.	6B: Mysteries & Investigations, Sub-unit 4, Lesson 2, Activity 4						
Materials support effective use of technology to enhance student learning.								
19	Materials integrate opportunities for digital learning into the text.	6C: The Chocolate Collection, Sub-unit 5, Lesson 7, Activity 2						
20	Materials include opportunities to assess student understandings and knowledge using technology.	6A: Dahl & Narrative, Assessment, Lesson 1, Activity 1						
Materials can be easily customized for individual learners.								

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21	Materials can be customized to meet the needs of different student populations.	6C: The Chocolate Collection, Sub-unit 1, Lesson 4, Teacher Lesson Brief: Overview						
22	The Teacher's Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 9, Lesson Brief: Differentiation						
23	Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.	6B: Mysteries & Investigations, Sub-unit 2, Lesson 13, Activity 3						
Materials give all students extensive opportunities and support to explore key concepts.								
24	Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).	6D: The Greeks, Sub-unit 1, Lesson 2, Lesson Brief: Differentiation						
25	Materials encourage and support teachers to draw upon culture and home language to facilitate learning.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 14, Activity 5						
26	Materials provide strategies for teachers to inform and engage parents and caregivers of all learners, including culturally and linguistically diverse students, about the program and suggestions for how they can help support student progress and achievement. (Publisher citation only required.)	Amplify ELA Caregiver Resources Hub						
27	Materials include opportunities that encourage and support creative thinking and effective problem solving skills.	6B: Mysteries & Investigations, Sub-unit 3, Lesson 1, Activity 3						
Materials take into account cultural perspectives.								
28	Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.	Amplify ELA Program Guide, Welcome to Amplify ELA, pp. 9–10						
29	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.	6E: Summer of the Mariposas, Sub-unit 1, Lesson 7, Lesson Brief: Banner Art Illustration						
30	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.	Poetry in America: Grade 6, Sub-unit 1, Lesson 1, Activity 2						
31	Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.	Poetry in America: Grade 6, Sub-unit 1, Lesson 1, Activities 3–4						

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Inclusion of Culturally Responsive Lens (CR)								
32	The instructional materials include tools to relate the content area appropriately to the diversity in culture and language.	Poetry in America: Grade 6, Sub-unit 1, Lesson 3, Activity 1						
33	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.	6F: The Titanic Collection, Sub-unit 5, Lesson 7, Activity 2						
34	The instructional materials engage students in critical reflection about their own lives and societies.	6C: The Chocolate Collection, Sub-unit 3, Lesson 2, Activity 4						
35	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.	6C: The Chocolate Collection, Sub-unit 3, Lesson 2, Activity 2						