

Grades 6–8

Amplify ELA

Unit Level Standards Alignment to
Arizona's English Language Arts Standards



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Grade 6



Grade 6 Unit Key

6A	Dahl & Narrative
6B	Mysteries & Investigations
6C	The Chocolate Collection
6D	The Greeks
6E	Summer of the Mariposas
6F	The Titanic Collection
6G	Beginning Story Writing
Poetry in America	Grade 6
Grammar	

Grade 6

READING STANDARDS FOR LITERATURE

Key Ideas and Details

6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Craft and Structure

6.RL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Integration of Knowledge and Ideas

6.RL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RL.8 (Not applicable to literature)

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Range of Reading and Level of Text Complexity

6.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RI.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Craft and Structure

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RI.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Integration of Knowledge and Ideas

6.RI.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RI.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.RI.9 Compare and contrast one author's presentation of events with that of another author.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Range of Reading and Level of Text Complexity

6.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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WRITING STANDARDS

Text Types and Purposes

6.W.1 Write arguments to support claims with clear reasons and relevant evidence.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.1.A Introduce claim(s) and organize the reasons and evidence clearly.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.1.D Establish and maintain a formal style.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.1.E Provide a concluding statement or section that follows from the argument presented.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.2.A 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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.2.E Establish and maintain a formal style.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.2.F Provide a concluding statement or section that follows from the information or explanation presented.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.3.E Provide a conclusion that follows from the narrated experiences or events.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Production and Distribution of Writing

6.W.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.)

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.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.)

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.6 Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Research to Build and Present Knowledge

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.W.9.A Apply grade 6 Reading standards to literature.

Unit	6A	6B	6C	6D	6E	6F	6G		Grammar	
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6.W.9.B Apply grade 6 Reading standards to informational text and nonfiction.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Range of Writing

6.W.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

6.SL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.1.D Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Presentation of Knowledge and Ideas

6.SL.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.5 Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.SL.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.)

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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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 grades 6–8 conventions standards. 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.)

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.1.A Ensure that pronouns are in the proper case (subjective, objective, and possessive).

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.1.B Use intensive pronouns (e.g., myself, ourselves).

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.1.C Recognize and correct inappropriate shifts in pronoun number and person.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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6.L.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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6.L.2.B Use correct spelling.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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Knowledge of Language

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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6.L.3.A Vary sentence patterns for meaning, reader/listener interest, and style.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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6.L.3.B Maintain consistent style and tone.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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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.

6.L.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar
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6.L.4.A Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.4.B 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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.4.D Verify the preliminary determination of the meaning of a word or phrase.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.5.A Interpret figures of speech (e.g., personification) in context.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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6.L.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.

Unit	6A	6B	6C	6D	6E	6F	6G	Poetry in America	Grammar	
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Grade 7



Grade 7 Unit Key

7A	Red Scarf Girl & Narrative
7B	Character & Conflict
7C	Brain Science
7D	Poetry & Poe
7E	The Frida & Diego Collection
7F	The Gold Rush Collection
7G	Intermediate Story Writing
Poetry in America	Grade 7
Grammar	

Grade 7

READING STANDARDS FOR LITERATURE

Key Ideas and Details

7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RL.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Craft and Structure

7.RL.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 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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RL.5 Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Integration of Knowledge and Ideas

7.RL.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).

Unit

7A

7B

7C

7D

7E

7F

7G

Poetry in America

Grammar

7.RL.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.

Unit

7A

7B

7C

7D

7E

7F

7G

Poetry in America

Grammar

Range of Reading and Level of Text Complexity

7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

Unit

7A

7B

7C

7D

7E

7F

7G

Poetry in America

Grammar

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit

7A

7B

7C

7D

7E

7F

7G

Poetry in America

Grammar

7.RI.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.

Unit

7A

7B

7C

7D

7E

7F

7G

Poetry in America

Grammar

7.RI.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).

Unit

7A

7B

7C

7D

7E

7F

7G

Poetry in America

Grammar

Craft and Structure

7.RI.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RI.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RI.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Integration of Knowledge and Ideas

7.RI.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).

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RI.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.RI.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Range of Reading and Level of Text Complexity

7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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WRITING STANDARDS

Text Types and Purposes

7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

7.W.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

7.W.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

7.W.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

7.W.1.D Establish and maintain a formal style.

7.W.1.E Provide a concluding statement or section that follows from and supports the argument presented.

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7.W.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.

7.W.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

7.W.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.2.E Establish and maintain a formal style.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Production and Distribution of Writing

7.W.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.)

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.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.)

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Research to Build and Present Knowledge

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.9.A Apply grade 7 Reading standards to literature.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.W.9.B Apply grade 7 Reading standards to informational text and nonfiction.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Range of Writing

7.W.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

7.SL.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Presentation of Knowledge and Ideas

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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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 grades 6–8 conventions standards. 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.)

7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.1.A Explain the function of phrases and clauses in general and their function in specific sentences.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.2.A Use a comma to separate coordinate adjectives.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.2.B Use correct spelling.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Knowledge of Language

7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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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.

7.L.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.4.A Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.4.B 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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.4.D Verify the preliminary determination of the meaning of a word or phrase.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.5.A Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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7.L.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.

Unit	7A	7B	7C	7D	7E	7F	7G	Poetry in America	Grammar	
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Grade 8



Grade 8 Unit Key

8A	Perspectives & Narrative
8B	Liberty & Equality
8C	Science & Science Fiction
8D	Shakespeare's Romeo & Juliet
8E	Holocaust: Memory & Meaning
8F	The Space Race Collection
8G	Advanced Story Writing
Poetry in America	Grade 8
Grammar	

Grade 8

READING STANDARDS FOR LITERATURE

Key Ideas and Details

8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Craft and Structure

8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Integration of Knowledge and Ideas

8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Range of Reading and Level of Text Complexity

8.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

8.RI.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RI.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 objective summary of the text.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Craft and Structure

8.RI.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RI.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Integration of Knowledge and Ideas

8.RI.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RI.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.RI.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Range of Reading and Level of Text Complexity

8.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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WRITING STANDARDS

Text Types and Purposes

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.1.D Establish and maintain a formal style.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.1.E Provide a concluding statement or section that follows from and supports the argument presented.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.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.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.2.B Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit

8A

8B

8C

8D

8E

8F

8G

Poetry in America

Grammar

8.W.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.2.E Establish and maintain a formal style.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Production and Distribution of Writing

8.W.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.)

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.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.)

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Research to Build and Present Knowledge

8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.9.A Apply grade 8 Reading standards to literature.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.W.9.B Apply grade 8 Reading standards to informational text and nonfiction.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Range of Writing

8.W.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

8.SL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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Presentation of Knowledge and Ideas

8.SL.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.SL.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 for specific expectations.)

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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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 grades 6–8 conventions standards. 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.)

8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.1.B Form and use verbs in the active and passive voice.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.1.D Recognize and correct inappropriate shifts in verbals, voice, and mood.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.2.B Use an ellipsis to indicate an omission.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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8.L.2.C Use correct spelling.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar
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Knowledge of Language

8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.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).

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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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.

8.L.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.4.A Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.4.B 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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.4.D Verify the preliminary determination of the meaning of a word or phrase.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.5.A Interpret figures of speech (e.g., verbal irony, puns) in context.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.5.B Use the relationship between particular words to better understand each of the words.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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8.L.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.

Unit	8A	8B	8C	8D	8E	8F	8G	Poetry in America	Grammar	
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For more information,
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