

Grades 6–8

Curriculum Alignment to the Idaho Content Standards for English Language Arts/Literacy

An Alignment of Amplify ELA to the Idaho Content Standards for English Language Arts/Literacy

Guide for Reviewers

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

Example

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

6B = Grade 6, Unit B

3.2 = Sub-unit 3, Lesson 2

3.5 = Exemplar citation

Reading Comprehension Strand (6.RC-)

Text Complexity (TC)

6.RC-TC.1

Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.

6A: 2.5, 3.1

6B: 1.1, 2.1, 2.15, 3.1, 4.1

6C: 2.1, 3.3

6D: 1.1, 2.1, 3.1

6E: 1.1, 1.11

6F: 2.1

Text Analysis Module: Genre

Volume of Reading to Build Knowledge (V)

6.RC-V.2

Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that are related to the topics and themes being studied. Students will regularly engage with these texts to build knowledge and vocabulary.

6A: 2.5, 3.1

6B: 1.1, 2.1, 2.15, 3.1, 4.1

6C: 2.1, 3.3

6D: 1.1, 2.1, 3.1

6E: 1.1, 1.11

6F: 2.1

Grade 6

Textual Evidence (TE)	
6.RC-TE.3 Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.	6A: 2.3, 2.5, 2.6, 3.1, 3.2 , 3.3, 3.6, 3.8, 3.9, 3.12, 4.1, 4.2, 4.3 6B: 1.1, 2.1, 2.2, 2.3, 2.5, 2.6, 2.9, 2.10, 2.11, 2.13, 2.14, 3.2, 3.3 , 3.5, 4.2, 4.3, 5.1, 5.2 6C: 2.1, 2.2 , 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 6D: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3 6E: 1.1, 1.2, 1.3 , 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 2.1, 2.4 6F: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1 Quest: <i>Myth World</i>
Reading Fluency (RF)	
6.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.	6B: 2.4, 2.8, 2.12 , 3.6, 4.4 6C: 1.4, 2.4, 3.4, 4.4 6D: 1.6, 2.4 , 2.7, 3.6 6E: 1.10, 1.15 , 1.20 6F: 1.4, 2.4 , 3.4, 4.4
Literature (L)	
6.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.	6B: 1.1 , 3.2, 3.3, 3.5, 4.2, 4.3 6C: 3.3 6D: 1.1, 1.2, 2.1, 2.2, 2.5, 2.6 , 3.1, 3.3, 4.2, 4.3 6E: 1.1, 1.2, 1.3 , 1.6, 1.7, 1.8, 1.9, 1.12, 1.13, 1.16, 1.17, 2.1 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1 Quest: <i>Myth World</i>
6.RC-L.5a Explain stated or implied themes of texts, including how they are developed using specific details from the texts.	6B: 3.5 6D: 1.1, 1.2 , 1.4, 2.6, 3.1, 3.3, 4.1 6E: 1.1 , 1.7 , 1.9, 1.17, 1.18, 1.19 Poetry in America: 2.2, 3.2 Text Analysis Module: Theme Quest: <i>Myth World</i>

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6.RC-L.5b Describe how characters respond or change as the plot moves toward a resolution.	6B: 1.1, 3.3, 3.4, 4.1 6D: 2.3 , 2.5, 2.6, 3.4 6E: 1.3, 1.4, 1.8, 1.12, 1.13, 1.18 Poetry in America: 3.1 Text Analysis Module: Literary Elements Quest: <i>Myth World</i>
6.RC-L.5c Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.	6B: 3.1 , 3.2, 3.3, 3.4, 4.2, 4.3 6D: 2.2 , 3.3 6E: 1.1, 1.4 , 1.7, 1.8 , 1.18, 1.19 Poetry in America: 1.2, 2.1, 2.2, 3.2 Text Analysis Modules: Literary Elements, Theme
6.RC-L.5d Explain how authors develop the point of view of the narrator or speaker in texts.	6B: 1.1 6D: 1.1 , 1.3 , 1.5, 2.3, 3.1, 3.2 6E: 1.2 , 1.4 Poetry in America: 1.2, 3.1 Text Analysis Module: Narrative Point of View
6.RC-L.5e Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6B: 3.2, 3.5 6C: 2.1 6D: 2.2, 2.6, 3.5 , 4.1 6E: 1.4, 1.9 , 1.13 , 1.16 6F: 2.2 Poetry in America: 3.2 Text Analysis Module: Genre
Nonfiction Text (NF)	
6.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	6A: 2.5, 2.6 , 3.1, 3.2, 3.3, 3.6, 3.8, 3.9, 3.12, 4.1, 4.2, 4.3 6B: 2.1, 2.2, 2.3 , 2.5, 2.6, 2.9, 2.10, 2.11, 2.13, 2.14 6C: 2.1 , 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.3 6E: 1.11 6F: 2.1, 2.2 , 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.3, 5.4, 5.5, 5.6

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6.RC-NF.6a Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.	6A: 3.1, 3.9, 4.2 6B: <u>2.6</u> , <u>2.11</u> , <u>2.13</u> , 2.14 6E: 1.11 6F: 2.1 Text Analysis Module: <u>Central Idea</u>
6.RC-NF.6b Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.	6A: 3.3, <u>3.6</u> , 3.12 6B: <u>2.1</u> , <u>2.2</u> , 2.5, 2.6, 2.7, <u>2.9</u> , 2.10, 2.11, 2.13, 2.15 6F: 2.1
6.RC-NF.6c Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.	6A: <u>3.6</u> 6B: 2.5, <u>2.6</u> , <u>2.7</u> , 2.10, 2.11, 2.14, <u>2.15</u> 6F: 2.1, 2.2 Text Analysis Module: <u>Structure</u>
6.RC-NF.6d Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.	6A: 3.3 6B: <u>2.3</u> , <u>2.6</u> , <u>2.7</u> , 2.9, 2.10, 2.13, <u>2.14</u> 6C: 2.1, 3.2, 4.1 6F: 2.3
6.RC-NF.6e 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).	6A: 3.1, 3.8, 4.1 6B: 2.5, 2.7, <u>2.10</u> 6C: 2.2, <u>3.1</u> , 3.2 6E: <u>1.11</u> 6F: <u>3.1</u>

Vocabulary Development Strand (6.VD-)

Word Building (WB)

6.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i> , choosing flexibly from a range of strategies.	6A: 2.1, <u>2.2</u> , 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 4.2, 4.3, 4.4 6B: <u>3.3</u> , 4.3 6D: 4.4 Vocab App Activities: <u>Narrative Multiple Choice</u> , Roots Exist, <u>Totally ReDictionary</u>
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6.VD-WB.1a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6A: 3.11, 4.2 6B: 2.15 6C: 2.2 Vocab App Activity: Narrative Multiple Choice Vocabulary Module: Context Clues
6.VD-WB.1b Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words <i>astronaut</i> and <i>nautical</i>).	Vocab App Activity: Roots Exist Vocabulary Modules: Greek and Latin Roots, Prefixes and Suffixes
6.VD-WB.1c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.	6A: 2.2, 2.5, 3.1 6B: 1.1, 2.1, 2.15, 3.1, 4.1 6C: 2.1 6D: 1.1, 2.1, 3.1 6E: 1.1, 1.11 6F: 2.1 Vocab App Activity: Totally ReDictionary Vocabulary Module: Dictionary Skills
6.VD-WB.1d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	6A: 2.5, 3.1, 4.3 6B: 1.1, 2.1, 2.15, 3.1, 4.1 6C: 2.1 6D: 1.1, 2.1, 3.1 6E: 1.1, 1.11 6F: 2.1 Vocab App Activity: Totally ReDictionary Vocabulary Module: Dictionary Skills
6.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts.	6A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.3, 3.11, 4.3, 4.4 6B: 2.2, 2.3, 2.5, 3.1, 3.3, 4.3 6C: 2.2, 3.1, 3.2, 3.3, 4.2, 4.3 6D: 2.1, 2.3, 4.4 6E: 1.6, 1.11, 1.17, 1.19 6F: 2.2, 2.3, 4.3 Poetry in America: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 Vocab App Activities: Extreme Weather Vacation, Personality Quiz, Two of a Kind Vocabulary Module: Figurative Language

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6.VD-WB.2a Interpret figurative language (e.g., personification, idioms) in context.	6A: 2.6, 3.3, 3.11 6B: 2.2, 2.3, 2.5, 3.1 6C: 2.2, 3.1, 3.2, 3.3, 4.2, 4.3 6D: 2.1, 2.3, 3.1 6E: 1.6, 1.11, 1.17, 1.19 6F: 2.2, 2.3, 4.3 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 Vocabulary Module: Figurative Language
6.VD-WB.2b Use the relationship between particular words (e.g., <i>cause/effect</i>, <i>part/whole</i>, <i>item/category</i>) to better understand each of the words.	Vocab App Activities: Extreme Weather Vacation, Two of a Kind Vocabulary Module: Synonyms and Antonyms
6.VD-WB.2c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>house</i> versus <i>home</i>, <i>cheap</i> versus <i>affordable</i>).	6B: 3.2 6D: 1.1 6E: 1.2 Poetry in America: 3.1 Vocab App Activities: Extreme Weather Vacation, Personality Quiz Vocabulary Module: Connotations and Denotations
6.VD-WB.2d Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).	6B: 3.1 6D: 2.1, 2.3 6E: 1.6, 1.17, 1.19 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Academic Vocabulary (AV)	
6.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	6A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 4.2, 4.3, 4.4 6B: 2.6, 2.13, 3.3, 4.3, 5.2 6C: 3.2 6D: 4.4 6E: 1.17, 2.2 6F: 5.4 Vocab App Activities: Extreme Weather Vacation, Narrative Multiple Choice, Roots Exist, Totally ReDictionary, Two of a Kind

Research Strand (6.RS-)

Inquiry Process to Build, Present, and Use Knowledge (IP)

6.RS-IP.1

Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

6C: 1.1, 1.2, 1.3, **2.3**, 3.3, 4.2, 4.3, **5.1**, 5.2, 5.6, 5.7

6E: 1.14

6F: 1.1, 1.2, 1.3, 2.3, 3.3, **4.2**, **4.3**, 5.1, 5.2, 5.6, 5.7

Deep Reading on Topics to Build Knowledge (DR)

6.RS-DR.2

Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

6C: **2.1**, 2.2, 2.3, 3.3, **4.3**

6F: 2.1, **2.2**, 2.3, **3.3**, 4.3

Writing Strand (6.W-)

Range of Writing (RW)

6.W-RW.1

Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

6A: 2.1, 2.2, **2.3**, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 3.2, 3.3, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4

6B: 1.1, 2.1, 2.2, 2.6, 2.9, 2.10, 2.11, **2.13**, 3.2, 3.5, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5

6C: 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

6D: **1.3**, 1.4, 1.5, 2.2, 2.6, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5

6E: 1.3, 1.8, 1.9, 1.12, 1.13, 1.17, **2.1**, 2.2, 2.3, 2.4, 2.5

6F: 1.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

Poetry in America: 1.3

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6.W-RW.2 Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.	6A: 3.2, 3.3, 3.5, 3.9, 3.10, 3.12, 4.1, 4.2, 4.3, 4.4 6B: 2.1, 2.2, 2.5, 2.9, 3.1, 4.3 6C: 3.1, 3.2, 3.3, 5.2, 5.3, 5.4, 5.5 6D: 1.3, 1.4, 2.6, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5 6E: 1.3, 1.8, 1.12, 1.19 6F: 5.1, 5.2, 5.3, 5.4, 5.5
6.W-RW.3 Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.	6A: 3.11 6B: 3.2, 3.5, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5 6C: 2.1, 2.2, 5.2, 5.3, 5.4, 5.5 6D: 2.2, 4.5 6E: 1.9, 1.13, 1.17, 2.1, 2.2, 2.3, 2.4, 2.5 6F: 2.1, 2.2, 2.3, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5
6.W-RW.4 Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).	6A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 3.7, 3.11 6B: 1.1, 2.10 6D: 1.5, 3.5 6F: 3.2, 5.7 6G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 3.20, 3.21, 3.22, 3.23 Poetry in America: 1.2, 1.3, 2.3, 3.3 Quest: <i>Myth World</i>
6.W-RW.5 Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.	6A: 2.5, 2.9, 4.2, 4.3, 4.4 6B: 4.2, 5.1, 5.2, 5.3, 5.4, 5.5 6C: 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 6D: 4.1, 4.2, 4.3, 4.4, 4.5 6E: 2.1, 2.2, 2.3, 2.4, 2.5 6F: 4.2, 5.1, 5.3, 5.4, 5.5, 5.6 6G: 1.2, 1.3, 1.4, 1.8, 2.13, 2.14, 2.16, 2.18, 2.19, 3.21, 3.24 Poetry in America: 1.3 Mastering Conventions One: 1.7

Grade 6

6.W-RW.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)	6A: 2.2, 2.3 , 2.7 , 2.9, 2.10, 3.10 , 4.2, 4.3 6B: 5.3, 5.4 6C: 5.4 6D: 4.4 6E: 2.3, 2.4 6F: 5.4 6G: 1.6, 2.11, 2.13, 2.14, 2.18, 2.19, 3.22, 3.23, 3.24
Handwriting and Keyboarding (HWK)	
6.W-HWK.7 Write by hand or with technology 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 two pages in a single sitting.	6A: 2.4, 2.7, 3.12, 4.4 6B: 5.5 6C: 1.1, 1.2, 1.3, 5.5, 5.6 , 5.7, 6D: 4.5 6E: 2.5 6F: 1.1, 1.2, 1.3, 2.3 , 5.5, 5.6, 5.7 6G: 3.24 Poetry in America: 3.3

Oral and Digital Communications Strand (6.ODC-)	
Oral Communications (OC)	
6.ODC-OC.1 Engage in collaborative discussions about <i>grade-level topics and texts</i> with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.	6A: 2.1, 2.2, 2.3, 2.4, 2.5 , 2.8, 2.9, 2.10, 3.1, 3.6, 3.8, 4.1 6B: 2.3, 2.5, 2.7, 2.11, 2.14, 2.15, 3.1, 3.3, 3.4, 4.1, 4.3 6C: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2 6D: 1.1, 1.2, 2.1, 2.3, 2.5, 3.1 6E: 1.1, 1.2, 1.4, 1.6, 1.7, 1.11, 1.16, 1.19 , 1.21 6F: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2 , 5.2 6G: 1.1, 1.2, 1.3, 1.4, 1.9, 2.10, 3.23, 3.24 Poetry in America: 1.1, 1.2, 2.2, 3.1, 3.2
6.ODC-OC.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6A: 2.9 6B: 2.1, 2.7, 2.11, 2.15, 3.1 6C: 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.5, 5.6, 5.7 6D: 1.3 6E: 1.11 6F: 1.3, 2.1, 2.2, 2.3, 3.1 , 3.2 , 3.3 , 4.2 Poetry in America: 1.2, 1.3, 3.1, 3.2

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6.ODC-OC.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6B: <u>2.3</u> , 2.14, 4.2 6C: <u>3.2</u> , <u>4.2</u> , <u>5.8</u>
6.ODC-OC.4 Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.	6C: <u>5.8</u> 6D: <u>1.3</u> 6F: <u>5.7</u> , <u>5.8</u>
Digital Communications (DC)	
6.ODC-DC.5 Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented.	6C: 1.1, <u>1.2</u> , 1.3, 2.3, <u>4.3</u> , 5.1, 5.2, 5.6 6E: 1.14 6F: 1.1, <u>1.2</u> , 1.3, 2.3, <u>4.2</u> , 4.3, 5.1, 5.2, 5.6
6.ODC-DC.6 Follow safety practices and ethical guidelines when gathering, sharing, and using information.	6C: 1.1, 1.2, <u>1.3</u> , 2.3, 4.3, <u>5.6</u> 6F: 1.1, 1.2, <u>1.3</u> , 2.3, 4.3, <u>5.6</u>
6.ODC-DC.7 Compare and contrast a written story to a digital version, contrasting what is “seen” and “heard” when reading the text with what is perceived when listened to or watched.	6C: <u>3.3</u> 6D: 1.3 6E: <u>1.12</u> Poetry in America: 2.1
6.ODC-DC.8 Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.	6C: <u>5.7</u> , <u>5.8</u> 6E: 1.14, 1.16 6F: <u>5.7</u> , <u>5.8</u>

Grammar and Conventions Strand (6.GC-)	
Grammar and Usage (GU)	
6.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.	6A: 3.4 , 4.4 6B: 5.5 6C: 5.5 6D: 4.5 6E: 2.5 6F: 5.5 Grammar: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2 Mastering Conventions One: 1.5 Mastering Conventions Three: 3.11, 4.14 Writing Module: Conventions
6.GC-GU.1a Identify the eight basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i>).	6G: 1.4 , 1.5, 1.9 Grammar: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.5, 2.6, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2 , 5.3, 5.4 Mastering Conventions One: 1.5, 4.21, 4.22 Mastering Conventions Two: 1.4, 3.10 , 3.11, 3.12
6.GC-GU.1b Recognize that a word performs different functions according to its position in the sentence.	Mastering Conventions Two: 2.7, 2.8 , 2.9 Mastering Conventions Three: 2.5 , 2.6, 2.7
6.GC-GU.1c Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., <i>myself, ourselves</i>).	Grammar: 3.1, 3.2 , 3.3 , 3.4 , 3.5 Mastering Conventions One: 3.16 Mastering Conventions Two: 5.17, 5.19
6.GC-GU.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Grammar: 3.2, 3.3, 3.5, 4.1, 4.3 , 4.4 , 4.5 Mastering Conventions One: 3.16
6.GC-GU.1e Recognize and correct inappropriate shifts in pronoun number and person.	Grammar: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1 , 4.2 , 4.5 Mastering Conventions One: 1.5, 3.16 Mastering Conventions Two: 5.17, 5.18, 5.19

Grade 6

6.GC-GU.1f Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.	6A: 3.4 6G: 1.4, 1.5, 1.9, 2.11, 2.19, 3.22 Grammar: 1.3, 1.7, 2.4, 2.8, 2.9 , 4.3, 5.4, 6.2, 6.3, 6.4 Mastering Conventions Two: 3.11, 3.12, 3.13
6.GC-GU.1g Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.	6G: 2.12, 2.17 Grammar: 2.4, 2.8, 4.3, 4.4, 4.5 , 5.4 , 6.4 Mastering Conventions One: 5.25, 5.26 Mastering Conventions Two: 7.24, 7.25 Mastering Conventions Three: 5.18, 5.19
Mechanics (M)	
6.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	6A: 3.4, 3.7, 3.10, 4.4 6B: 2.14, 5.5 6C: 4.2, 5.5 6D: 4.5 6E: 1.7, 1.19, 2.5 6F: 4.2, 5.5 6G: 2.12, 2.17 Grammar: 7.1, 7.2 Poetry in America: 1.3, 2.3, 3.3 Mastering Conventions One: 1.2 Mastering Conventions Two: 6.21 Mastering Conventions Three: 4.14, 4.15, 4.17 Writing Module: Conventions
6.GC-M.2a Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.	Grammar: 7.1 Mastering Conventions Two: 6.21 Mastering Conventions Three: 4.15
6.GC-M.2b Colons to separate hours and minutes and to introduce a list.	Grammar: 7.2 Mastering Conventions Two: 6.23 Mastering Conventions Three: 4.17

Grade 6

6.GC-M.3 Spell derivatives correctly by applying knowledge of bases and affixes.	6A: <u>4.4</u> 6B: 5.5 6C: 5.5 6D: 4.5 6E: 2.5 6F: 5.5 Vocab App Activity: Roots Exist Vocabulary Module: Greek and Latin Roots, Prefixes and Suffixes <u>Mastering Conventions Four</u>
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An Alignment of Amplify ELA to the Idaho Content Standards for English Language Arts/Literacy

Guide for Reviewers

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

Example

7B: 1.1, 3.2, 3.3, 3.5, 4.2, 4.3

7B = Grade 7, Unit B

3.2 = Sub-unit 3, Lesson 2

3.5 = Exemplar citation

Reading Comprehension Strand (7.RC-)	
Text Complexity (TC)	
7.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.	7A: 3.1 7B: 1.1, 2.1, 3.1, 3.2 7C: 1.1, 2.1, 3.1 7D: 1.1, 1.2, 2.1, 3.1, 4.1 7E: 2.1 7F: 2.1, 3.1 Poetry in America: 2.1 Text Analysis Module: Genre
Volume of Reading to Build Knowledge (V)	
7.RC-V.2 Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that are related to the topics and themes being studied. Students will regularly engage with these texts to build knowledge and vocabulary.	7A: 3.1 7B: 1.1, 2.1, 3.1, 3.2 7C: 1.1, 2.1, 3.1 7D: 1.1, 1.2, 2.1, 3.1, 4.1 7E: 2.1 7F: 2.1, 3.1 Poetry in America: 2.1

Textual Evidence (TE)	
7.RC-TE.3 Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	7A: 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 4.1 7B: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12 , 2.13, 2.14, 2.15, 3.1, 3.2, 4.1, 4.2, 4.4 7C: 1.1, 1.2, 1.4, 1.5 , 1.11, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5 7D: 1.1, 2.2, 2.5 , 3.1, 3.2, 3.3, 3.5, 4.2, 5.1, 5.2, 5.3, 5.4 7E: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 , 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.5, 5.6 7F: 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.3, 5.5, 5.6 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1 Quests: <i>Black, White, and Blues in Chicago</i> ; <i>Perception Academy</i> ; <i>Who Killed Edgar Allan Poe?</i>
Reading Fluency (RF)	
7.RC-RF4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.	7B: 1.5, 2.5, 2.10 , 2.16 7C: 1.6, 1.10, 2.5 , 3.2 7D: 1.4 , 2.7, 3.6, 4.6 7E: 1.4, 2.4, 3.4, 4.4 7F: 1.4, 2.4, 3.4 , 4.4
Literature (L)	
7.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.	7B: 1.1 , 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.9 , 2.11, 2.12, 2.13, 2.14, 2.15, 3.1, 4.4 7D: 1.1 , 2.2, 2.5 , 3.1, 3.2, 3.3, 3.5, 4.2, 5.2, 5.4 7F: 4.1 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1
7.RC-L.5a Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.	7B: 1.4 , 2.3, 2.14, 2.15 7D: 1.3, 4.3 Poetry in America: 1.1, 2.1, 3.2 Text Analysis Module: Theme Quest: <i>Black, White, and Blues in Chicago</i>

Grade 7

7.RC-L.5b Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.	7B: 1.1, 1.2, 1.3 , 2.2, 2.3 , 2.4, 2.6 , 2.7, 2.11, 2.12, 3.1 7D: 3.1 , 3.2, 3.3, 3.4, 4.2, 4.4, 4.5 Poetry in America: 3.1 Text Analysis Module: Literary Elements Quest: <i>Black, White, and Blues in Chicago</i>
7.RC-L.5c Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.	7B: 3.1 7D: 3.5 7E: 3.1 Poetry in America: 1.2, 2.2, 3.2 Text Analysis Module: Genre
7.RC-L.5d Explain how authors develop and contrast the point of view of different characters or narrators in texts.	7B: 1.1, 1.2, 2.8, 2.11, 2.14 , 2.15 7D: 1.3, 2.2 , 2.3, 2.4, 3.1, 3.5 , 5.1, 5.2, 5.5 Poetry in America: 3.1 Text Analysis Module: Narrative Point of View Quest: <i>Black, White, and Blues in Chicago</i>
7.RC-L.5e Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.	7B: 2.2, 3.2 7F: 3.1 Poetry in America: 3.2 Quest: <i>Black, White, and Blues in Chicago</i>
Nonfiction Text (NF)	
7.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	7A: 3.1, 3.4 , 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12 7C: 1.1, 1.2, 1.4, 1.5 , 1.11, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 7E: 2.1, 2.2 , 3.3, 4.1, 4.2, 4.3, 5.2, 5.3, 5.5, 5.6 7F: 1.2, 2.1, 2.2, 2.3, 3.2, 3.3 , 4.1, 4.3, 5.1, 5.3, 5.5, 5.6 Quests: <i>Black, White, and Blues in Chicago; Perception Academy; Who Killed Edgar Allan Poe?</i>
7.RC-NF.6a Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.	7A: 3.5 , 3.9, 3.12 7C: 1.1 , 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 , 1.11, 2.1, 2.3, 2.4 Text Analysis Module: Central Idea Quests: <i>Perception Academy; Who Killed Edgar Allan Poe?</i>

Grade 7

7.RC-NF.6b Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7A: 3.2, 3.3 7B: 3.2 7C: 1.2, 1.3, 1.5, 1.9, 1.11, 2.2, 2.3, 2.4 7E: 3.1 7F: 5.1 Quests: <i>Black, White, and Blues in Chicago; Perception Academy; Who Killed Edgar Allan Poe?</i>
7.RC-NF.6c Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.	7A: 3.10 7B: 3.2 7C: 2.1, 2.2 7E: 3.1 7F: 3.1, 3.2 Text Analysis Module: Structure
7.RC-NF.6d Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims.	7A: 3.4, 3.5, 3.7, 3.11 7C: 1.4, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3 7E: 2.1 7F: 1.1, 2.1 Quest: <i>Perception Academy</i>
7.RC-NF.6e Compare and contrast 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.	7B: 3.2 7C: 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.4 7E: 2.1, 3.1 7F: 2.1, 2.2 Quest: <i>Who Killed Edgar Allan Poe?</i>

Vocabulary Development Strand (7.VD-)	
Word Building (WB)	
7.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i>, choosing flexibly from a range of strategies.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.4 7C: 1.9, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 Vocab App Activities: Narrative Multiple Choice, Roots Exist, Totally ReDictionary

Grade 7

7.VD-WB.1a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	7C: 1.3 7D: 3.1, 3.5, 4.2, 4.3 Poetry in America: 2.1 Vocab App Activity: Narrative Multiple Choice Vocabulary Module: Context Clues
7.VD-WB.1b Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words <i>geologist</i> and <i>geophysics</i>).	Vocab App Activity: Roots Exist Vocabulary Modules: Greek and Latin Roots, Prefixes and Suffixes
7.VD-WB.1c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.	7A: 3.1 7B: 1.1, 2.1, 3.1, 3.2 7C: 1.1, 2.1, 3.1 7D: 1.1, 1.2, 2.1, 2.3, 3.1, 4.1 7E: 2.1 7F: 2.1 Vocab App Activity: Totally ReDictionary Vocabulary Module: Dictionary Skills
7.VD-WB.1d 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).	7A: 3.1 7B: 1.1, 2.1, 3.1, 3.2 7C: 1.1, 2.1, 3.1 7D: 1.1, 1.2, 2.1, 2.3, 3.1, 4.1 7E: 2.1 7F: 2.1 Vocab App Activity: Totally ReDictionary Vocabulary Module: Dictionary Skills

Grade 7

7.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.3, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.13, 3.1, 3.2 7C: 1.1, 1.9, 2.4, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 7D: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2, 4.3 7E: 3.1, 4.3 7F: 2.1 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1 Vocab App Activities: Extreme Weather Vacation, Personality Quiz, Two of a Kind Vocabulary Module: Figurative Language Quest: <i>Who Killed Edgar Allan Poe?</i>
7.VD-WB.2a Interpret figurative language (e.g., <i>euphemism</i>, <i>oxymoron</i>) in context.	7B: 2.2, 2.13, 3.1 7D: 1.1, 4.2 7E: 3.1 Poetry in America: 1.1, 1.2, 2.1, 3.2 Vocabulary Module: Figurative Language
7.VD-WB.2b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7C: 1.3 7D: 2.1, 4.3 Vocab App Activities: Extreme Weather Vacation, Two of a Kind Vocabulary Module: Synonyms and Antonyms
7.VD-WB.2c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>curious</i> versus <i>nosy</i>, <i>assertive</i> versus <i>pushy</i>).	7B: 3.1 7C: 2.1 7D: 1.3, 4.2 Poetry in America: 3.1 Vocab App Activities: Extreme Weather Vacation, Personality Quiz Vocabulary Module: Connotations and Denotations
7.VD-WB.2d Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.	7A: 3.3, 3.9, 3.10 7C: 1.1, 2.4, 3.1 7D: 4.2 7E: 3.1, 4.3 7F: 2.1 Quest: <i>Who Killed Edgar Allan Poe?</i>

Academic Vocabulary (AV)	
7.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i> ; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.4 7C: 1.9, 3.1, 3.3, 4.1, 4.2, 4.4, 4.5 Vocab App Activities: Extreme Weather Vacation, Narrative Multiple Choice , Roots Exist, Totally ReDictionary, Two of a Kind
Research Strand (7.RS-)	
Inquiry Process to Build, Present, and Use Knowledge (IP)	
7.RS-IP.1 Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.	7E: 1.1, 1.2, 1.3, 2.3 , 3.3, 4.2, 4.3, 5.1, 5.2, 5.6, 5.7 7F: 1.1, 1.2, 1.3, 2.3 , 3.1, 3.2, 4.2 , 4.3, 5.1 , 5.2, 5.6, 5.7
Deep Reading on Topics to Build Knowledge (DR)	
7.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	7C: 2.2, 3.1 7E: 2.1 , 2.2, 2.3, 3.3 , 4.3 7F: 2.1 , 2.2, 2.3, 3.3, 4.3

Writing Strand (7.W-)	
Range of Writing (RW)	
7.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5 7B: 1.4, 2.2, 2.3, 2.6, 2.8, 2.9, 2.12, 2.15, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5 7C: 1.2, 1.4, 1.8, 1.11, 2.1, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5 7D: 1.3, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.5, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5 7E: 1.2, 1.3, 2.1, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 7F: 1.1, 1.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Poetry in America: 1.3
7.W-RW.2 Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.	7A: 3.1, 3.7, 3.11, 4.5 7B: 1.4 7C: 1.4, 2.1 7D: 1.3, 2.3, 2.4, 2.6, 3.5, 5.1, 5.2, 5.3, 5.4, 5.5 7E: 5.1, 5.2, 5.3, 5.4, 5.5 7F: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 7G: 1.6 Quest: <i>Black, White, and Blues in Chicago</i>
7.W-RW.3 Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.	7A: 3.4, 3.5, 3.8, 3.9, 4.1, 4.2, 4.3 7B: 2.2, 2.3, 2.9, 2.15, 4.1, 4.2, 4.3, 4.4, 4.5 7C: 1.11, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5 7D: 3.3, 4.2, 4.5 7E: 2.1, 5.1, 5.2, 5.3, 5.4, 5.5 7F: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

Grade 7

7.W-RW.4 Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	7A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 7C: 1.8 7E: 3.2, 5.7 7F: 3.2 7G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 2.12, 2.13, 2.14, 2.15, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23 Poetry in America: 1.3, 2.3, 3.3
7.W-RW.5 Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.	7A: 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 4.1, 4.3, 4.4 7B: 4.1, 4.2, 4.3, 4.4, 4.5 7C: 4.1, 4.2, 4.3, 4.4, 4.5 7D: 2.4, 2.6, 5.1, 5.3, 5.4, 5.5 7E: 5.1, 5.3, 5.4, 5.5, 5.6 7F: 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 7G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.11, 2.12, 2.13, 2.14, 2.15, 3.18, 3.19, 3.20, 3.21, 3.23 Poetry in America: 2.3
7.W-RW.6 With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)	7A: 2.2, 2.3, 2.7, 2.11, 2.12, 3.6, 3.10, 4.1, 4.3, 4.4 7B: 4.2, 4.3, 4.4, 4.5 7C: 4.3, 4.4, 4.5 7D: 2.4, 5.3, 5.4 7E: 5.4 7F: 5.4, 5.5 7G: 1.7, 1.8, 1.9, 2.16, 3.19, 3.21, 3.22, 3.23 Poetry in America: 2.3
Handwriting and Keyboarding (HWK)	
7.W-HWK.7 Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7E: 1.1, 1.2, 1.3, 5.5, 5.6, 5.7 7F: 1.1, 1.2, 1.3, 3.2, 5.5, 5.6, 5.7 7G: 3.23 Poetry in America: 3.3

Oral and Digital Communications Strand (7.ODC-)	
Oral Communications (OC)	
7.ODC-OC.1 Engage in collaborative discussions about <i>grade-level topics and texts</i> by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.	7A: 2.1, 2.2, 3.2, 3.3, 3.7, 3.12, 4.4, 4.5 7B: 1.1, 1.2, 1.3, 2.1, 2.4, 2.6, 2.7, 2.11, 2.13, 2.14 7C: 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 1.11, 2.2, 2.3, 2.4, 3.3 7D: 1.1, 1.2, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 4.1, 4.3, 4.4 7E: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2 7F: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2 7G: 1.1, 1.2, 1.6, 1.11, 2.12, 3.20, 3.23 Poetry in America: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2 Quests: <i>Black, White, and Blues in Chicago</i>; <i>Perception Academy</i>
7.ODC-OC.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7A: 2.1, 2.6, 2.9, 3.1, 3.3, 4.5 7B: 2.4, 2.6 7C: 2.3 7D: 2.1, 4.4 7E: 1.1, 1.3, 2.3 7F: 1.1, 1.3, 2.3, 3.3 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 Quest: <i>Black, White, and Blues in Chicago</i>
7.ODC-OC.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7B: 2.11 7D: 2.3, 2.6, 5.4 Quest: <i>Black, White, and Blues in Chicago</i>
7.ODC-OC.4 Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.	7C: 1.2, 1.3, 1.9 7D: 2.4, 2.5, 2.6 7E: 5.8 Poetry in America: 1.1, 1.2

Digital Communications (DC)	
7.ODC-DC.5 Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.	7E: <u>1.1</u> , 1.2, <u>1.3</u> , 2.3, 4.3, 5.1, 5.6 7F: 1.1, 1.2, <u>1.3</u> , 2.3, 3.1, 4.3, 5.1, <u>5.6</u>
7.ODC-DC.6 Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.	7E: 1.1, <u>1.2</u> , 1.3, 2.3, <u>4.3</u> , 5.1, 5.6 7F: <u>1.1</u> , 1.2, 1.3, <u>2.3</u> , 3.1, 4.3, 5.1, 5.6
7.ODC-DC.7 Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject.	7A: 3.1, <u>3.2</u> , 4.5 7B: 2.1, 2.2, <u>2.4</u> , 2.6, 2.8, 2.12, 2.14 7C: 3.3 7D: 2.1, 3.2, <u>3.3</u> , 3.4, 4.4, 4.5 7E: <u>2.3</u> 7F: 2.1, 2.3, 3.1, 3.3, 4.1, 4.2
7.ODC-DC.8 Include digital components in presentations to clarify claims and findings and emphasize salient points.	7D: 2.2, 2.3, 2.5, 2.6 7E: <u>5.7</u> , 5.8 7F: <u>5.7</u> , 5.8 Quest: <i>Black, White, and Blues in Chicago</i>

Grammar and Conventions Strand (7.GC-)	
Grammar and Usage (GU)	
7.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7E: 5.5 7F: 5.5 Grammar: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2 Mastering Conventions One: 1.5 Mastering Conventions Three: 3.11, 4.14 Writing Module: Conventions
7.GC-GU.1a Identify the eight basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i>).	Grammar: 1.1 , 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.5, 2.6, 2.9 , 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2 , 5.3, 5.4 Mastering Conventions One: 1.5, 4.21, 4.22 Mastering Conventions Two: 1.4, 3.10, 3.11, 3.12
7.GC-GU.1b Explain the function of phrases and clauses in general and their function in specific sentences.	7G: 2.16 Grammar: 1.4, 1.8, 2.1, 2.2, 2.3 , 2.4, 2.5 , 2.6, 2.7, 2.8, 2.9 Mastering Conventions Two: 3.10, 3.11, 3.12, 3.13, 6.20 Mastering Conventions Three: 2.5, 2.6, 2.7, 2.8, 4.14
7.GC-GU.1c Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.	Grammar: 2.1, 2.2, 2.3, 2.4, 2.5 , 2.6, 2.7, 2.8, 2.9 Mastering Conventions Two: 2.8 Mastering Conventions Three: 1.3, 1.4
7.GC-GU.1d Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	7G: 2.17 , 3.18, 3.21 Grammar: 1.3, 1.7, 2.4, 2.8, 2.9 Mastering Conventions Two: 3.11, 3.12, 3.13

Grade 7

7.GC-GU.1e Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.	7G: 2.17, 3.18, 3.21 Grammar: 1.3, 1.7, 2.4, 2.8, 2.9, 4.3, 5.4, 6.2, 6.3, 6.4 Mastering Conventions Two: 3.11, 3.12, 3.13
7.GC-GU.1f Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	7A: 2.9, 3.2, 3.4, 4.4 7B: 2.15, 4.5 7C: 4.3, 4.5 7D: 4.1, 5.5 7E: 5.5, 5.8 7F: 5.5, 5.8
Mechanics (M)	
7.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	7A: 4.4, 4.5 7B: 4.5 7C: 2.4, 4.5 7D: 2.5, 2.6, 5.5 7E: 4.2, 5.5 7F: 4.2, 5.5 Grammar: 2.9, 7.1, 7.2 Poetry in America: 1.3, 2.3, 3.3 Mastering Conventions One: 1.2 Mastering Conventions Two: 6.21 Mastering Conventions Three: 4.14, 4.15, 4.17 Writing Module: Conventions
7.GC-M.2a Use commas, parentheses, and dashes set off nonrestrictive/parenthetical elements.	Grammar: 7.1 Mastering Conventions Two: 6.21 Mastering Conventions Three: 4.15

Grade 7

7.GC-M.2b Use commas to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i>).	Grammar: 7.1 Mastering Conventions One: 1.10 Mastering Conventions Two: 6.20 Mastering Conventions Three: 4.14
7.GC-M.3 Spell derivatives correctly by applying knowledge of bases and affixes.	7A: 4.4 7B: 4.5 7C: 4.5 7D: 5.5 7F: 5.5 Vocab App Activity: Roots Exist Vocabulary Modules: Greek and Latin Roots, Prefixes and Suffixes Mastering Conventions Four

An Alignment of Amplify ELA to the Idaho Content Standards for English Language Arts/Literacy

Guide for Reviewers

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

Example

8B: 1.1, 3.2, 3.3, 3.5, 4.2, 4.3

8B = Grade 8, Unit B

3.2 = Sub-unit 3, Lesson 2

3.5 = Exemplar citation

Reading Comprehension Strand (8.RC-)

Text Complexity (TC)

8.RC-TC.1

Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that fall within the text complexity band. The Solo reading comprehension reports indicate the proficiency with which students read these texts independently.

8A: 2.5, 3.1, 3.5, 3.7

8B: 1.1, 2.1, 3.1, 4.1, 5.1

8C: 1.1, 3.1, 3.2, 3.3, 3.5

8D: 1.1

8E: 1.1, 2.1, 2.2, 3.1, 3.3, 4.2, 4.4

8F: 2.1, 4.3

Poetry in America: 1.1, 1.2

Volume of Reading to Build Knowledge (V)

8.RC-V.2

Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

NOTE: Lessons listed here indicate where students are introduced to a new text or texts for that unit that are related to the topics and themes being studied. Students will regularly engage with these texts to build knowledge and vocabulary.

8A: 2.5, 3.1, 3.5, 3.7

8B: 1.1, 2.1, 3.1, 4.1, 5.1

8C: 1.1, 3.1, 3.2, 3.3, 3.5

8D: 1.1

8E: 1.1, 2.1, 2.2, 3.1, 3.3, 4.2, 4.4

8F: 2.1, 4.3

Poetry in America: 1.1, 1.2

Grade 8

Textual Evidence (TE)	
8.RC-TE.3 Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.	8A: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2 8B: 1.1, 1.2, 2.8, 4.1 , 4.2, 6.1, 6.2 8C: 1.1, 1.3, 1.12, 1.15, 2.1, 2.2, 3.1 , 3.2, 3.3, 3.4, 3.5 8D: 1.3, 1.7, 1.8, 1.11, 1.12, 1.14 , 1.15, 2.1, 2.2, 2.4 8E: 1.1, 2.1, 2.2, 3.1, 3.2, 4.2, 4.3, 6.1, 6.2 8F: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 , 5.1, 5.2, 5.3, 5.5, 5.6 Poetry in America: 1.2, 1.3, 2.1, 3.1, 3.2 Quest: <i>The Emancipation Project</i>
Reading Fluency (RF)	
8.RC-RF4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).	8B: 2.5, 2.10, 4.3 , 5.5 8C: 1.4, 1.10 , 1.16, 3.6 8D: 1.6, 1.9, 1.13, 1.16 8E: 2.3, 3.4 , 4.5 8F: 1.4, 2.4, 3.4, 4.4
Literature (L)	
8.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.	8A: 3.4 8B: 1.1, 1.2 8C: 1.1, 1.3, 1.12, 1.15, 3.5 8D: 1.3, 1.7, 1.11 , 1.14 , 1.15, 2.1, 2.4 8E: 1.1, 4.2 , 4.3, 6.1 Poetry in America: 1.2, 1.3, 2.1, 3.1, 3.2
8.RC-L.5a Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.	8B: 1.1 8C: 1.3, 1.6, 1.8, 1.9, 1.12, 1.13 , 1.14, 1.15, 1.17 8D: 1.4, 1.15 8E: 1.1, 4.3, 5.1 Poetry in America: 1.2, 2.2 , 3.1, 3.2 Text Analysis Module: Theme
8.RC-L.5b Analyze how characters are revealed through particular lines of dialogue or events in literary texts.	8C: 1.1 , 1.2, 1.3, 1.5 , 1.6, 1.11 , 1.14, 2.1 8D: 1.1, 1.5, 1.12 8E: 4.2 , 4.3, 4.4 Poetry in America: 1.2, 1.3, 2.1 Text Analysis Module: Literary Elements

Grade 8

8.RC-L.5c Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.	8A: 3.4 8B: 1.1 8C: 1.3, 1.7 , 1.8, 1.11, 1.14, 3.1 8D: 1.1, 1.5, 1.12 8E: 4.2 , 4.3, 4.4 Poetry in America: 1.1, 1.2, 1.3, 2.2, 3.1 Text Analysis Module: Literary Elements
8.RC-L.5d Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor.	8C: 1.3 , 1.8 , 1.12, 1.13 8D: 1.11, 1.14 Poetry in America: 2.1 Text Analysis Module: Narrative Point of View
8.RC-L.5e Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.	8C: 1.5, 1.6 , 1.9, 1.13, 1.14 , 1.15 , 1.17 8D: 1.2, 1.5, 1.11, 1.12 Poetry in America: 2.2, 3.1 Text Analysis Module: Theme
Nonfiction Text (NF)	
8.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	8A: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1 8B: 2.8, 4.1 , 4.2, 6.1 8C: 3.2, 3.3, 3.4 8E: 2.1, 2.2, 3.1, 3.2 8F: 2.1 , 2.2, 3.1 , 3.3, 4.1, 4.2, 4.3 , 5.1, 5.3, 5.5, 5.6 Quest: <i>The Emancipation Project</i>
8.RC-NF.6a Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.	8A: 3.1, 3.2, 3.5, 3.6 , 3.7, 3.8, 3.9 8B: 2.2 , 2.7, 2.8, 2.9, 2.13, 2.14, 4.1, 4.2 8E: 2.2, 3.2, 3.3, 4.1, 4.4, 5.1 Text Analysis Module: Central Idea Quest: <i>The Emancipation Project</i>
8.RC-NF.6b Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8A: 3.1 , 3.2 , 3.6, 3.8, 3.9 8B: 2.7 , 2.8, 2.9, 2.14, 3.2, 4.2, 5.1, 5.2 8C: 3.3, 3.4 8E: 2.1 , 3.2, 3.3, 4.1, 4.4 8F: 2.2 Quest: <i>The Emancipation Project</i>

Grade 8

8.RC-NF.6c Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts.	8A: 3.2, 3.3 , 3.5, 3.6 8B: 2.2, 2.4, 2.7 , 2.9, 2.11, 3.1 8E: 3.3, 4.4 Text Analysis Module: Structure
8.RC-NF.6d Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.	8A: 3.2, 3.6 8B: 2.2, 2.3 , 2.6, 2.11, 2.12, 3.2 , 5.2 8E: 3.3
8.RC-NF.6e Analyze cases 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.	8A: 3.3, 3.6, 3.7, 3.8, 3.9 8B: 2.1, 2.3 , 2.4, 2.6, 2.9 , 3.1, 3.2, 5.1, 5.2 , 6.1, 6.2, 6.4, 6.5 8C: 3.2 8E: 2.1, 2.2 , 3.1, 3.3, 4.4 Quest: <i>The Emancipation Project</i>

Vocabulary Development Strand (8.VD-)	
Word Building (WB)	
8.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i> , choosing flexibly from a range of strategies.	8B: 6.5 8D: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 6.5 Vocab App Activities: Narrative Multiple Choice , Roots Exist, Totally ReDictionary
8.VD-WB.1a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	8B: 2.6, 2.8, 5.2 8C: 1.3 8D: 1.2 Vocab App Activity: Narrative Multiple Choice Vocabulary Module: Context Clues
8.VD-WB.1b Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words <i>percentile</i> and <i>perimeter</i>).	Vocab App Activity: Roots Exist Vocabulary Modules: Greek and Latin Roots , Prefixes and Suffixes

Grade 8

8.VD-WB.1c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech.	8A: 2.5, 3.1, 3.5, 3.7 8B: 1.1, 2.1, 3.1, 4.1, 5.1 8C: 1.1, 3.1, 3.2, 3.3, 3.5 8D: 1.1 8E: 1.1, 2.1, 2.2, 3.1, 3.3, 4.2, 4.4 8F: 2.1 Vocab App Activity: Totally ReDictionary Vocabulary Module: Dictionary Skills
8.VD-WB.1d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.	8A: 2.5, 3.1, 3.5, 3.7 8B: 1.1, 2.1, 3.1, 4.1, 5.1 8C: 1.1, 3.1, 3.2, 3.3, 3.5 8D: 1.1 8E: 1.1, 2.1, 2.2, 3.1, 3.3, 4.2, 4.4 8F: 2.1 Poetry in America: 2.2 Vocab App Activity: Totally ReDictionary Vocabulary Module: Dictionary Skills
8.VD-WB.2 Determine how words and phrases provide meaning and nuance to texts.	8A: 3.1, 3.3, 3.5, 3.6 8B: 1.1, 1.2, 2.1, 2.6, 2.8, 2.11, 2.13, 2.14, 3.2, 5.1, 5.2, 5.3, 5.4, 6.5 8C: 1.3, 1.5, 1.6, 1.13, 1.14, 2.1, 3.1, 3.2 8D: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 1.15, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 1.1, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.4, 5.1 Poetry in America: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 Vocab App Activities: Extreme Weather Vacation, Personality Quiz, Two of a Kind Vocabulary Module: Figurative Language Quest: <i>The Emancipation Project</i>
8.VD-WB.2a Interpret figurative language (e.g., verbal irony, puns) in context.	8B: 1.2, 2.2 8C: 3.2 8D: 1.4, 1.7, 1.11, 1.14 8E: 4.4 Poetry in America: 1.2, 2.2 Vocabulary Module: Figurative Language

Grade 8

8.VD-WB.2b Use the relationship between particular words (e.g., homonyms, person to location, object to use) to better understand each of the words.	8B: 5.2 8E: 1.1 Vocab App Activities: Extreme Weather Vacation, Two of a Kind Vocabulary Module: Synonyms and Antonyms
8.VD-WB.2c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>crowd</i> versus <i>mob</i>, <i>fired</i> versus <i>laid off</i>).	8B: 5.2 8C: 1.3 8D: 1.14 Poetry in America: 2.1 Vocab App Activities: Extreme Weather Vacation, Personality Quiz Vocabulary Module: Connotations and Denotations
8.VD-WB.2d Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8A: 3.1, 3.3, 3.5, 3.6 8B: 1.1, 1.2, 2.1, 2.6, 2.8, 2.11, 2.13, 2.14, 3.2, 5.1, 5.2, 5.3, 5.4 8C: 1.3, 1.5, 1.6, 1.13, 1.14, 2.1, 3.1, 3.2 8D: 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.10, 1.12, 1.14, 1.15 8E: 1.1, 2.1, 3.1, 3.3, 4.1, 4.2, 4.4, 5.1 Poetry in America: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 Quest: <i>The Emancipation Project</i>
Academic Vocabulary (AV)	
8.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	8B: 6.5 8D: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 6.5 Poetry in America: 2.2 Vocab App Activities: Extreme Weather Vacation, Narrative Multiple Choice, Roots Exist, Totally ReDictionary, Two of a Kind

Research Strand (8.RS-)

Inquiry Process to Build, Present, and Use Knowledge (IP)

8.RS-IP.1

Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

8B: [5.2](#)

8E: 6.1

8F: 1.1, 1.2, 1.3, [2.3](#), 3.1, 3.3, [4.2](#), 4.3, [5.1](#), 5.2, 5.6, 5.7

Deep Reading on Topics to Build Knowledge (DR)

8.RS-DR.2

Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

8A: [3.9](#)

8B: 3.1, [5.2](#)

8C: 3.5

8E: 2.2, [5.1](#)

8F: [2.1](#), 2.2, 2.3, 3.3, 4.1, 4.3

Writing Strand (8.W-)

Range of Writing (RW)

8.W-RW.1

Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

8A: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, [3.10](#), 4.1, 4.2, 4.3, 4.4, 4.5

8B: 1.1, 2.2, 2.4, 2.6, 2.8, 2.12, 2.14, 3.1, [3.2](#), 4.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5

8C: 1.2, 1.5, [1.8](#), 1.11, 1.13, 1.14, 1.17, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.5

8D: 1.2, [1.5](#), 1.8, 1.11, 1.12, 2.1, 2.2, 2.3, 2.4, 2.5

8E: 2.2, 3.1, 3.2, 4.1, 4.3, 5.1, 6.1, 6.2, 6.3, 6.4, 6.5

8F: 1.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

Poetry in America: 1.3

Grade 8

8.W-RW.2 Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.	8A: 3.2, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5 8B: 2.3, 2.4, 2.6, 2.8, 2.12, 2.14, 3.2, 5.3 8C: 1.2, 1.3, 1.5, 1.11, 1.12, 1.13, 1.14, 2.1, 2.2, 2.3, 2.4, 3.2 8D: 1.5, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 3.1, 3.2, 4.1, 4.3 8F: 5.1, 5.2, 5.3, 5.4, 5.5 Quest: <i>The Emancipation Project</i>
8.W-RW.3 Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.	8A: 3.2, 3.6 8B: 2.2, 3.1, 6.1, 6.2, 6.3, 6.4, 6.5 8C: 3.5 8D: 1.2, 1.11, 1.12 8E: 2.2, 6.1, 6.2, 6.4, 6.5 8F: 3.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8 Quest: <i>The Emancipation Project</i>
8.W-RW.4 Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	8A: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.4, 3.5, 3.7, 3.9, 3.10 8B: 1.1, 2.13 8C: 1.6 8E: 1.1, 5.1 8F: 3.2, 5.7 8G: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.18, 3.19, 3.20, 3.21, 3.22 Poetry in America: 1.3, 2.3, 3.3 Quest: <i>The Emancipation Project</i>
8.W-RW.5 Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.	8A: 2.4, 2.5, 2.6, 3.2, 3.4, 3.5, 3.9, 3.10, 4.1, 4.3, 4.4, 4.5 8B: 1.1, 4.1, 5.3, 6.1, 6.3, 6.4, 6.5 8C: 1.8, 2.1, 2.2, 2.3, 2.5 8D: 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 8E: 6.1, 6.2, 6.3, 6.4, 6.5 8F: 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8 8G: 1.2, 1.4, 1.5, 1.6, 2.13, 2.14, 3.18, 3.19, 3.22 Poetry in America: 1.3

Grade 8

8.W-RW.6 With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)	8A: 2.2, 2.4, 2.6, 2.7, 2.8, 2.9 , 3.10, 4.3, 4.4 8B: 6.4, 6.5 8C: 2.1, 2.5 8D: 2.3, 2.4 8E: 6.3, 6.4 , 6.5 8F: 5.4 8G: 1.7, 2.15, 2.16, 2.17, 3.20, 3.22
Handwriting and Keyboarding (HWK)	
8.W-HWK.7 Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.	8A: 4.5 8B: 6.5 8C: 2.5 8D: 2.5 8E: 6.5 8F: 1.1, 1.2, 1.3, 3.1 , 5.5, 5.6, 5.7 8G: 3.22 Poetry in America: 2.3

Oral and Digital Communications Strand (8.ODC-)	
Oral Communications (OC)	
8.ODC-OC.1 Engage in collaborative discussions about <i>grade-level topics and texts</i> with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.	8A: 2.1, 2.2, 2.3, 2.8, 3.3, 3.4, 3.9, 3.10, 3.11 8B: 1.2, 2.1 , 2.3, 2.7, 2.9, 2.11, 2.12, 2.13, 2.14, 4.2, 5.1, 5.2, 5.4, 6.1, 6.5 8C: 1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 1.12, 1.15 , 1.17, 2.3, 2.4, 2.5, 3.1, 3.5 8D: 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.10, 1.12, 1.14, 1.15 8E: 1.1, 2.1, 2.4, 3.1, 3.2, 3.3 , 4.1, 4.2, 4.4, 5.1 8F: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2 8G: 1.1, 1.2, 1.6, 1.10, 2.11, 2.12, 3.19, 3.22 Poetry in America: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Grade 8

8.ODC-OC.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation.	8A: <u>2.3</u> 8B: 5.4 8D: 1.3, <u>1.10</u> 8E: <u>2.1</u> , <u>3.1</u> 8F: 1.3, 2.1 Poetry in America: 1.2, 2.1, 2.2
8.ODC-OC.3 Analyze a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8B: <u>2.3</u> , 2.12 8C: <u>1.9</u> 8F: <u>4.2</u>
8.ODC-OC.4 Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.	8B: 2.3, 2.11, 2.12, <u>5.4</u> 8C: <u>1.15</u> 8D: 1.10 8F: <u>5.8</u>
Digital Communications (DC)	
8.ODC-DC.5 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	8E: 6.1 8F: 1.1, 1.2, <u>1.3</u> , 2.3, 4.3, 5.1, 5.2, <u>5.6</u>
8.ODC-DC.6 Consider the evidence websites or blog posts use to support their position (e.g., <i>Are they transparent about their sources? Do they link to peer-reviewed articles?</i>).	8F: <u>1.1</u> , 1.2, 2.3, 4.2, <u>4.3</u>
8.ODC-DC.7 Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea.	8B: <u>2.1</u> , 2.2, <u>2.4</u> , 2.11, 2.13, <u>5.3</u> , 5.4 8C: 1.2, 1.3, 1.11 8D: 1.1, 1.3, 1.10 8E: <u>3.1</u> , 5.1 8F: 2.1
8.ODC-DC.8 Integrate digital displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8E: <u>4.2</u> 8F: <u>5.7</u> , <u>5.8</u>

Grammar and Conventions Strand (8.GC-)	
Grammar and Usage (GU)	
8.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.	8A: 4.5 8B: 2.3, 2.12 , 5.4, 6.5 8C: 1.9, 1.15, 1.17, 2.5 8D: 1.15, 2.5 8E: 5.1, 6.5 8F: 4.2, 4.3, 5.5, 5.6 Grammar: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2 Poetry in America: 2.2, 2.3, 3.3 Mastering Conventions One: 1.5 Mastering Conventions Three: 3.11, 4.14 Writing Module: Conventions
8.GC-GU.1a Recognize and correct inappropriate shifts in verb voice and mood.	Grammar: 6.1, 6.2, 6.3, 6.4 Mastering Conventions Three: 3.12, 3.13
8.GC-GU.1b Form and use verbs in the indicative, imperative, interrogative, and conditional mood.	Grammar: 5.2, 5.4, 6.1 , 6.2 , 6.4 Mastering Conventions Three: 3.13
8.GC-GU.1c Form and use verbs in the active and passive voice to achieve particular effects.	Grammar: 5.2, 6.1, 6.2, 6.3 , 6.4 Poetry in America: 1.3 Mastering Conventions Three: 3.12, 3.13
8.GC-GU.1d Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Grammar: 1.2, 1.4, 1.6 , 1.8, 5.1 Mastering Conventions Two: 2.9 Mastering Conventions Three: 1.4, 2.5, 2.6, 2.7, 2.8
8.GC-GU.1e Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.	8G: 2.15, 2.16 , 3.21 Grammar: 1.3, 1.7, 2.4, 2.8, 2.9 , 4.3, 5.4, 6.2, 6.3, 6.4 Mastering Conventions Two: 3.11, 3.12, 3.13

Grade 8

8.GC-GU.1f Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8A: 4.3, 4.5 8B: <u>2.12</u> , 6.3, 6.5 8C: <u>1.5</u> , <u>1.7</u> , 2.2, 2.5 8D: 1.1, 1.2, 1.8, 2.3, 2.5 8E: 6.3, 6.5 8F: <u>5.5</u> , 5.8 Poetry in America: 1.3
Mechanics (M)	
8.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	8A: <u>4.5</u> 8B: <u>6.5</u> 8C: 1.17, <u>2.5</u> 8D: 2.5 8E: <u>6.5</u> 8F: 5.5, 5.6 Grammar: 2.9, 7.1, 7.2 Mastering Conventions One: 1.2 Mastering Conventions Two: 6.21 Mastering Conventions Three: 4.14, 4.15, 4.17 Writing Module: <u>Conventions</u>
8.GC-M.2a Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.	Grammar: <u>7.1</u> Poetry in America: 1.1
8.GC-M.3 Spell derivatives correctly by applying knowledge of bases and affixes.	8A: <u>4.5</u> 8B: <u>6.5</u> 8C: 2.5 8D: 2.5 8E: 6.5 8F: <u>5.5</u> Vocab App Activity: Roots Exist Vocabulary Modules: Greek and Latin Roots, Prefixes and Suffixes Mastering Conventions Four