

Grades 6–8

Amplify ELA

New Jersey Student Learning Standards
for English Language Arts



Amplify^{ELA}

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How to work with the Amplify ELA Correlation to the New Jersey Student Learning Standards

This correlations guide identifies examples of lessons and activities where Amplify ELA provides instruction and practice aligned with specific standards. This does not cite every instance in which a standard is taught. Amplify's complete standards alignment contains this information.

Key for Amplify ELA Digital Curriculum Citations:

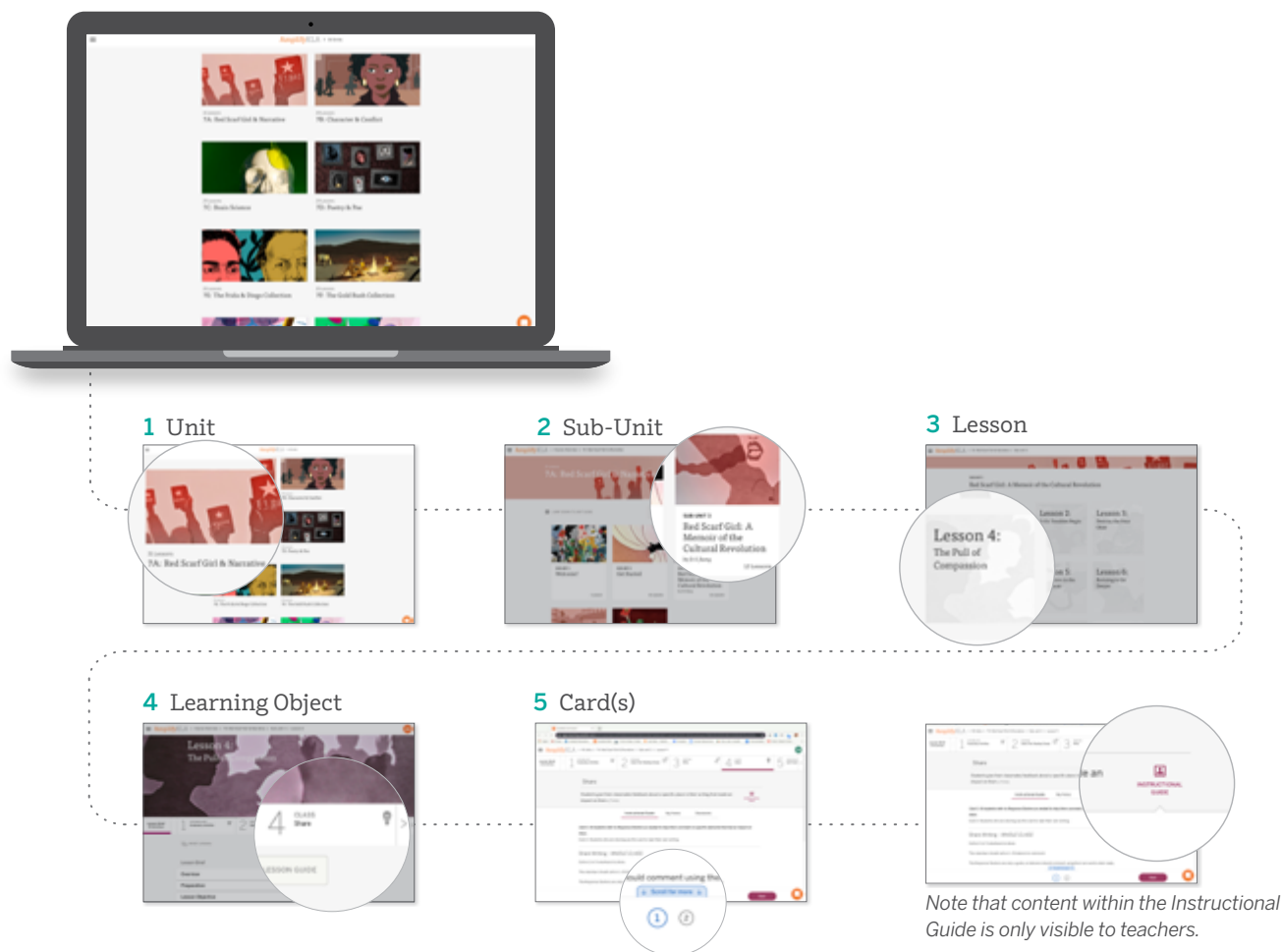
Each Amplify digital lesson is divided into a sequence of activities, identified as Learning Objects, and each Learning Object is composed of a sequence of cards..

Example Citation:

7A: Red Scarf Girl & Narrative
SU3, L10, LO2, All Cards (Especially 2)

Unit 7A: Grade 7, Unit A
SU: Sub-Unit
L: Lesson
LO: Learning Object

Digital Navigation



Key for Amplify ELA Print Curriculum Citations:

Each Amplify print lesson is divided into a sequence of activities, identified as Steps.

Example Citation:

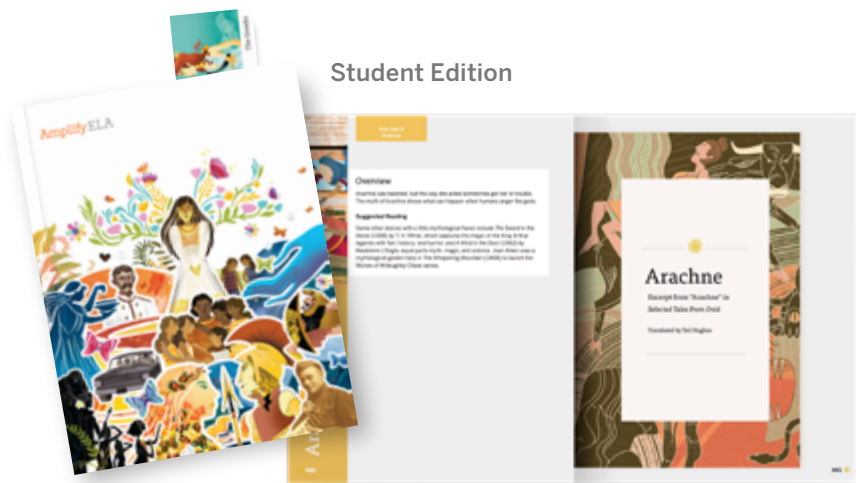
6D: The Greeks
Print: SU4, L4, TE Step M p. 101, SE p. 643, WJ p. 68

Unit 6D: Grade 6, Unit D
SU: Sub-Unit
L: Lesson
TE: Teacher Edition
Step: Activity
SE: Student Edition
WJ: Writing Journal

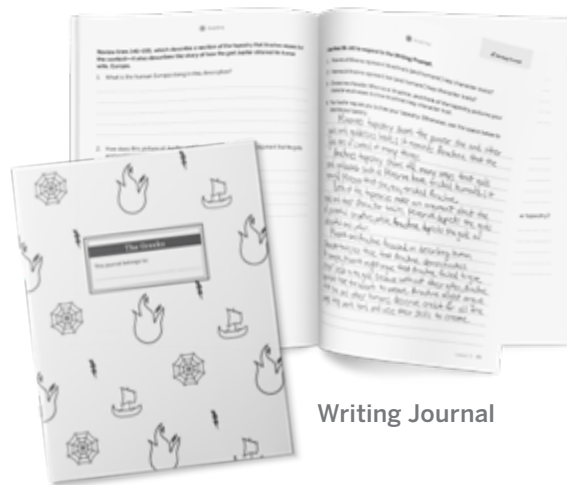
Teacher Edition



Student Edition



Writing Journal



Vocab App: Alignment citations for *Vocabulary Acquisition and Use*, Language Standards 4, 5, and 6, include links to the cited activity in the Amplify Vocab App. Reviewers will need to be logged in to Amplify in order for these links to work.

Mastering Conventions PDFs: To review citations in *Mastering Conventions*, navigate to the Materials section of the Unit Guide for any unit except Unit G: Advanced Story Writing.

Vocabulary Modules: To review citations in Vocabulary Modules, navigate to the Materials section of the Unit Guide for the cited unit.

Grade 6



Amplify ELA: New Jersey Student Learning Standards Correlations Guide

Grade 6	
New Jersey Student Learning Standards	Amplify ELA Citations
Progress Indicators for Reading Literature	
Key Ideas and Details	
<p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>6B: Mysteries & Investigations SU1, L1, LO4, All Cards Print: SU1, L1, TE Step B, p. 14, WJ p. 9 SU3, L3, LO5 Print: Teacher directed to use digital lesson.</p> <p>6D: The Greeks SU2, L6, LO3 Print: SU2, L6, TE Step N p. 61</p> <p>6E: Summer of the Mariposas SU1, L3, LO3, All Cards (Especially 2) Print: SU1, L3, TE Step G p. 28, WJ p. 17</p>
<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>6D: The Greeks SU1, L2, LO3, Card 2 Print: SU1, L2, TE Step E p. 21, WJ p. 15</p> <p>6E: Summer of the Mariposas SU1, L1, LO3, All Cards (Especially 2) Print: SU1, L1 TE Step B p. 22, WJ pp. 10–11 SU1, L7, LO2, All Cards and LO3, All Cards (Especially 1) Print: SU1, L7, TE Steps P and Q pp. 41–42, WJ pp. 31–32 SU1, L19, LO2, All Cards and LO3, All Cards (Especially 3) Print: SU1, L19, TE Step T2 and U2 pp. 89–91, WJ pp. 73–76</p>
<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>6B: Mysteries & Investigations SU4, L1, LO3–4, All Cards Print: SU4, L1, TE Steps B and C pp. 212–213</p> <p>6D: The Greeks SU2, L3, LO3, All Cards Print: SU2, L3, TE Step G p. 58, WJ pp. 30–31 SU3, L4, LO2–3, All Cards (Especially 3) Print: SU3, L4, TE Steps K–L p. 88, WJ pp. 46–47</p> <p>6E: Summer of the Mariposas SU1, L18, LO4, All Cards (Especially 10) Print: SU1, L18, TE Step S2 pp. 84–88, WJ pp. 68–72</p>

Grade 6

New Jersey Student Learning Standards

Amplify ELA Citations

Craft and Structure

RL.6.4

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

6E: Summer of the Mariposas

SU1, L6, LO4, All Cards (Especially 2)

Print: SU1, L6, TE Step O p. 40, WJ pp. 28–30

SU1, L17, LO2, All Cards

Print: SU1, L17, TE Step N2 pp. 76–77, WJ pp. 61–62

SU1, L19, LO2, All Cards (Especially 1) and LO3, All Cards

Print: SU1, L19, LO2, TE Step T2 pp. 89–90, WJ pp. 73–74

RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6B: Mysteries & Investigations

SU3, L1, LO4, All Cards

Print: SU3, L1, TE Step D p. 172, WJ pp. 75–76

6D: The Greeks

SU2, L2, LO2, All Cards (Especially 5)

Print: SU2, L2, TE Step D p. 56, WJ p. 27

RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

6D: The Greeks

SU1, L1, LO7, All Cards

Print: SU1, L1, TE Step C p. 19, WJ pp. 12–14

SU1, L3, LO3, All Cards (Especially 3)

Print: SU1, L3, TE Step H p. 22, WJ pp. 16–17

SU3, L2, LO2–3, All Cards

Print: SU3, L2, TE Step D and E pp. 84–85, WJ pp. 39–40

6E: Summer of the Mariposa

SU1, L2, LO3, All Cards (Especially 2)

Print: 6E: Summer of the Mariposas, SU1, L2, TE Step E p. 26, WJ p. 15

Integration of Knowledge and Ideas

RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

6C: The Chocolate Collection

SU3, L3, LO3, All Cards

Print: SU3, L3, TE Step K p. 121

6E: Summer of the Mariposas

SU1, L12, LO2, All Cards (Especially 3)

Print: SU1, L12, TE Step F2 pp. 63–64, WJ p. 52

RL.6.9

Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

6D: The Greeks

SU3, L5, LO5, All Cards

Print: SU3, L5, TE Step Q pp. 90–91, WJ pp. 51–91

6E: Summer of the Mariposas

SU1, L9, LO4, All Cards (Especially 3)

Print: SU1, L9, TE Step Z p. 50, WJ pp. 42–43

SU1, L13, LO4, All Cards (Especially 3)

Print: SU1, L13, TE Step L2 pp. 70–71, WJ pp. 58–59

SU1, L16, LO2–3, All Cards

Print: Teacher directed to use digital lesson.

Grade 6

New Jersey Student Learning Standards

Amplify ELA Citations

Range of Reading and Level of Text Complexity

RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Amplify students regularly read a variety of literary texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.

Where to look:

Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.

- Digital Example: 6E: Summer of the Mariposas, SU1, L6, LO7, All Cards
- Print Example: Grade 6 Solo Activity Set blackline master, 6E: Summer of the Mariposas, SU1, L6, p. 147, All Questions

Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.

- Select Text Activities
 - Digital Example: 6D: The Greeks, SU3, L2, LO3, All Cards
 - Print Example: 6D: The Greeks, SU3, L2, TE Step E, p. 85, WJ p. 40
- Use the Text as Referee Activities
 - Digital Example: 6B: Mysteries & Investigations, SU3, L3, LO2, All Cards
 - Print Example: 6B: Mysteries & Investigations, SU3, L3, SE p. 286, WJ p. 87
- Other Close Reading Activities
 - Digital Example: 6E: Summer of the Mariposas, SU1, L12, LO4
 - Print Example: 6E: Summer of the Mariposas, SU1, L12, TE Step H2, p. 67, SE p. 511, WJ p. 54

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.6.1

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

6A: Dahl & Narrative

SU3, L1, LO6, All Cards

Print: SU3, L1, TE Step C p. 86

SU3, L2, LO3, All Cards (Especially 2–6)

Print: SU3, L2, TE Step F p. 88, WJ p. 31

6C: The Chocolate Collection

SU2, L2, LO3, All Cards (Especially 4)

Print: SU2, L2, TE Step H p.101, WJ pp. 27–29

6F: The Titanic Collection

SU2, L2, LO5, All Cards (Especially 6) and LO7, All Cards (Especially 5)

Print: SU2, L2, TE Step H and J p. 89 and 91, WJ pp. 36–41

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New Jersey Student Learning Standards	Amplify ELA Citations
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6B: Mysteries & Investigations SU2, L6, LO4, All Cards (Especially 2) and LO6, All Cards Print: SU2, L6, TE Steps Q and S p. 96 and 97, WJ pp. 29–31 SU2, L11, LO4, Cards 1–2 (Especially 2) Print: SU2, L11, TE Step G2 pp. 114–115, WJ pp. 52–53 SU2, L13, LO3, Cards 1–2 Print: SU2, L13, TE Step I2 pp. 117–118, WJ pp. 55–58
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6A: Dahl & Narrative SU3, L6, LO5, All Cards (Especially 3) Print: SU3, L6, TE Step U p. 101 6B: Mysteries & Investigations SU2, L1, LO4, All Cards Print: SU2, L1, TE Step C p. 82 SU2, L2, LO4, All Cards (Especially 1) Print: SU2, L2, TE Step G p. 86 SU2, L9, LO3, All Cards Print: SU2, L9, TE Step X pp. 103–104, WJ pp. 38–41
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6A: Dahl & Narrative SU2, L6, LO3, All Cards Print: SU2, L6, TE Step T p. 32, WJ p. 19 SU3, L3, LO5, All Cards Print: SU3, L3, TE Step J p. 91 SU3, L11, LO3, All Cards Print: SU3, L11, TE Step J2 pp. 117–118, WJ pp. 50–51 6B: Mysteries & Investigations SU2, L2, LO2, All Cards (Especially 2) Print: SU2, L2, TE Step E pp. 83–84
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6A: Dahl & Narrative SU3, L6, LO5, All Cards (Especially 3) Print: SU3, L6, TE Step U p. 101 6B: Mysteries & Investigations SU2, L6, LO3, All Cards Print: SU2, L6, TE Step P pp. 94–95, WJ pp. 27–28 SU2, L7, LO2, All Cards Print: SU2, L7, TE Step T pp. 98–99, WJ pp. 32 SU2, L15, LO5, All Cards Print: SU2, L15, TE Step Q2 p. 132, WJ pp. 66–67

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New Jersey Student Learning Standards	Amplify ELA Citations
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6A: Dahl & Narrative SU3, L8, LO3, All Cards (Especially 4) Print: SU3, L8, TE Step A2 p. 109, WJ p. 45 6B: Mysteries & Investigations SU2, L5, LO4, All Cards (Especially 2) Print: SU2, L5, TE Step M pp. 90–92, Activity 10 SU2, L7, LO2, All Cards (Especially 3) Print: SU2, L7, TE Step T pp. 98–99, WJ p. 32 SU2, L10, LO2, All Cards Print: SU2, L10, TE Step B2 pp. 107–109, WJ pp. 44–46
Integration of Knowledge and Ideas	
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6B: Mysteries & Investigations SU2, L1, LO2, All Cards and LO3 Print: SU2, L1, TE Step A pp. 78–79, WJ p. 14, and Step B pp. 80–81, WJ p. 15 SU2, L7, LO4, All Cards (Especially 3) Print: SU2, L7, TE Step V p. 101, WJ pp. 34–36 6F: The Titanic Collection SU3, L3, LO7, All Cards Print: SU3, L3, TE Step K p. 119; Teacher uses digital lesson to access the Exit Ticket.
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6B: Mysteries & Investigations SU2, L3, LO4, All Cards Print: Teacher directed to use digital lesson to access this activity. SU2, L6, LO3, All Cards Print: SU2, L6, TE Step P pp. 94–95, WJ pp. 27–28 SU2, L7, LO4, All Cards Print: SU2, L7, TE Step V p. 101, WJ pp. 34–36 SU2, L14, LO3–4, All Cards Print: SU2, L14, TE Step L2 and M2 pp. 124–125, WJ pp. 61–64
RI.6.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6B: Mysteries & Investigations SU2, L10, LO2, All Cards (Especially 4) Print: SU2, L10, TE Step B2 pp. 107–109, WJ pp. 44–46 6C: The Chocolate Collection SU2, L1, LO5, All Cards (Especially 3) Print: SU2, L1, TE Step D p. 99 6E: Summer of the Mariposas SU1, L11, LO4, All Cards Print: SU1, L11, TE Step E2 p. 62, WJ p. 51 6F: The Titanic Collection SU3, L1, LO4, All Cards (Especially 3) Print: SU3, L1, TE Step B pp. 100–101, WJ p. 44

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New Jersey Student Learning Standards

Amplify ELA Citations

Range of Reading and Level of Text Complexity

RI.6.10

By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Amplify students regularly read a variety of informational texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.

Where to look:

Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.

- Digital Example: 6A: Dahl & Narrative, SU3, L2, LO9, All Cards
- Print Example: Grade 6 Solo Activity Set blackline master, 6A: Dahl & Narrative, SU3, L2, pp. 16–17, All Questions

Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.

- Select Text Activities
 - Digital Example: 6A: Dahl & Narrative, SU3, L6, LO3, All Cards
 - Print Example: 6A: Dahl & Narrative, SU3, L6, TE Step S, p. 99, SE p. 79, WJ p. 79
- Use the Text as Referee Activities
 - Digital Example: 6B: Mysteries & Investigations, SU2, L7, LO3
 - Print Example: 6B: Mysteries & Investigations, SU2, L7, TE Step U, p. 100, SE p. 184, WJ p. 33
- Other Close Reading Activities
 - Digital Example: 6B: Mysteries & Investigations, SU2, L2, LO2, All Cards
 - Print Example: 6B: Mysteries & Investigations, SU2, L2, TE Step E, p. 83, SE p. 167–168

Progress Indicators for Writing

Text Types and Purposes

W.6.1

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

6A: Dahl & Narrative

SU3, L3, LO6, All Cards, (Especially 2)

Print: SU3, L3, TE Step C p. 86

6B: Mysteries & Investigations

SU2, L1, LO5, All Cards (Especially 2)

Print: SU2, L1, TE Step D p. 82, WJ p. 16

6C: The Chocolate Collection

SU3, L3, LO6, All Cards (Especially 2)

Print: SU3, L3, TE Step M p. 123, WJ p. 56

6D: The Greeks

SU4, L1, LO5, All Cards

Print: SU4, L1, TE Step B p. 98

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.6.1.A</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>6A: Dahl & Narrative SU4, L2, LO4, All Cards Print: SU4, L1, TE Step C p. 126, SE p. 642, WJ p. 62 SU4, L3, LO6, All Cards (Especially 2) Print: SU4, L3, TE Step H p. 128, SE p. 643, WJ p. 69</p> <p>6C: The Chocolate Collection SU5, L2, LO5, All Cards Print: SU5, L2, TE Step F p. 143, WJ p. 73 SU5, L3, LO7, All Cards Print: SU5, L3, TE Step J p. 144, WJ p. 76</p> <p>6D: The Greeks SU4, L4, LO6, All Cards Print: SU4, L4, TE Step M p. 101, SE p. 643, WJ p. 68</p> <p>6F: The Titanic Collection SU5, L2, LO5, All Cards Print: SU5, L2, TE Step F p. 139, WJ p. 74</p>
<p>W.6.1.B</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>6A: Dahl & Narrative SU3, L5, LO4, All Cards (Especially 1) Print: SU3, L5, TE Step R p. 98, WJ p. 40 SU4, L2, LO5, All Cards Print: SU4, L2, TE Step E p. 127, SE p. 642, WJ p. 64</p> <p>6D: The Greeks SU3, L4, LO4, All Cards (Especially 2) Print: SU3, L4, TE Step M p. 88, WJ p. 48 SU4, L2, LO5, All Cards Print: SU4, L2, TE Step E p. 99, SE p. 642, WJ pp. 58–59</p>
<p>W.6.1.C</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>6A: Dahl & Narrative SU4, L3, LO8, All Cards Print: SU4, L3, TE Step F p. 128, WJ pp. 66–67 SU4, L4, LO3, All Cards (Especially 1) Print: SU4, L4, TE Step J p. 129, SE p. 643, WJ pp. 72–73</p> <p>6B: Mysteries & Investigations SU5, L5, LO5, All Cards (Especially 1) Print: SU5, L5, TE Step O p. 228, WJ pp. 107–108</p> <p>6D: The Greeks SU4, L5, LO6, All Cards Print: SU4, L5, TE Step O p. 102, SE p. 643, WJ pp. 71–72</p>

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.6.1.D</p> <p>Establish and maintain a formal/academic style, approach, and form.</p>	<p>6A: Dahl & Narrative SU4, L4, LO4, All Cards (Especially 1) Print: SU4, L4, TE Step K p. 129, SE p. 644, WJ p. 75</p> <p>6B: Mysteries & Investigations SU5, L5, LO6, All Cards (Especially 1) Print: SU5, L5, TE Step P p. 228, SE p. 644, WJ p. 110</p> <p>6D: The Greeks SU4, L5, LO7, All Cards Print: SU4, L5, TE Step P p. 102, SE p. 644, WJ p. 74</p> <p>Mastering Conventions One Unit 5, Lessons 25–26: Formal and Informal Writing Styles—Code-Switching, pp. 358–382</p>
<p>W.6.1.E</p> <p>Provide a concluding statement or section that follows from the argument presented.</p>	<p>6C: The Chocolate Collection SU5, L4, LO7, All Cards Print: SU5, L4, TE Step N p. 145, WJ p. 80</p> <p>6D: The Greeks SU4, L5, LO5, All Cards Print: SU4, L5, TE Step N p. 102, SE p. 642, WJ p. 70</p> <p>6F: The Titanic Collection SU5, L4, LO8, All Cards Print: SU5, L4, TE Step N p. 141, WJ p. 80</p>
<p>W.6.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>6A: Dahl & Narrative SU3, L11, LO5, Card 2 Print: SU3, L11, TE Step K2, Writing Prompt 2, p. 119, WJ p. 53</p> <p>6B: Mysteries & Investigations SU4, L2, LO5, All Cards (Especially 2) Print: SU4, L2, TE Step H p. 215, WJ p. 86</p> <p>SU5, L1, LO5, All Cards Print: SU5, L1, TE Step C p. 224, WJ p. 92</p> <p>6E: Summer of the Mariposas SU2, L1, LO3–5, All Cards Print: SU2, L1, TE Steps A–C p. 100, SE p. 642, WJ p. 82</p>

Grade 6

New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.6.2.A</p> <p>Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p>	<p>6B: Mysteries & Investigations SU5, L1, LO5, All Cards Print: SU5, L1, TE Step C p. 224, WJ p. 92 SU5, L4, LO6, All Cards (Especially 2) Print: SU5, L4, TE Step M p. 227, SE p. 643, WJ p. 104</p> <p>6C: The Chocolate Collection SU5, L7, LO3, All Cards Print: Teacher directed to use digital lesson.</p> <p>6E: Summer of the Mariposas SU2, L1, LO5 Print: SU2, L1, TE Step C p. 100, SE p. 642, WJ p. 82 SU2, L4, LO6, All Cards Print: SU2, L4, TE Step M p. 103, SE p. 643, WJ p. 94</p> <p>6F: The Titanic Collection SU5, L7, LO3, All Cards Print: Teacher directed to use digital lesson.</p>
<p>W.6.2.B</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>6B: Mysteries & Investigations SU5, L4, LO4, All Cards Print: SU5, L4, TE Step K p. 227, WJ pp. 101–102</p> <p>6E: Summer of the Mariposas SU2, L1, LO4, All Cards Print: Teacher directed to use digital lesson.</p>
<p>W.6.2.C</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>6B: Mysteries & Investigations SU5, L5, LO5, All Cards (Especially 1) Print: SU5, L5, TE Step O p. 228, SE p. 643, WJ pp. 107–108</p> <p>6C: The Chocolate Collection SU5, L2, LO3, All Cards (with Informational Essay Option) Print: SU5, L2, TE Step E p. 143</p> <p>6E: Summer of the Mariposas SU2, L5, LO5, All Cards (Especially 1) Print: SU2, L5, TE Step O p. 104, SE p. 643, WJ pp. 97–98</p>
<p>W.6.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>6B: Mysteries & Investigations SU2, L13, LO3, All Cards and LO4, All Cards (Especially 1) Print: SU2, L13, TE Step I2 p. 117, WJ pp. 55–58</p> <p>6E: Summer of the Mariposas SU1, L17, LO4, All Cards (Especially 2) Print: SU1, L17, TE Step P2 p. 79, WJ p. 65</p>

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<p>W.6.2.E</p> <p>Establish and maintain a formal/academic style, approach, and form.</p>	<p>6B: Mysteries & Investigations SU5, L5, LO6, All Cards (Especially 1) Print: SU5, L5, TE Step P p. 228, SE p. 644</p> <p>6C: The Chocolate Collection SU5, L5, LO5, All Cards Print: SU5, L5, TE Step P p. 146, SE p. 648, WJ p. 83</p> <p>6E: Summer of the Mariposas SU2, L5, LO6, All Cards (Especially 1) Print: SU2, L5, TE Step P p. 104 SE p. 644, WJ p. 100</p> <p>Mastering Conventions One Unit 5, Lessons 25–26, pp. 358–382 Formal and Informal Writing Styles: Code-Switching</p>
<p>W.6.2.F</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>6B: Mysteries & Investigations SU5, L5, LO4, All Cards Print: SU5, L5, TE Step N p. 228, SE p. 642, WJ p. 106</p> <p>6C: The Chocolate Collection SU5, L4, LO7, All Cards (with Informational Essay Option) Print: SU5, L4, TE Step N p. 145, WJ p. 80</p> <p>6E: Summer of the Mariposas SU2, L5, LO4, All Cards Print: SU2, L5, TE Step N p. 104, SE p. 642, WJ p. 96</p> <p>6F: The Titanic Collection SU5, L4, LO7, All Cards (with Informational Essay Option) Print: SU5, L4, TE Step M p. 141, SE p. 647</p>
<p>W.6.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>6A: Dahl & Narrative SU2, L2, LO7, All Cards (Especially 3) Print: SU2, L2, TE Step H p. 22, WJ p.12</p> <p>SU2, L6, LO4, All Cards (Especially 2) Print: SU2, L6, LO4, TE Step U p. 32, WJ p. 20</p> <p>SU3, L11, LO4, All Cards (Especially 2) Print: SU3, L11, TE Step K2, Writing Prompt 1, p. 119, WJ p. 52</p> <p>6B: Mysteries & Investigations SU2, L10, LO4, All Cards (Especially 2) Print: SU2, L10, TE Step D2 p. 111, WJ p. 48</p>

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<p>W.6.3.A</p> <p>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.</p>	<p>6A: Dahl & Narrative SU2, L7, LO4, All Cards Print: SU2, L7, TE Step X p. 34, WJ p. 16</p> <p>6F: The Titanic Collection SU3, L2, LO5, All Cards (Especially 2) Print: SU3, L2, TE Step H p. 117, WJ pp. 47–48</p> <p>6G: Beginning Story Writing SU1, Lesson 3, Putting a Character Into a Mundane Situation, p. 49 SU1, Lesson 8, Creating Rising Action, pp. 67–69 SU3, Lesson 21, Using Paragraphs to Sequence Moments, p. 118</p>
<p>W.6.3.B</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>6A: Dahl & Narrative SU2, L4, LO2, All Cards (Especially 4) Print: SU2, L4, TE Step M p. 27, WJ p. 14</p> <p>SU2, L5, LO3, All Cards (Especially 2) Print: SU2, L5, TE Step R p. 30, WJ p. 18</p> <p>SU2, L10, LO4–5, All Cards Print: SU2, L10, TE Step H2 p. 43</p> <p>SU3, L7, LO5, All Cards Print: SU3, L7, TE Step Y p. 107, WJ p. 44</p>
<p>W.6.3.C</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>6G: Beginning Story Writing SU1, Lesson 8, Creating Rising Action, What to Do and Writing, pp. 68–69 SU3, Lesson 21, Using Paragraphs to Sequence Moments, p. 118 SU3, Lesson 24, Editing and Writing the Final Draft, What to Do #2, p. 127</p>
<p>W.6.3.D</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>6A: Dahl & Narrative SU2, L1, LO4, All Cards and LO6, All Cards (Especially 2) Print: SU2, L1, TE Step B and Step D pp. 18 and 20, WJ pp. 8 and 9</p> <p>SU2, L2, LO3–5, All Cards (Especially LO5, Card 1) Print: SU2, TE Steps E–F p. 21, WJ p. 10</p> <p>SU2, L4, LO4, All Cards (Especially 2) Print: SU2, L4, TE Step N p. 28, WJ p. 16</p> <p>SU2, L8, LO5, All Cards (Especially 2) Print: SU2, L8, TE Step B2 p. 37, WJ p. 23</p>
<p>W.6.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>6G: Beginning Story Writing SU1, Lesson 6, Shape of a Story, p. 60 SU2, Lesson 16, Creating Rising Action, Targeted Instruction and What to Do, pp. 98–100 SU3, Lesson 21, Using Paragraphs to Sequence Moments, Writing Prompt, p. 119</p>

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Production and Distribution of Writing

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6A: Dahl & Narrative

SU2, L5, LO3, All Cards

Print: SU2, L5, TE Step R p. 30, WJ p. 18

SU2, L9, LO2, All Cards

Print: SU2, L9, TE Step C2 p. 38, WJ p. 24

6C: The Chocolate Collection

SU3, L2, LO3, All Cards (Especially 1)

Print: SU3, L2, TE Step H p. 119, WJ pp. 45–46

SU3, L2, LO4, All Cards (Especially 4)

Print: SU3, L2, TE Step I p. 119, WJ p. 47

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6A: Dahl & Narrative

SU2, L3, LO4, All Cards

Print: SU2, L3, TE Step K p. 26, WJ p. 13

SU2, L7, LO5, All Cards (Especially 1)

Print: SU2, L7, TE Step X p. 34, WJ p. 16

SU3, L10, LO4, All Cards (Especially 1)

Print: SU3, L10, TE Step I2 p. 116, WJ p. 49

6C: The Chocolate Collection

SU5, L4, LO4, All Cards

Print: SU5, L4, TE Step L p. 145, WJ pp. 78–79

W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

6C: The Chocolate Collection

SU4, L3, LO2–6, All Cards

Print: Teacher directed to use digital lesson.

SU5, L7, LO3, All Cards (Especially 1)

Print: Teacher directed to use digital lesson.

6F: The Titanic Collection

SU2, L3, LO3–5, All Cards

Print: Teacher directed to use digital lesson.

SU5, L7, LO3, All Cards

Print: Teacher directed to use digital lesson.

Research to Build and Present Knowledge

W.6.7

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

6C: The Chocolate Collection

SU2, L3, LO4, All Cards

Print: Teacher directed to use digital lesson.

SU5, L1, LO4, All Cards (Especially 1)

Print: SU5, L1, TE Step C p. 142, WJ p. 72

6F: The Titanic Collection

SU4, L2, LO5, All Cards

Print: SU4, L2, TE Step H p. 131, WJ pp. 63–65

SU4, L3, LO5, All Cards

Print: Teacher directed to use digital lesson.

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<p>W.6.8</p> <p>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.</p>	<p>6C: The Chocolate Collection SU1, L2, LO3, All Cards Print: Teacher directed to use digital lesson.</p> <p>SU1, L3, LO2, All Cards Print: SU1, L3, TE Step D p. 13</p> <p>SU5, L6, LO3–4, All Cards Print: SU5, L6, TE Steps T–U p. 147, SE p. 649, WJ pp. 85–87</p> <p>6F: The Titanic Collection SU4, L2, LO5, All Cards Print: SU4, L2, TE Step H p. 131, WJ pp. 65–67</p>
<p>W.6.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>6B: Mysteries & Investigations SU5, L1, LO4, All Cards Print: Teacher directed to use digital lesson.</p> <p>6C: The Chocolate Collection SU4, L3, LO5, All Cards (Especially 2) Print: Teacher directed to use digital lesson.</p> <p>6D: The Greeks SU1, L4, LO2–4, All Cards Print: SU1, L4, TE Steps I–K p. 23, WJ pp. 17–19</p> <p>6F: The Titanic Collection, SU2, L3, LO4, All Cards Print: Teacher directed to use digital lesson.</p>
<p>W.6.9.A</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p>6D: The Greeks SU2, L2, LO3, Card 2 Print: SU2, L2, TE Step E p. 57, WJ p. 28</p> <p>6E: Summer of the Mariposas SU1, L9, LO6, Card 2 Print: SU1, L9, TE Step B2 p. 52, WJ p. 46</p>
<p>W.6.9.B</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>6B: Mysteries & Investigations SU2, L6, LO6, Card 2 Print: SU2, L6, TE Step S p. 97, WJ p. 31</p> <p>SU2, L9, LO6, Card 2 Print: SU2, L9, TE Steps Y and Z p. 105, WJ p. 42</p>

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Range of Writing

W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, paragraph-length, formative writing activities, to multi-paragraph essays written over the course of several lessons in the summative Write an Essay Sub-units.

Where to look:

- Short Answer Activities
 - Digital Example: 6B: Mysteries & Investigations, SU4, L1, LO4, Card 3
 - Print Example: 6B: Mysteries & Investigations, SU4, L1, TE Step D, p. 213, SE p. 283, WJ p. 84
- Formative Writing Activities
 - Digital Example: 6D: The Greeks, SU1, L3, LO4, All Cards
 - Print Example: 6D: The Greeks, SU1, L3, TE Step H, p. 22, WJ p. 17
- Summative Essay Sub-units
 - Digital Example: 6E: Summer of the Mariposas, SU2, Write an Essay
 - Print Example: 6E: Summer of the Mariposas SU2, Write an Essay, TE pp. 94–104, SE pp. 642–645, WJ pp. 80–101

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6B: Mysteries & Investigations

SU2, L5, LO2, All Cards
Print: SU2, L5, TE Step L p. 89

6C: The Chocolate Collection

SU4, L2, LO3 and LO6, All Cards
Print: SU4, L2, TE Steps D and F pp. 133 and 135, WJ pp. 64 and 66

6F: The Titanic Collection

SU3, L2, LO3, All Cards
Print: SU3, L2, TE Step G, p. 117
 SU4, L2, LO2, All Cards (Especially 2)
Print: SU4, L2, TE Step E p. 130, WJ pp. 61–63

SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6E: Summer of the Mariposas

SU1, L7, LO5, Card 2
Print: SU1, L7, TE Step S pp. 43–44, WJ p. 36
 SU1, L19, LO4, All Cards (Especially 2)
Print: SU1, L19, TE Step V2 pp. 92–93, WJ p. 77

SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

6A: Dahl & Narrative

SU2, L4, LO5, All Cards (Especially 1)
Print: SU2, L4, TE Step R p. 30, WJ p. 18
 SU2, L5, LO4, Cards 1–4 (Especially 1)
Print: SU2, L5, TE Step R p. 30

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SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6A: Dahl & Narrative, SU2, L3, LO5, Card 2 Print: SU2, L3, TE Step K p. 26 SU4, L1, LO2, All Cards Print: SU4, L1, TE Step A p. 126, SE p. 642
SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6C: The Chocolate Collection SU3, L1, LO2, All Cards Print: SU3, L1, TE Step A p. 113, WJ p. 38 6E: Summer of the Mariposas SU1, L19, LO4, Card 1 Print: SU1, L19, TE Step V2 pp. 92–93, WJ p. 77
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6A: Dahl & Narrative SU2, L9, LO3, All Cards Print: SU2, L9, TE Step D2 p. 40 6E: Summer of the Mariposas SU1, L16, LO4, All Cards Print: Teacher directed to use digital lesson. 6F: The Titanic Collection SU3, L1, LO9, All Cards Print: SU3, L1, TE Step D, p. 116, WJ p. 46 SU3, L2, LO2–4, All Cards Print: SU3, L2, TE Steps F and G pp. 116–117 SU3, L3, LO4, All Cards Print: SU3, L3, TE Step K p. 119, WJ p. 57
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6B: Mysteries & Investigations SU2, L3, LO2, All Cards (Especially 2) Print: SU2, L3, TE Step I p. 88, WJ pp. 18–19 6C: The Chocolate Collection SU3, L2, LO3, All Cards (Especially 1 and 2) Print: SU3, L2, TE Step F p. 118, WJ p. 43 SU4, L2, LO3, All Cards Print: SU4, L2, TE Step D p. 133, WJ p. 64 SU5, L8, LO2, All Cards (Especially 2) Print: Teacher directed to use digital lesson.

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Presentation of Knowledge and Ideas

SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

6C: The Chocolate Collection

SU5, L8, LO2, All Cards

Print: Teacher directed to use digital lesson.

6D: The Greeks

SU1, L3, LO2, All Cards

Print: SU1, L3, TE Step G p. 22

6F: The Titanic Collection

SU5, L7, LO3–4, All Cards

Print: Teacher directed to use digital lesson.

SU5, L8, LO2, All Cards (Especially 1)

Print: Teacher directed to use digital lesson.

SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6C: The Chocolate Collection

SU5, L7, LO4, All Cards

Print: Teacher directed to use digital lesson.

SU5, L8, LO2, All Cards

Print: Teacher directed to use digital lesson.

6F: The Titanic Collection

SU5, L7, LO3, All Cards

Print: Teacher directed to use digital lesson.

SU5, L8, LO2, All Cards (Especially 1)

Print: Teacher directed to use digital lesson.

SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

6A: Dahl & Narrative

SU2, L2, LO8, All Cards

Print: SU2, L2, TE Step H p. 22

6C: The Chocolate Collection

SU5, L5, LO6, All Cards (Especially 1)

Print: SU5, L5, TE Step R, p. 146

6F: The Titanic Collection

SU5, L6, LO5, All Cards (Especially 1)

Print: SU5, L6, TE Step R p. 142

Progress Indicators for Language

Conventions of Standard English

L.6.1

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

Grammar Unit

SU3, L5, LO3 All Cards (Especially 4 and 5)
Reflexive vs. Object and Intensive Pronouns

SU4, L3

Clear Pronoun Reference

SU4, L4, LO6, All Cards

Mastering Conventions One

Unit 3, Skill Drill 16D, Using Pronoun Case Consistently in Your Writing, p. 233

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L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	Grammar Unit SU3, L2, LO2, All Cards SU3, L3, LO2–3, All Cards SU3, L4, LO3, All Cards Mastering Conventions One Unit 3, Lesson 16, Using Pronoun Case Correctly and Consistently, p. 216 Unit 3, Skill Drill 16C, Keeping Pronoun Case Consistent in a Paragraph, p. 230
L.6.1.B Use intensive pronouns (e.g., myself, ourselves).	Grammar Unit SU3, L5, LO3, Card 4 Mastering Conventions Two Unit 5, Lesson 19, Introducing Intensive Pronouns, p. 270 Unit 5, Skill Drill 19A, Finding and Fixing Intensive Pronoun Errors, p. 275
L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.	Grammar Unit SU4, L1, LO2 and LO3 SU4, L1, LO4 and LO5 Mastering Conventions One Unit 3, Lesson 16, Using Pronoun Case Correctly and Consistently, p. 216
L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Grammar Unit SU4, L3, LO2 SU4, L5, LO3 Mastering Conventions One Unit 1, Lesson 5, Defining and Identifying Pronouns, p. 67 Unit 3, Lesson 16, Using Pronoun Case Correctly and Consistently, p. 216
L.6.1.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.	Grammar Unit SU4, L5, LO4 Mastering Conventions One Unit 5, Lesson 25, Formal and Informal Writing Styles—Code-Switching, p. 358 Unit 5, Lesson 26, Formal and Informal Writing Styles—Code-Switching, p. 362
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6D: The Greeks SU4, L5, LO7, All Cards (Especially 1) Print: SU4, L5, TE Step P p. 102, SE p. 644, WJ p. 74 Mastering Conventions One Unit 1, Lesson 1, Capitalizing and Punctuating Sentences, p. 16 Unit 1, Lesson 2, Capitalizing and Punctuating Sentences, p. 21

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L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Grammar Unit SU7, L1, LO2, All Cards Mastering Conventions Two Unit 6, Lesson 21, Use Punctuation to Set Off Nonrestrictive Elements, p. 302
L.6.2.B Spell correctly.	6A: Dahl & Narrative SU4, L4, LO4, Card 3 Print: SU4, L4, TE Step K p. 129, SE p. 648, WJ p. 75 Mastering Conventions One Unit 3, Lessons 17–19, pp. 236–276 Mastering Conventions Four
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6A: Dahl & Narrative SU3, L4, LO2, Cards 1–4 Print: SU3, L4, TE Step L p. 92, WJ p. 35 Mastering Conventions One Unit 1, Lesson 7, Understanding How Verb Tense Shows When Action Occurs, p. 87 Unit 3: Skill Drill 20D, Writing With Reflexive Pronouns, p. 294
L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.	6A: Dahl & Narrative SU3, L4, LO3–4, All Cards Print: SU3, L4, TE Steps M–N pp. 93–94, WJ pp. 36–37 Mastering Conventions One Unit 1, Lesson 8, Using Modal Helping Verbs to Show More About the Action, p. 108 Unit 4, Skill Drill 23D, Revising Complete Sentences, p. 338 Mastering Conventions Two Unit 3, Skill Drill 13D, Experimenting With Complex Sentence Structure, p. 193 Grammar Unit SU2, L5, LO6 SU4, L3, LO5

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L.6.3.B Maintain consistency in style and tone.	6B: Mysteries & Investigations SU2, L10, LO4, All Cards Print: SU2, L10, TE Step D2 p. 111, WJ p. 48 6C: The Chocolate Collection SU3, L2, LO4, All Cards (Especially 1) Print: SU3, L2, TE Step I p. 119, WJ p. 47 6F: The Titanic Collection SU5, L7, LO2, All Cards (Especially 2) Print: Teacher directed to use digital lesson.
<h3>Vocabulary Acquisition and Use</h3> <p>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 within the app, students cycle through the range of vocabulary activities illustrated in the specific citations below. Reviewers will need to be logged into Amplify to access these links.</p>	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Vocab App "ravenous" Narrative Multiple Choice activities - Zombie, Hashtag https://vocabulary.amplify.com/#/zombie/1365 "confiscated" Narrative Multiple Choice activities - Guillermo https://vocabulary.amplify.com/#/guillermo/3417 "impression" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143369 "consciousness" Narrative Multiple Choice activity - Doctor https://vocabulary.amplify.com/#/doctor/2837
L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Vocab App "outbreak" Narrative Multiple Choice activity - Doctor, Doctor https://vocab.learning.amplify.com/vocab_app/#/doctor/362126 "preventative" Narrative Multiple Choice activity -The Zombie's Handbook https://vocab.learning.amplify.com/vocab_app/#/zombie/362635
L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Vocab App "asteroid" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3069 "aquamarine" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/2985
L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Vocab App "appealing" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143375 "designates" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143615
L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

Grade 6

New Jersey Student Learning Standards	Amplify ELA Citations
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>Vocab App “merciless” Synonym & Antonym activities: https://vocabulary.amplify.com/#/findsynonyms/128 https://vocabulary.amplify.com/#/ordersynonyms/126 https://vocabulary.amplify.com/#/findantonyms/129 https://vocabulary.amplify.com/#/orderantonyms/127</p> <p>“tremendous” Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/161 https://vocabulary.amplify.com/#/ordersynonyms/159 https://vocabulary.amplify.com/#/findantonyms/160 https://vocabulary.amplify.com/#/orderantonyms/158</p> <p>“cunning” Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/173 https://vocabulary.amplify.com/#/ordersynonyms/172 https://vocabulary.amplify.com/#/findantonyms/171 https://vocabulary.amplify.com/#/orderantonyms/170</p> <p>“seedy” Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/185 https://vocabulary.amplify.com/#/ordersynonyms/184 https://vocabulary.amplify.com/#/findantonyms/183 https://vocabulary.amplify.com/#/orderantonyms/182</p>
<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Vocab App “dominating” Two of a Kind/Analogy activity https://vocabulary.amplify.com/#/analogy/144731</p> <p>“strutting” Narrative Multiple Choice activities - Blind Item, May I https://vocabulary.amplify.com/#/blinditem/1472 https://vocabulary.amplify.com/#/mayi/3377</p> <p>6E: Summer of the Mariposas SU1, L6, LO3, All Cards Print: SU1, L6, TE Step N pp. 38–39, WJ p. 27</p>

Grade 7



Grade 7

New Jersey Student Learning Standards

Amplify ELA Citations

Progress Indicators for Reading Literature

Key Ideas and Details

RL.7.1

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

7B: Character & Conflict

SU1, L1, LO4, All Cards

Print: SU1, L1, TE Step B p.24, WJ p. 11

SU2, L9, LO2–3, All Cards

Print: SU2, L9, TE Steps C2 and D2 p. 70, WJ p. 44

7D: Poetry & Poe

SU1, L1, LO5–6, All Cards

Print: SU1, L1, TE Steps C and D p. 12, WJ p. 8

SU2, L5, LO4, All Cards (Especially 1)

Print: SU2, L5, TE Step H p. 45, WJ p. 25

RL.7.2

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

7B: Character & Conflict

SU1, L4, LO4

Print: SU1, L4, TE Step N p. 31 and WJ p. 17

SU2, L15, LO4–5, All Cards

Print: SU2, L15, TE Steps W2 and X2 pp. 80–81, WJ pp. 51–52

7D: Poetry & Poe

SU3, L5, LO2, All Cards

Print: SU3, L5, TE Step L p. 81, WJ p. 49

SU4, L3, LO8

Print: SU4, L3, TE Step K p. 107, WJ p. 65

RL.7.3

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

7B: Character & Conflict

SU1, L3, LO2, All Cards (Especially 2)

Print: SU1, L3, TE Step I p. 28 and WJ p. 15, questions 1–2

SU2, L3, LO2, All Cards (Especially 2)

Print: SU2, L3, TE Step J, p. 58, WJ p. 25

SU2, L6, LO2, All Cards (Especially 1 and 3)

Print: SU2, L6, TE Step Q p. 62, WJ pp. 30–32

7D: Poetry & Poe

SU3, L1, LO4, LO5, LO7 (Especially LO7)

Print: SU3, L1, TE Steps B, C, and E pp. 72–73, 75, WJ pp. 37–38, 40

Craft and Structure

RL.7.4

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

7B: Character & Conflict

SU2, L13, LO3, LO6, All Cards

Print: SU2, L13, TE Step N2 p. 76, WJ p. 50

SU3, L1, LO3

Print: SU3, L1, TE Step B p. 91

7D: Poetry & Poe

SU1, L2, LO3, All Cards (Especially 2)

Print: SU1, L2, TE Step G p. 17, WJ pp.11–12

Grade 7

New Jersey Student Learning Standards	Amplify ELA Citations
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7B: Character & Conflict SU2, L1, LO2, All Cards (Especially 6) Print: SU2, L1, TE Step B p. 52, WJ p.20 7D: Poetry & Poe SU1, L3, LO2–3, All Cards Print: SU1, L3, TE Steps H and I pp. 18–19, WJ pp. 14–15 SU4, L2, LO4–5, All Cards Print: SU4, L2, TE Steps E and F p. 103, WJ p. 58 7E: The Frida & Diego Collection SU3, L1, LO4, All Cards Print: SU3, L1, TE Step C p. 90
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7B: Character & Conflict SU2, L14, LO2, All Cards Print: SU2, L14, TE Step P2 p. 77 SU2, L14, LO3–5, All Cards Print: SU2, L14, TE Steps Q2–S2 pp. 77–78 7D: Poetry & Poe SU2, L2, LO3–4, All Cards Print: Teacher directed to use digital lesson. SU3, L5, LO3, All Cards (Especially 2–3) Print: SU3, L5, TE Step L p. 81, WJ p. 49
Integration of Knowledge and Ideas	
RL.7.7 Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	7B: Character & Conflict SU2, L2, LO6, All Cards (Especially 1–2) Print: SU2, L2, TE Step H p. 56 and WJ p. 23 SU2, L4, LO2 and LO4, All Cards Print: SU2, L4, TE Steps M and P (Teacher projects digital Exit Ticket (LO4)) pp. 60–61, WJ p. 28 7D: Poetry & Poe SU2, L1, LO4, All Cards Print: SU2, L1, TE Step A p. 38, WJ p. 18 SU3, L3, LO2, All Cards Print: SU3, L3, TE Step H p. 78, WJ pp. 44–45
RL.7.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7B: Character & Conflict SU2, L1, 1st and 2nd Teacher LOs, and LO3 Print: SU2, L1, TE Steps A and C pp. 49–51 and 53, WJ p. 20 SU3, L2, LO4, All Cards Print: Teacher directed to use digital lesson. 7F: The Gold Rush Collection SU3, L1, LO3, All Cards (Especially 3) Print: SU3, L1, TE Step B p. 86, WJ pp. 39–40

Grade 7

New Jersey Student Learning Standards

Amplify ELA Citations

Range of Reading and Level of Text Complexity

RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Amplify students regularly read a variety of literary texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.

Where to look:

Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.

- Digital Example: 7B: Character & Conflict, SU2, L2, LO8, All Cards
- Print Example: Grade 7 Solo Activity Set blackline master, 7B: Character & Conflict, SU2, L2, pp. 44–45, All Questions

Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.

- Select Text Activities
 - Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L4, LO2, All Cards
 - Print Example: 7A: Red Scarf Girl & Narrative, SU3, L4, TE Step R, p. 179, SE p. 159
- Use the Text as Referee Activities
 - Digital Example: 7D: Poetry & Poe, SU3, L1, LO3, All Cards
 - Print Example: 7D: Poetry & Poe, SU3, L1, TE Step A p.71, SE p. 443, WJ p. 36
- Other Close Reading Activities
 - Digital Example: 7D: Poetry & Poe, SU1, L2, LO3, All Cards
 - Print Example: 7D: Poetry & Poe, SU1, L2, TE Step G p. 17, SE p. 405, WJ pp. 11–12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.7.1

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

7A: Red Scarf Girl & Narrative

SU3, L4, LO2, All Cards (Especially 3)

Print: SU3, L4, TE Step R p.179

7C: Brain Science

SU1, L5, LO4–5, All Cards

Print: SU1, L5, TE Steps P and Q pp. 92–93, WJ pp. 27–28

7E: The Frida & Diego Collection

SU2, L2, LO3, All Cards (Especially 2–3)

Print: SU2, L2, TE Step H p. 79, WJ p. 29

SU3, L3, LO2, LO3, LO5, All Cards

Print: SU3, L3, TE Step J p. 96, WJ p. 39

Grade 7

New Jersey Student Learning Standards	Amplify ELA Citations
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7A: Red Scarf Girl & Narrative SU3, L5, LO4, All Cards (Especially 3) Print: SU3, L5, TE Step U p. 181 SU3, L9, LO4 Print: SU3, L9, TE Step K2 p. 194 7C: Brain Science SU1, L1, LO4, All Cards (Especially 4) Print: SU1, L1, TE Step B pp. 75–77, WJ p. 9 SU1, L9, LO2, All Cards (Especially 1) Print: SU1, L9, TE Step Z p. 100, WJ p. 38
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7C: Brain Science SU1, L2, LO2, All Cards Print: SU1, L2, TE Step D p. 80, WJ pp. 12–13 SU1, L3, LO3–6, All Cards Print: SU1, L3, TE Steps H–J pp. 84–85, WJ pp. 16–19 SU1, L5, LO3, All Cards (Especially 3) Print: SU1, L5, TE Step O p. 91, WJ pp. 25–26 SU1, L11, LO3, All Cards Print: SU1, L11, TE Step D2 p. 103, WJ pp. 46–47
Craft and Structure	
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7A: Red Scarf Girl & Narrative SU3, L3, LO2, All Cards (Especially 1) Print: SU3, L3, TE Step N p. 176 SU3, L10, LO2, All Cards (Especially 2) Print: SU3, L10, TE Step M2 p. 196 7C: Brain Science SU1, L1, LO4, All Cards (Especially 2–3) Print: SU1, L1, TE Step B p. 75, WJ p. 9 SU2, L4, LO6 Print: SU2, L4, TE Step M p. 144, WJ pp. 69–70
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7A: Red Scarf Girl & Narrative SU3, L9, LO3–4, All Cards Print: SU3, L9, TE Steps J2 and K2 p. 194 7C: Brain Science SU2, L1, LO2, All Cards, (Especially 3) Print: SU2, L1, TE Step A p. 132 and WJ pp. 52–53 SU2, L2, LO3, All Cards (Especially 3) Print: SU2, L2, TE Step E p. 136, WJ pp. 59–60 7F: The Gold Rush Collection SU3, L2, LO2 Print: SU3, L2, TE Step E p. 88, WJ p. 42)

Grade 7

New Jersey Student Learning Standards	Amplify ELA Citations
<p>RI.7.6</p> <p>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.</p>	<p>7A: Red Scarf Girl & Narrative SU3, L2, LO5–7 and LO9, All Cards Print: SU3, L2, TE Steps L and M pp. 174–175</p> <p>SU3, L8, LO4, All Cards (Especially 2) Print: SU3, L8, TE Step G2 p. 190 and WJ p. 45</p> <p>SU3, L11, LO2 and LO4, All Cards Print: SU3, L11, TE Steps P2 and R2 pp. 198–199, WJ p. 50</p> <p>7F: The Gold Rush Collection SU2, L2, LO6–7, All Cards Print: SU2, L2, TE Step I p. 75. Teacher projects Exit Ticket from SU2, L2, LO7.</p>
Integration of Knowledge and Ideas	
<p>RI.7.7</p> <p>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).</p>	<p>7A: Red Scarf Girl & Narrative SU3, L1, LO3, LO4, LO8, All Cards Print: SU3, L1, TE Steps B, D, G (see LO8 in digital above) pp. 169–171</p> <p>SU3, L3, LO5, All Cards Print: SU3, L3, TE Step Q p. 178, WJ p. 39</p> <p>7E: The Frida & Diego Collection SU2, L3, LO5, All Cards (Especially 4) Print: Teacher directed to use digital lesson.</p> <p>7F: The Gold Rush Collection SU3, L3, LO5 Print: SU3, L3, TE Step I p. 90, WJ p. 53</p>
<p>RI.7.8</p> <p>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.</p>	<p>7C: Brain Science SU1, L4, LO2, All Cards Print: SU1, L4, TE Step K p. 86, WJ p. 20</p> <p>SU1, L7, LO6, All Cards Print: SU1, L7, TE Step U p. 97</p> <p>SU2, L2, LO5, All Cards Print: SU2, L2, Step F p. 137, WJ p. 61</p> <p>SU3, L3, LO3, All Cards Print: SU3, L3, TE Step F p. 172, WJ pp. 80–81</p>
<p>RI.7.9</p> <p>Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.</p>	<p>7C: Brain Science SU2, L2, LO4 and LO5., All Cards Print: SU2, L2, TE Step F p. 137, WJ p. 61</p> <p>SU2, L3, LO5, All Cards Print: SU2, L3, TE Step I p. 140, WJ p. 64</p> <p>SU3, L1, LO3–4, All Cards (Especially LO4, Card 2) Print: SU3, L1, TE Steps B and C pp. 167–168, WJ pp. 75–77</p> <p>7E: The Frida & Diego Collection SU2, L1, LO8, All Cards (Especially 3) Print: SU2, L1, TE Step F p. 78, WJ p. 28</p>

Grade 7

New Jersey Student Learning Standards

Amplify ELA Citations

Range of Reading and Level of Text Complexity

RI.7.10

By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Amplify students regularly read a variety of informational texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.

Where to look:

Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.

- Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L9, LO8, All Cards
- Print Example: Grade 7 Solo Activity Set blackline master, 7A: Red Scarf Girl & Narrative, SU3, L9, pp. 19-21, All Questions

Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.

- Select Text Activities
 - Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L9, LO3–4, All Cards
 - Print Example: 7A: Red Scarf Girl & Narrative, SU3, L9, TE Steps J2–K2, p. 194, SE p. 174
- Use the Text as Referee Activities
 - Digital Example: 7C: Brain Science, SU1, L2, LO3, All Cards
 - Print Example: 7C: Brain Science, SU1, L2, TE Step E, p. 81, SE p. 315, WJ p. 14
- Other Close Reading Activities
 - Digital Example: 7F: The Gold Rush Collection, SU2, L1, LO3–5, All Cards
 - Print Example: 7F: The Gold Rush Collection, SU2, L1, TE Steps A–D, pp. 70–73, SE pp. 622–625, WJ pp. 16–25

Progress Indicators for Writing

Text Types and Purposes

W.7.1

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

7C: Brain Science

SU1, L2, LO4, All Cards

Print: SU1, L2, TE Step F p. 82, WJ p. 15

7D: Poetry & Poe

SU2, L3, LO5, All Cards (Especially 2)

Print: SU2, L3, TE Step E p. 42, WJ pp. 22–23

SU3, L5, LO5, All Cards (Especially 2)

Print: SU3, L5, TE Step N p. 83, WJ p. 51

7F: The Gold Rush Collection

SU5, L2, LO5, All Cards (Especially 2) (With Argumentative Essay Option)

Print: SU5, L2, TE Steps F and G p. 115, WJ pp. 71–72

Grade 7

New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.7.1.A</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>7D: Poetry & Poe SU5, L1, LO6 Print: SU5, L1, TE Step C p. 120, WJ p. 74 SU5, L4, LO6, All Cards Print: SU5, L4, TE Step M p.123, SE pp. 646–647, WJ pp. 86–87</p> <p>7E: The Frida & Diego Collection SU5, L2, LO5, All Cards (Especially 2) Print: SU5, L2, TE Step F p. 123, WJ p. 71 SU5, L3, LO7, All Cards Print: SU5, L3, TE Step J p. 124, WJ pp. 75–76</p> <p>7F: The Gold Rush Collection SU5, L2, LO5, All Cards (Especially 2) Print: SU5, L2, TE Step F p. 115, WJ p. 71 SU5, L3, LO7, All Cards Print: SU5, L3, TE Step J p. 116, WJ pp. 75–76</p>
<p>W.7.1.B</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>7A: Red Scarf Girl & Narrative SU3, L1, LO5, All Cards (Especially 2) Print: SU3, L1, TE Step G p. 171, WJ p. 38</p> <p>7D: Poetry & Poe SU2, L4, LO4 Print: Teacher directed to use digital lesson. SU5, L2, LO4, All Cards (Especially Card 2) Print: SU5, L2, TE Step E p. 121, WJ p.76</p> <p>7E: The Frida & Diego Collection SU5, L3, LO4 Print: SU5, L3, TE Step H p. 124, SE p. 651, WJ p. 73</p>
<p>W.7.1.C</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>7D: Poetry & Poe SU5, L3, LO5, All Cards (Especially 1) Print: SU5, L3, TE Step H p. 122, SE p. 646, WJ p. 78 SU5, L5, LO5, All Cards (Especially 1) Print: SU5, L5, TE Step O p. 124, SE p. 647, WJ pp. 89–90</p> <p>7F: The Gold Rush Collection SU5, L5, LO5, All Cards (Especially 1) Print: SU5, L5, TE Step P p. 118, SE p.652, WJ p. 83</p>

Grade 7

New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.7.1.D</p> <p>Establish and maintain a formal style/academic style, approach, and form.</p>	<p>7D: Poetry & Poe SU5, L5, LO6, All Cards (Especially 1) Print: SU5, L5, TE Step P p. 124, SE p. 648, WJ pp. 92–93</p> <p>7E: The Frida & Diego Collection SU5, L5, LO5, All Cards (Especially 1) Print: SU5, L5, TE Step R p. 126</p> <p>7F: The Gold Rush Collection SU5, L5, LO6, All Cards (Especially 1) Print: SU5, L5, TE Step Q p. 118, WJ pp. 85–86)</p> <p>Mastering Conventions Two Unit 7, Lessons 24–25, Formal and Informal Writing Styles—Code-Switching, pp. 338, 342</p>
<p>W.7.1.E</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>7D: Poetry & Poe SU5, L5, LO4 Print: SU5, L5, TE Step N page 124, SE p. 646, WJ p. 88</p> <p>7E: The Frida & Diego Collection SU5, L4, LO7 (With Argumentative Essay Option) Print: SU5, L4, TE Step N p. 125, SE p. 540, WJ p. 80</p> <p>7F: The Gold Rush Collection SU5, L4, LO7 Print: SU5, L4, TE Step N p. 117, SE p. 628, WJ p. 80</p>
<p>W.7.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>7B: Character & Conflict SU4, L1, LO6 Print: SU4, L2, Step E, p. 99, WJ p. 64</p> <p>7C: Brain Science SU4, L1, LO2, All Cards (Especially 1) Print: SU4, L1, TE Step A p. 180, SE p. 646</p> <p>7D: Poetry & Poe SU4, L2, LO6, All Cards (Especially 2) Print: SU4, L2, TE Step H p. 104, WJ p. 60</p>

Grade 7

New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.7.2.A</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p>	<p>7A: Red Scarf Girl & Narrative SU4, L3, LO4, All Cards (Especially 2, 3) Print: SU4, L3, TE Step H p. 208, WJ p. 65</p> <p>7B: Character & Conflict SU4, L4, LO5–7, All Cards Print: SU4, L4, TE Steps G–H p. 100, SE pp. 646–647, WJ pp. 69–70</p> <p>7C: Brain Science SU4, L4, LO5, All Cards Print: SU4, L4, TE Step M p.183, SE pp. 646–647, WJ pp. 98–99</p> <p>7F: The Gold Rush Collection SU3, L2, LO2–3, All Cards Print: Teacher directed to use digital lesson. SU5, L3, LO5, LO7 (With Informational Essay Option) Print: SU5, L3, TE Steps I and J p. 116, WJ pp. 74–76 SU5, L7, LO3 Print: Teacher directed to use digital lesson.</p>
<p>W.7.2.B</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>7A: Red Scarf Girl & Narrative SU4, L3, LO4, All Cards (Especially 3) Print: SU4, L3, TE Step F p. 208, WJ pp. 62–63</p> <p>7B: Character & Conflict SU4, L2, LO6, All Cards Print: SU4, L2, TE Step E p. 99, SE p. 646, WJ p. 64 SU4, L4, LO7 Print: SU4, L4, TE Step H p. 100, SE p. 647, WJ pp. 69–70</p> <p>7C: Brain Science SU4, L2, LO4 Print: SU4, L2, TE Step E p.181, SE p. 646, WJ pp. 88–89</p> <p>7E: The Frida & Diego Collection SU5, L2, LO5, All Cards (With Informational Essay Option) Print: SU5, L2, TE Step G p. 123, WJ p. 72</p>
<p>W.7.2.C</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>7A: Red Scarf Girl & Narrative SU4, L4, LO2 Print: SU4, L4, TE Step J p. 209, SE p. 647, WJ pp. 68–69</p> <p>7B: Character & Conflict SU4, L3, LO5 Print: SU4, L5, TE Step J p. 101, SE p. 647, WJ p. 72</p> <p>7C: Brain Science SU4, L5, LO4, All Cards Print: SU4, L5, TE Step O p. 184, SE p. 647, WJ pp. 101–102</p> <p>7F: The Gold Rush Collection SU5, L5, LO5, All Cards (Especially 1) (With Informational Essay Option) Print: SU5, L2, TE Step E p. 115</p>

Grade 7

New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.7.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>7A: Red Scarf Girl & Narrative SU4, L2, LO4 (Especially 1) Print: SU4, L3, TE Step F p. 208, WJ pp. 62–63</p> <p>7B: Character & Conflict SU4, L2, LO4 and LO7 (With Informational Essay Option) Print: SU4, L2, TE Step E p. 99, WJ p. 64 SU4, L5, LO3, All Cards Print: SU4, L5, TE Step S</p> <p>7C: Brain Science SU4, L5, LO6, All Cards (Especially 1) Print: SU4, L5, TE Step P p. 184, SE p. 648, WJ pp. 104–105</p>
<p>W.7.2.E</p> <p>Establish and maintain a formal style/academic style, approach, and form.</p>	<p>7B: Character & Conflict SU4, L5, LO5, All Cards, (Especially 1) Print: SU4, L5, TE Step K p. 101, SE p. 648, WJ pp. 75–77</p> <p>7C: Brain Science SU4, L5, LO6, All Cards (Especially 1) Print: SU4, L5, TE Step P p. 184, SE p. 648, WJ pp. 104–105</p> <p>7E: The Frida & Diego Collection SU5, L5, LO5, All Cards (Especially 1) (With Informational Essay Option) Print: SU5, L5, TE Step P p. 126, SE p. 652, WJ pp. 83–84</p> <p>Mastering Conventions Two Unit 7, Lessons 24–25, Formal and Informal Writing Styles: Code-Switching pp. 338–346</p>
<p>W.7.2.F</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>7B: Character & Conflict SU4, L5, LO4, All Cards Print: SU4, L5, TE Step I p. 101, SE p. 646, WJ p. 71</p> <p>7C: Brain Science SU4, L5, LO3, All Cards Print: SU4, L5, TE Step N p. 184, SE p. 646, WJ p. 100</p> <p>7E: The Frida & Diego Collection SU5, L4, LO5, LO7, All Cards Print: SU5, L4, TE Steps M and N p. 125, SE p. 646, WJ p. 80</p> <p>7F: The Gold Rush Collection SU5, L4, LO5, LO7 All Cards (With Informational Essay Option) Print: SU5, L4, TE Steps M and N p. 117, SE p. 651, WJ p. 80</p>

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.7.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>7A: Red Scarf Girl & Narrative SU2, L1, LO7, All Cards (Especially 3) Print: SU2, L1, TE Step E p. 16, WJ p. 10</p> <p>7C: Brain Science SU1, L8, LO5, All Cards Print: SU1, L8, TE Step Y p. 99, WJ p. 37</p> <p>7F: The Gold Rush Collection SU3, L2, LO3, All Cards (Especially 2) Print: SU3, L2, TE Step F pp. 88–89, WJ pp. 43–45</p> <p>7G: Intermediate Story Writing SU1, Lesson 4, Reviewing the Shape of a Story, p. 48</p>
<p>W.7.3.A</p> <p>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.</p>	<p>7A: Red Scarf Girl & Narrative SU2, L3, LO4, All Cards Print: SU2, L3, TE Step M p. 26, WJ p. 13</p> <p>7D: Poetry & Poe SU2, L4, LO4, All Cards Print: Teacher directed to use digital lesson.</p> <p>7G: Intermediate Story Writing SU1, Lesson 9, Playing with Perspective, Writing pp. 66–69 SU2, Lesson 11, Creating a Second Believable Character, Writing pp. 75–78 SU2, Lesson 15, Setting Up Change and Growth in Rising Action, Writing pp. 88–91 SU3, Lesson 18, Choosing a Storyline, Writing pp. 105–108 SU3, Lesson 20, Developing Character Change and Growth—Turning Point and Conclusion/Resolution, Writing pp. 112–115 SU3, Lesson 23, Editing and Writing the Final Draft, Writing pp. 122–124</p>
<p>W.7.3.B</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>7A: Red Scarf Girl & Narrative SU2, L4, LO3–4 Print: SU2, L4, TE Steps Q and R p. 29, WJ pp. 16–17</p> <p>SU2, L7, LO6, All Cards Print: SU2, L7, TE Step H2 p. 38, WJ p. 25</p> <p>SU2, L11, LO5, All Cards Print: SU2, L11, TE Step W2 p. 45, WJ p. 35</p> <p>7G: Intermediate Story Writing SU1, Lesson 10, Playing with Voice in Dialogue, pp. 70–72 SU3, Lesson 21, Revising Sentence Length, Writing pp. 116–118</p>
<p>W.7.3.C</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>7G: Intermediate Story Writing SU2, Lesson 15, Setting Up Change and Growth in Rising Action, p. 88 (What to Do) SU3, Lesson 23, Editing and Writing the Final Draft, p. 122</p>

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New Jersey Student Learning Standards	Amplify ELA Citations
W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	7A: Red Scarf Girl & Narrative SU2, L6, LO4, All Cards Print: SU2, L6, TE Step C2 p. 35, WJ p. 23 SU2, L9, LO4, All Cards Print: SU2, L9, Step N2, TE p. 42 SU2, L10, LO3, All Cards (Especially 2) Print: SU2, L10, TE Step S2 p. 43, WJ p. 32 7E: The Frida & Diego Collection SU3, L2, LO3, LO4, LO5, LO7, All Cards Print: SU3, L2, TE Steps G–I pp. 94–95, WJ pp. 37–38
W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.	7G: Intermediate Story Writing SU1, Lesson 4, Reviewing the Shape of a Story, Writing pp. 48–52 SU3, Lesson 20, Developing Character Change and Growth—Turning Point and Conclusion/Resolution, Writing, pp. 112–115
Production and Distribution of Writing	
W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	7B: Character & Conflict SU4, L1, LO2, All Cards Print: SU4, L1, TE Step A p. 98, SE p. 646, WJ p. 60 7C: Brain Science SU4, L5, LO2, LO4–6, All Cards Print: SU4, L5, TE Steps O and P pp.184, SE pp. 647–648, WJ pp. 101–105 7F: The Gold Rush Collection SU3, L2, LO3, All Cards (Especially 2) Print: SU3, L2, TE Step F p. 88, WJ pp. 43–45 All Essay Sub-units
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	7A: Red Scarf Girl & Narrative SU2, L2, LO7, All Cards Print: SU2, L2, TE Step I p. 21 SU2, L7, LO4–5, All Cards Print: SU2, L7, TE Step F2 p. 37, WJ p. 24 SU2, L12, LO3–LO4, All Cards Print: SU2, L12, TE Step Z2 p. 47, WJ pp. 18 and 28 7C: Brain Science SU4, L4, LO3, All Cards Print: SU4, L4, TE Step K p. 183, WJ pp. 95–96
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	7E: The Frida & Diego Collection SU5, L7, LO2–3, All Cards 7F: The Gold Rush Collection SU5, L6, LO4, All Cards SU5, L7, LO3, All Cards (Especially 1)

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New Jersey Student Learning Standards

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Research to Build and Present Knowledge

W.7.7

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

7E: The Frida & Diego Collection

SU2, L3, LO2, All Cards

Print: Teacher directed to use digital lesson.

SU4, L2, LO4, All Cards

Print: SU4, L2, TE Step G p. 113, WJ p. 62

SU4, L3, LO5, All Cards

Print: Teacher directed to use digital lesson.

7F: The Gold Rush Collection

SU5, L1, LO4, All Cards (Especially 1)

Print: SU5, L1, TE Step C p. 114, WJ p. 70

W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7E: The Frida & Diego Collection

SU1, L1, LO3–4, All Cards

Print: SU1, L1, TE Steps A and B pp. 10–11, WJ pp. 8–9

SU1, L3, LO3, All Cards

Print: SU1, L3, TE Steps E and F pp. 13–14

7F: The Gold Rush Collection

SU1, L3, LO2–6, All Cards

Print: SU1, L3, TE Steps D–I pp. 13–15, WJ pp. 11–12

SU5, L6, LO3–4, All Cards

Print: SU5, L6, TE Steps T and U p. 119, SE p. 653, WJ pp. 85–87

W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

7B: Character & Conflict

SU2, L12, LO4, All Cards

Print: SU2, L12, TE Step L2 p. 74, WJ p. 49

7C: Brain Science

SU3, L1, LO5, All Cards (Especially 2)

Print: SU3, L1, TE Step D p. 168, WJ p. 78

7D: Poetry & Poe

SU2, L5, LO4, All Cards (Especially 3)

Print: SU2, L5, TE Steps H–J pp. 45–47, WJ pp. 25–28

W.7.9.A

Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

7B: Character & Conflict

SU3, L2, LO5, Card 2

Print: Teacher directed to use digital lesson.

7D: Poetry and Poe

SU3, L3, LO3, Card 2

Print: SU3, L3, TE Step I p.48, WJ p.85

W.7.9.B

Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

7A: Red Scarf Girl & Narrative

SU3, L5, LO5, Card 2

Print: SU3, L5, TE Step X p. 183 and WJ p. 42

7C: Brain Science

SU1, L4, LO4, Card 2

Print: SU1, L4, TE Step M p. 89, WJ p.24

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New Jersey Student Learning Standards

Amplify ELA Citations

Range of Writing

W.7.10

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, paragraph-length, formative writing activities, to multi-paragraph essays written over the course of several lessons in the summative Write an Essay Sub-units.

Where to look:

- Short Answer Activities
 - Digital Example: 7A: Red Scarf Girl & Narrative, SU3, L3, LO5, All Cards (Especially 1, 5, and 6)
 - Print Example: 7A: Red Scarf Girl & Narrative, SU3, L3, TE Step Q p. 178, SE p. 158, WJ p. 39
- Formative Writing Activities
 - Digital Example: 7C: Brain Science, SU2, L1, LO4, All Cards
 - Print Example: 7C: Brain Science, SU2, L1, TE Step C p. 134, SE p. 362, WJ p. 57
- Summative Essay Sub-units
 - Digital Example: 7D: Poetry & Poe, SU5, Write an Essay
 - Print Example: 7D: Poetry & Poe, SU5, Write an Essay, TE pp. 120–124, SE pp. 646–649, WJ pp. 84–105

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

7A: Red Scarf Girl & Narrative

SU3, L12, LO5, All Cards

Print: SU3, L12, TE Step V2 p. 45

7B: Character & Conflict

SU2, L13, LO2, All Cards (Especially 2)

Print: SU2, L13, TE Step N2 p. 76, WJ p. 50

SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

7D: Poetry & Poe

SU3, L1, LO5, All Cards

Print: SU3, L1, TE Step C p. 73, WJ p. 38

7E: The Frida & Diego Collection

SU3, L3, LO6

Print: SU3, L3, TE Step N p. 98

SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

7E: The Frida & Diego Collection

SU4, L1, LO3, All Cards

Print: SU4, L1, TE Step A p. 107, WJ p. 58

7F: The Gold Rush Collection

SU4, L1, LO3, Cards 1–2

Print: SU4, L1, TE Step A p. 99, WJ p. 58

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New Jersey Student Learning Standards	Amplify ELA Citations
SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7E: The Frida & Diego Collection SU4, L2, LO3, All Cards Print: SU4, L2, TE Step F p. 112, WJ pp. 60–62 7F: The Gold Rush Collection SU4, L1, LO6 Print: SU4, L1, TE Step D p.103, WJ p.60
SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.	7C: Brain Science SU1, L3, LO4, All Cards, (Especially 3) Print: SU1, L3, TE Step I p. 85, WJ p. 18 7D: Poetry & Poe SU4, L4, LO8 Print: SU4, L4, TE Step O p. 111, WJ p.69
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7A: Red Scarf Girl & Narrative SU2, L1, LO5–6, All Cards Print: SU2, L1, TE Steps C and D pp. 14–15, WJ p. 9 SU3, L3, LO5, All Cards (Especially 6) Print: SU3, L3, TE Step Q p. 178, WJ p. 39 7E: The Frida & Diego Collection SU1, L1, LO5 Print: SU1, L1, TE Step B p. 11, WJ p. 9 SU2, L3, LO5, All Cards (Especially 3) Print: Teacher directed to use digital lesson.
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7B: Character & Conflict SU2, L11, LO3–LO5 (Especially LO5) Print: SU2, L11, TE Steps G2–I2 pp. 71–72, WJ pp. 46–48 7D: Poetry & Poe SU2, L6, LO4, All Cards (Especially 1) Print: SU2, L6, TE Step M p. 49, WJ p. 31 SU5, L4, LO7, All Cards Print: SU5, L4, TE Step K p. 123, WJ p. 83–84
Presentation of Knowledge and Ideas	
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7C: Brain Science SU1, L9, LO3, All Cards (Especially 1–2) Print: SU1, L9, TE Step A2 p. 101, WJ pp. 39–40 7D: Poetry & Poe SU2, L4, LO3, All Cards Print: Teacher directed to use digital lesson. SU2, L5, LO4, All Cards (Especially 2) Print: SU2, L5, TE Step H p. 45, WJ p. 25 7F: The Gold Rush Collection SU5, L8, LO2, All Cards Print: Teacher directed to use digital lesson.

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New Jersey Student Learning Standards	Amplify ELA Citations
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7E: The Frida & Diego Collection SU5, L8, LO2, All Cards Print: Teacher directed to use digital lesson. 7F: The Gold Rush Collection SU5, L8, LO2, All Cards Print: Teacher directed to use digital lesson.
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	7A: Red Scarf Girl & Narrative SU2, L9, LO7, All Cards (Especially 1) Print: SU2, L9, TE Step P2 p. 42, WJ p. 30 SU3, L4, LO4, All Cards (Especially 1) Print: SU3, L4, TE Step S p. 180, WJ p. 40 SU3, L7, LO6, All Cards Print: SU3, L7, TE Step D2 p. 188, WJ p. 44
Progress Indicators for Language	
Conventions of Standard English	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar Unit SU2, L8, LO6, All Cards SU6, L2, LO6, All Cards Mastering Conventions Two Unit 1, Skill Drill 4F, Finding and Fixing Run-On Sentences, pp. 89–92
L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.	Grammar Unit SU2, L2, LO3 (All Cards) and LO5 (All Cards) SU2, L5, LO3, All Cards Mastering Conventions One Unit 4, Lesson 22, Identifying and Fixing Sentence Fragments That Are Prepositional Phrases, pp. 305–311 Unit 4, Lesson 23, Defining and Identifying Clauses, pp. 316–322
L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Mastering Conventions Two Unit 3, Lessons 10–11, Defining and Identifying Compound Sentences, pp. 138–148 Unit 3, Lessons 12–13, Defining and Recognizing Complex Sentences, pp. 168–179 Unit 3, Skill Drill 13A, Revising by Combining Sentences, pp. 180–184 Unit 3, Lesson 14, Keeping Verb Tense Consistent in Complex Sentences, pp. 197–203
L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Grammar Unit SU2, L5, LO5–6, All Cards Mastering Conventions Three Unit 1, Lesson 3, Reviewing Misplaced Modifiers, pp. 25–30 Unit 1, Skill Drill 4B, Finding and Fixing Dangling Modifiers, pp. 44–47

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L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7B: Character & Conflict SU4, L5, LO5, All Cards, (Especially 1) Print: SU4, L5, TE Step K p. 101, SE p. 648, WJ pp. 75–77 Mastering Conventions Two Unit 6, Lesson 20, Finding and Fixing Comma Errors With Adjectives, pp. 293–296 Unit 6, Lesson 21, Use Punctuation to Set Off Nonrestrictive Elements, pp. 302–305 Unit 6 Lesson 22, Using Apostrophes Correctly, pp. 306–311
L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Grammar Unit SU7, L1, LO3, All Cards Mastering Conventions Two Unit 6, Lesson 20, Finding and Fixing Comma Errors With Adjectives, Skill Drill 20A, Punctuating Sentences With Multiple Adjectives, p. 293
L.7.2.B Spell correctly.	7F: The Gold Rush Collection SU5, L5, LO6, Card 1 Print: SU5, L5, TE Step O p. 118, SE pp. 651–653, WJ pp. 81–84 Mastering Conventions Four
Knowledge of Language	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Grammar Unit SU5, L2, All Cards Mastering Conventions Two Unit 1, Lesson 1, Finding and Fixing Sentence Fragments, pp. 14–19 Unit 3, Lesson 14, Keeping Verb Tense Consistent in Complex Sentences, pp. 197–203
L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	7C: Brain Science SU4, L5, LO5, All Cards Print: SU4, L5, TE Step P p. 184, WJ pp. 104–105 7D: Poetry & Poe SU5, L5, LO5, All Cards, (Especially 2) Print: SU5, L5, TE Step P p. 124, SE p. 648, WJ pp. 92–93 Mastering Conventions Two Unit 3, Skill Drill 13C, Revising by Combining Sentences, pp. 189–192

Grade 7

New Jersey Student Learning Standards

Amplify ELA Citations

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 within the app, students cycle through the range of vocabulary activities illustrated in the specific citations below. Reviewers will need to be logged into Amplify to access these links.

L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

Vocab App

"refinement" Narrative Multiple Choice activities - Keisha
<https://vocabulary.amplify.com/#/keisha/34726>

"refinement" Narrative Multiple Choice activities - Blind Item
<https://vocabulary.amplify.com/#/blinditem/34727>

L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Vocab App

"retorted" Narrative Multiple Choice activities - Guillermo
<https://vocabulary.amplify.com/#/guillermo/7173>

"retorted" Narrative Multiple Choice activities - May I
<https://vocabulary.amplify.com/#/mayi/7170>

"feat" Narrative Multiple Choice activities - Best Meal
<https://vocabulary.amplify.com/#/bestmeal/34701>

"feat" Narrative Multiple Choice activities - Hashtag
<https://vocabulary.amplify.com/#/hashtag/34700>

7A: Red Scarf Girl & Narrative

Vocabulary Module: Context Clues

7D Poetry & Poe

SU3, L1, LO7, All Cards

Print: SU3, L1, TE Step E p.75, WJ p. 40

L.7.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

Vocab App

"igneous" Roots Exist activity, click through all steps
<https://vocabulary.amplify.com/#/rootsexist/3018>

"geography" Roots Exist activity, click through all steps
<https://vocabulary.amplify.com/#/rootsexist/3001>

7C: Brain Science

Vocabulary Module: Greek and Latin Roots

7E: The Frida & Diego Collection

Vocabulary Module: Prefixes and Suffixes

L.7.4.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.

Vocab App

"cultured" ReDictionary activity
<https://vocabulary.amplify.com/#/redictionary/143896>

"deed" ReDictionary activity
<https://vocabulary.amplify.com/#/redictionary/143933>

7A: Red Scarf Girl & Narrative

Vocabulary Module: Dictionary Skills

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<p>L.7.4.D</p> <p>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).</p>	<p>Vocab App</p> <p>“cultured” ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143896</p> <p>“deed” ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143933</p> <p>7A: Red Scarf Girl & Narrative</p> <p>Vocabulary Module: Dictionary Skills</p>
<p>L.7.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A</p> <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>Vocab App</p> <p>“accosted” Two of a Kind activity https://vocabulary.amplify.com/#/analogy/143988</p> <p>“acute” Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/227 https://vocabulary.amplify.com/#/ordersynonyms/229 https://vocabulary.amplify.com/#/findantonyms/228 https://vocabulary.amplify.com/#/orderantonyms/226</p> <p>“cunningly” Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2553 https://vocabulary.amplify.com/#/ordersynonyms/2551 https://vocabulary.amplify.com/#/findantonyms/2550 https://vocabulary.amplify.com/#/orderantonyms/2552</p> <p>“retribution” Narrative Multiple Choice activity - Greatest Movie https://vocabulary.amplify.com/#/greatestmovie/22777</p> <p>7B: Character & Conflict</p> <p>Vocabulary Module: Figurative Language Vocabulary Module: Connotations and Denotations</p> <p>7D: Poetry & Poe</p> <p>SU1, L2, LO2, All Cards (Especially 4) Print: SU1, L2, TE Step F p. 16, WJ p. 10</p> <p>SU1, L2, LO3, All Cards (Especially 4) Print: SU1, L2, TE Step G p. 17, WJ pp. 11–12</p> <p>SU1, L3, LO3, All Cards Print: SU1, L3, TE Step I pp. 18–19, WJ p. 14</p> <p>SU4, L2, LO3, All Cards (Especially 1) Print: SU4, L2, TE Step D p. 102, WJ p. 57</p> <p>7F: The Gold Rush Collection</p> <p>Vocabulary Module: Synonyms and Antonyms</p>
<p>L.7.6</p> <p>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.</p>	<p>Vocab App</p> <p>“accosted” Two of a Kind activity https://vocabulary.amplify.com/#/analogy/143988</p> <p>“retribution” Narrative Multiple Choice activity - Greatest Movie https://vocabulary.amplify.com/#/greatestmovie/22777</p> <p>7D: Poetry & Poe</p> <p>SU1, L2, LO2, All Cards (Especially 4) Print: SU1, L2, TE Step F p. 16, WJ p. 10</p> <p>SU1, L3, LO3, All Cards Print: SU1, L3, TE Step I pp. 18–19, WJ p. 14</p> <p>SU4, L2, LO3, All Cards (Especially 1) Print: SU4, L2, TE Step D p. 102, WJ p. 57</p>

Grade 8



Grade 8

New Jersey Student Learning Standards

Amplify ELA Citations

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1

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

8C: Science & Science Fiction

SU3, L5, LO3, All Cards (Especially 2)

Print: SU3, L5, TE Step O p. 146, WJ p. 85

8D: Shakespeare's Romeo & Juliet

SU1, L10, LO6, All Cards

Print: SU1, L10, TE Step R2 p. 86, WJ pp. 21–23

SU1, L14, LO6, All Cards (Especially 2)

Print: SU1, L14, TE Step N3 p. 114, WJ p. 30

8E: Holocaust: Memory & Meaning

SU4, L2, LO3, All Cards

Print: Teacher directed to use digital lesson.

RL.8.2

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

8C: Science & Science Fiction

SU1, L2, LO5, All Cards

Print: SU1, L2, LO5, TE Step H p. 35, WJ pp. 8–9

SU1, L13, LO5, All Cards (Especially 4)

Print: SU1, L13, TE Step X2 p. 73, WJ pp. 37–38

8D: Shakespeare's Romeo & Juliet

SU1, L1, LO4, All Cards (Especially 2)

Print: SU1, L1, TE Step C p. 43, WJ p. 8

SU1, L15, LO4, All Cards (Especially 2)

Print: SU1, L15, TE Step V3 p. 120, WJ pp. 32–33

RL.8.3

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

8C: Science & Science Fiction

SU1, L1, LO7–8, All Cards

Print: SU1, L1, TE Step B2 p. 51. Teacher projects digital Wrap-Up.

SU1, L5, LO5, All Cards

Print: SU1, L5, TE Step S p. 41, WJ p. 12

SU1, L11, LO4, All Cards

Print: SU1, L11, TE Step O2 p. 67, WJ p. 31

8E: Holocaust: Memory & Meaning

SU4, L2, LO4, All Cards (Especially 2)

Print: Teacher directed to use digital lesson.

Grade 8

New Jersey Student Learning Standards

Amplify ELA Citations

Craft and Structure

RL.8.4

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

8B: Liberty & Equality

SU1, L1, LO4, All Cards (Especially 2)
Print: SU1, L1, TE Step B p. 14, WJ p. 6

SU1, L2, LO3
Print: SU1, L2, TE Step E p. 17

8D: Shakespeare's Romeo & Juliet

SU1, L2, LO3, All Cards
Print: SU1, L2, TE Steps G pp. 50–51, WJ p. 9

SU1, L4, LO5, All Cards
Print: SU1, L4, TE Step S p. 66, WJ pp. 14–16

RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8A: Perspectives & Narrative

SU3, L4, LO2
Print: SU3, L4, TE Step M p. 87, WJ p. 48

8B: Liberty & Equality

SU2, L4, LO3–5 (Especially LO5)
Print: SU2, L4, TE Steps J–L pp. 40–42, WJ pp. 22–25

8C: Science & Science Fiction

SU1, L7, LO8, All Cards
Print: SU1, L7, TE Step B2 pp. 51–60. Teacher uses digital lesson to access the Wrap-Up.

SU3, L1, LO4, All Cards
Print: SU3, L1, TE Step C p. 133

RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8C: Science & Science Fiction

SU1, L3, LO4, All Cards
Print: SU1, L3, TE Step K p. 37

SU1, L8, LO6, All Cards
Print: SU1, L8, TE Step G2 p. 63, WJ pp. 25–26

SU1, L13, LO2, All Cards (Especially 2)
Print: SU1, L13, TE Step U2 p. 72

8D: Shakespeare's Romeo & Juliet

SU1, L14, LO2, LO3, LO5, LO6, All cards
Print: SU1, L14, TE Steps I3, J3, M3, N3 pp. 106–110, 113, 114, WJ pp. 28–30

Integration of Knowledge and Ideas

RL.8.7

Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

8C: Science & Science Fiction

SU1, L6, LO4
Print: SU1, L6, TE Step Y p. 49, WJ p. 22

8D: Shakespeare's Romeo & Juliet

SU1, L3, LO6, All Cards
Print: SU1, L3, TE Step O p. 60, WJ p. 13

SU1, L10, LO6, All Cards
Print: SU1, L10, TE Step R2 p. 86, WJ pp. 21–23

Grade 8

New Jersey Student Learning Standards	Amplify ELA Citations
<p>RL.8.9</p> <p>Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>8C: Science & Science Fiction</p> <p>SU1, L6, LO2, All Cards Print: SU1, L6, TE Step W pp. 47–48, WJ pp. 17–19</p> <p>SU1, L14, LO8, All Cards (Especially 8) Print: SU1, L17, TE Step G3 p. 83, WJ pp. 47–48</p> <p>SU1, L15, LO2, All Cards Print: SU1, L15, TE Step D3 p. 80, WJ p. 44</p> <p>SU1, L17, LO3, All Cards Print: SU1, L17, TE Step H3 p. 88, WJ p. 49</p>
Range of Reading and Level of Text Complexity	
<p>RL.8.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>	<p>Amplify students regularly read a variety of literary texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.</p> <p>Where to look:</p> <p>Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.</p> <ul style="list-style-type: none"> Digital Example: 8C: Science & Science Fiction, SU1, L2, LO10, All Cards Print Example: Grade 8 Solo Activity Set blackline master, 8C: Science & Science Fiction, SU1, L2, pp. 83–84, All Questions <p>Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.</p> <ul style="list-style-type: none"> Select Text Activities <ul style="list-style-type: none"> Digital Example: 8D: Shakespeare’s Romeo & Juliet, SU1, L1, LO4, All Cards Print Example: 8D: Shakespeare’s Romeo & Juliet, SU1, L1, TE Step C p. 43, SE p. 379 Use the Text as Referee Activities <ul style="list-style-type: none"> Digital Example: 8D: Shakespeare’s Romeo & Juliet, SU1, L2, LO3, All Cards Print Example: 8D: Shakespeare’s Romeo & Juliet, SU1, L2, TE Step G p. 50, SE pp. 386–387, WJ p. 9 Other Close Reading Activities <ul style="list-style-type: none"> Digital Example: 8C: Science & Science Fiction, SU1, L13, LO2, All Cards (Especially 2) Print Example: 8C: Science & Science Fiction, SU1, L13, TE Step U2 p. 72

Grade 8

New Jersey Student Learning Standards

Amplify ELA Citations

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1

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

8B: Liberty & Equality

SU4, L1, LO3, All Cards (Especially 2)

Print: SU4, L1, TE Step B p. 135, WJ p. 76

8F: The Space Race Collection

SU3, L1, LO7

Print: SU3, L1, TE Step B p. 120, WJ p. 51

SU4, L3, LO5, All Cards

Print: Teacher directed to use digital lesson.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8A: Perspectives & Narrative

SU3, L6, LO2, All Cards

Print: SU3, L6, TE Step V p. 98, WJ p. 59

8B: Liberty & Equality

SU2, L2, LO3, All Cards

Print: SU2, L2, TE Step E pp. 34–35, WJ pp. 16–17

8E: Holocaust: Memory & Meaning

SU5, L1, LO2, All Cards (Especially 1)

Print: SU5, L1, TE Step A p. 127, WJ p. 64

RI.8.3

Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8A: Perspectives & Narrative

SU3, L1, LO5, All Cards (Especially 1)

Print: SU3, L1, TE Step C pp. 78–80, WJ pp. 36–37

SU3, L2, LO4

Print: SU3, L2, TE Step G p. 83, WJ p. 42

8B: Liberty & Equality

SU2, L7, LO2, All Cards

Print: SU2, L7, TE Step P p. 45, WJ p. 30

8E: Holocaust: Memory & Meaning

SU2, L1, LO3–4, All Cards

Print: SU2, L1, TE Steps B–C pp. 52–53, WJ pp. 16–21

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New Jersey Student Learning Standards

Amplify ELA Citations

Craft and Structure

RI.8.4

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

8A: Perspectives & Narrative

SU3, L5, LO3, All Cards (Especially 2)

Print: SU3, L5, TE Step S p. 96, WJ p. 56

8B: Liberty & Equality

SU2, L11, LO2, All Cards

Print: SU2, L11, TE Step Z p. 57, WJ pp. 42–43

SU5, L3, LO5–6, All Cards

Print: SU5, L3, TE Step K p. 172, WJ p. 100

8E: Holocaust: Memory & Meaning

SU4, L1, LO2, All Cards (Especially 3)

Print: SU4, L1, TE Step A p. 114, WJ pp. 52–54 (Especially 54)

RI.8.5

Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

8A: Perspectives & Narrative

SU3, L3, LO3, All Cards (Especially 1)

Print: SU3, L3, TE Step K p. 85, WJ p. 46

8B: Liberty & Equality

SU2, L7, LO2, All Cards (Especially 2)

Print: SU2, L7, TE Step P p. 45, WJ p. 30

8C: Science & Science Fiction

SU3, L2, LO3, All cards (Especially 2, 3)

Print: SU3, L2, TE Step F p. 136, WJ p. 78

8E: Holocaust: Memory & Meaning

SU4, L4, LO3, All Cards

Print: SU4, L4, TE Step E pp. 119–120, WJ pp. 58–60

RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8B: Liberty & Equality

SU2, L6, LO4, All Cards

Print: SU2, L6, TE Step N p. 44, WJ pp. 27–28

SU3, L1, LO3, All Cards

Print: SU3, L1, TE Step B p. 95, WJ pp. 64–65

8C: Science & Science Fiction

SU3, L2, LO2, All Cards

Print: SU3, L2, TE Step E pp. 134–135, WJ p. 77

8E: Holocaust: Memory & Meaning

SU3, L1, LO3, All Cards

Print: SU3, L1, TE Step B p. 70, WJ p. 31

Grade 8

New Jersey Student Learning Standards

Amplify ELA Citations

Integration of Knowledge and Ideas

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8B: Liberty & Equality

SU2, L1, LO4, All Cards

Print: SU2, L1, TE Step B p. 32, WJ p. 12

SU2, L4, LO3–5, All Cards (Especially LO5)

Print: SU2, L4, TE Steps J–L pp. 40–42, WJ pp. 22–25

SU5, L3, LO3, All Cards

Print: SU5, L3, TE Step I pp. 169–171, WJ pp. 97–99

8E: Holocaust: Memory & Meaning

SU3, L1, LO3–4, All Cards

Print: SU3, L1, TE Steps B–C pp. 70–71, SE pp. 510–511, WJ p. 31–33

RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8B: Liberty & Equality

SU2, L3, LO4, All Cards

Print: SU2, L3, TE Step I p. 39, WJ p. 21

SU3, L2, LO3, All Cards

Print: SU3, L2, TE Step E p. 98, WJ pp. 69–70

8E: Holocaust: Memory & Meaning

SU3, L3, LO4, All Cards

Print: SU3, L3, TE Step I p. 87, WJ pp. 43–47

RI.8.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8B: Liberty & Equality

SU2, L3, LO4, All Cards

Print: SU2, L3, TE Step I p. 39, WJ pp. 21

SU2, L9, LO3, All Cards (Especially 3)

Print: SU2, L9, TE Step X p. 54, WJ p. 40

SU5, L2, LO4–8, All Cards

Print: SU5, L2, TE Step F p. 166, WJ pp. 86–95

8E: Holocaust: Memory & Meaning

SU2, L2, LO4, All Cards (Especially 2)

Print: SU2, L2, TE Step E pp. 54–55, WJ pp. 24–25

Grade 8

New Jersey Student Learning Standards

Amplify ELA Citations

Range of Reading and Level of Text Complexity

RI.8.10

By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Amplify students regularly read a variety of informational texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.

Where to look:

Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.

- Digital Example: 8A: Perspectives & Narrative, SU3, L4, LO9, All Cards
- Print Example: Grade 8 Solo Activity Set blackline master, 8A: Perspectives & Narrative, SU3, L4, pp. 17–18, All Questions

Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.

- Select Text Activities
 - Digital Example: 8A: Perspectives & Narrative, SU3, L9, LO2–3, All Cards
 - Print Example: Digital Example: 8A: Perspectives & Narrative, SU3, L9, TE Step F2, p. 110, SE pp. 94–95, WJ pp. 70–71
- Use the Text as Referee Activities
 - Digital Example: 8B: Liberty & Equality, SU3, L1, LO3, All Cards
 - Print Example: 8B: Liberty & Equality, SU3, L1, TE Step A p. 94, SE p. 172, WJ p. 62
- Other Close Reading Activities
 - Digital Example: 8B: Liberty & Equality, SU2, L3, LO4, All Cards
 - Print Example: 8B: Liberty & Equality, SU2, L3, TE Step I p. 39, WJ p. 21

Grade 8

New Jersey Student Learning Standards

Amplify ELA Citations

Progress Indicators for Writing

Text Types and Purposes

W.8.1

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

8A: Perspectives & Narrative

SU3, L2, LO5, All Cards

Print: SU3, L2, TE Step H p. 83, WJ p. 43

8C: Science & Science Fiction

SU1, L11, LO6, All Cards (Especially 2)

Print: SU1, L11, TE Step P2 p. 68, WJ p. 32

8D: Shakespeare's Romeo & Juliet

SU1, L5, LO5, All Cards (Especially 2)

Print: SU1, L5, TE Step Y p. 71, WJ p. 17

8E: Holocaust: Memory & Meaning

SU3, L2, LO5, All Cards

Print: SU3, L2, TE Step G p. 77, WJ p. 39

W.8.1.A

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

8A: Perspectives & Narrative

SU4, L1, LO5, All Cards

Print: Teacher directed to use digital lesson.

SU4, L1, LO6 (All Cards)

Print: SU4, L1, TE Step C p. 122, WJ p. 84

SU4, L4, LO6, All Cards

Print: SU4, L4, TE Step M p. 125, SE p. 673, WJ pp. 96–97

8D: Shakespeare's Romeo & Juliet

SU2, L1, LO4–5, All Cards

Print: Teacher directed to use digital lesson.

SU2, L1, LO6, All Cards

Print: SU2, L1, TE Step C p. 132, WJ p. 38

8C Science & Science Fiction

SU2, L1, LO4, All Cards (Especially 3–5)

Print: SU2, L1, TE Step C p. 94, WJ p. 56

SU2, L2, LO4, All Cards

Print: SU2, L1, TE Step C p. 94, WJ p. 56

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.8.1.B</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>8A: Perspectives & Narrative SU4, L1, LO5, All Cards Print: Teacher directed to use digital lesson.</p> <p>8B: Liberty & Equality SU2, L3, LO5, All Cards (Especially 1) Print: SU2, L3, TE Step I p. 39, WJ p. 21</p> <p>8C: Science & Science Fiction SU2, L1, LO4, All Cards Print: SU2, L1, TE Step C p. 94, WJ p. 56</p> <p>8D: Shakespeare's Romeo & Juliet SU2, L2, LO3, All Cards (Especially 3) Print: SU2, L2, TE Step E p. 133, SE p. 672, WJ pp. 40–41</p> <p>8F: The Space Race Collection SU5, L1, LO4, All Cards Print: SU5, L1, TE Step C p. 146, WJ p. 70</p>
<p>W.8.1.C</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>8A: Perspectives & Narrative SU4, L5, LO5, All Cards (Especially 1) Print: SU4, L5, TE Step O p. 126, SE p. 673, WJ p. 99</p> <p>8C: Science & Science Fiction SU2, L5, LO4, All Cards Print: SU2, L5, TE Step O p. 97, SE p. 673, WJ p. 66</p> <p>8D: Shakespeare's Romeo & Juliet SU2, L5, LO4, All Cards (Especially 1) Print: SU2, L5, TE Step O p. 136, SE p. 673, WJ pp. 53–55</p>
<p>W.8.1.D</p> <p>Establish and maintain a formal style.</p>	<p>8A: Perspectives & Narrative SU4, L5, LO6, All Cards (Especially 1) Print: SU4, L5, TE Step P p. 126, WJ pp. 102–103</p> <p>8B: Liberty & Equality SU2, L12, LO2, All Cards (Especially 1) Print: SU2, L12, TE Step C2 p. 60–61, WJ pp. 47–48</p> <p>8C: Science & Science Fiction SU1, L9, LO4, All Cards Print: SU1, L9, TE Step K2 pp. 65–66, WJ pp. 28–29</p> <p>8D: Shakespeare's Romeo & Juliet SU2, L5, LO5, All Cards Print: SU2, L5, TE Step P p. 136, SE p. 674, WJ pp. 56–57</p> <p>Mastering Conventions Three Unit 5, Lessons 18 and 19, Formal and Informal Writing Styles—Code-Switching, pp. 244–253</p>

Grade 8

New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.8.1.E</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>8A: Perspectives & Narrative SU4, L5, LO4, All Cards Print: SU4, L5, TE Step N p. 126, SE p. 672, WJ p. 98</p> <p>8C: Science & Science Fiction SU1, L9, LO4, All Cards (Especially 5) Print: SU1, L9, TE Step K2 pp. 65–66, WJ pp. 28–29 SU2, L4, LO9, All Cards Print: SU2, L5, TE Step N p. 97, SE p. 672, WJ p. 65</p> <p>8D: Shakespeare's Romeo & Juliet SU2, L5, LO3, All Cards Print: SU2, L5, TE Step N p. 136, SE p. 672, WJ p. 52</p>
<p>W.8.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>8B: Liberty & Equality SU2, L2, LO4, All Cards (Especially 2) Print: SU2, L2, TE Step F p. 35, WJ p. 18</p> <p>8D: Shakespeare's Romeo & Juliet SU1, L11, LO5, All Cards (Especially 2) Print: SU1, L11, TE Step X2 p. 91, WJ p. 24</p> <p>8E: Holocaust: Memory & Meaning SU6, L2, LO4, All Cards Print: SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75</p> <p>8F: The Space Race Collection SU4, L3, LO6, All Cards Print: Teacher directed to use digital lesson.</p>
<p>W.8.2.A</p> <p>Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p>	<p>8B: Liberty & Equality SU6, L4, LO7, All Cards Print: SU6, L4, TE Step M pp. 185, SE pp. 673, WJ pp. 124–125</p> <p>8E: Holocaust: Memory & Meaning SU6, L4, LO6, All Cards Print: SU6, L4, TE Step M p. 139, SE p. 673, WJ pp. 84–85</p> <p>8F: The Space Race Collection SU3, L2, LO2–3, All Cards Print: SU3, L2, TE Steps D and E pp. 122–124, WJ pp. 53–54 SU5, L2, LO5, All Cards Print: SU5, L2, TE Steps F and G p. 147, WJ pp. 71–72 SU5, L8, LO2, All Cards Print: Teacher directed to use digital lesson.</p>

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.8.2.B</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>8A: Perspectives & Narrative SU3, L6, LO4, All Cards (Especially 2) Print: SU3, L6, TE Step W p. 98, WJ p. 60</p> <p>8B: Liberty & Equality SU6, L2, LO3, All Cards (Especially 1, 2) Print: SU6, L2, TE Step E p. 183, SE p. 672, WJ pp. 114–115</p> <p>8E: Holocaust: Memory & Meaning SU6, L2, LO4, All Cards (Especially 3) Print: SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74</p> <p>SU6, L4, LO4, All Cards Print: SU6, L4, TE Step K p. 139, WJ pp. 81–82</p>
<p>W.8.2.C</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>8B: Liberty & Equality SU6, L5, LO4, All Cards (Especially 1) Print: SU6, L5, TE Step O p. 186, SE p. 673, WJ pp. 127–128</p> <p>8E: Holocaust: Memory & Meaning SU6, L5, LO5, All Cards (Especially 1) Print: SU6, L5, TE Step O p. 140, SE p. 673, WJ p. 87</p>
<p>W.8.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>8B: Liberty & Equality SU5, L3, LO6, All Cards (Especially 2) Print: SU5, L3, TE Step K p. 172, WJ p. 100</p> <p>8D: Shakespeare's Romeo & Juliet SU1, L2, LO4, Card 2 Print: SU1, L2, TE Step H p. 52, WJ p. 10</p> <p>8E: Holocaust: Memory & Meaning SU6, L2, LO4, All Cards (Especially 3) Print: SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75</p>
<p>W.8.2.E</p> <p>Establish and maintain a formal style/academic style, approach, and form.</p>	<p>8B: Liberty & Equality SU6, L5, LO5, All Cards (Especially 1) Print: SU6, L5, TE Step P p. 186, SE p. 674, WJ pp. 130–131</p> <p>8E: Holocaust: Memory & Meaning SU6, L5, LO6, All Cards Print: SU6, L5, TE Step P p. 140, WJ pp. 90–91</p> <p>8F: The Space Race Collection SU5, L5, LO5, All Cards Print: SU5, L5, TE Step P p. 150, SE p. 678, WJ pp. 83–84</p> <p>Mastering Conventions Three Unit 5, Lessons 18 and 19, Formal and Informal Writing Styles: Code-Switching, pp. 244–253</p>

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.8.2.F</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>8B: Liberty & Equality SU6, L5, LO3, All Cards Print: SU6, L5, TE Step N p. 186, SE p. 672, WJ p. 126</p> <p>8E: Holocaust: Memory & Meaning SU6, L5, LO4, All Cards Print: SU6, L5, TE Step N p. 140, SE p. 672, WJ p. 86</p> <p>8F: The Space Race Collection SU5, L4, LO7, All Cards Print: SU5, L4, TE Step N p. 149, WJ p. 80</p> <p>SU5, L5, LO4, All Cards Print: SU5, L5, TE Step O p. 150, SE p. 677, WJ pp. 81–82</p>
<p>W.8.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>8A: Perspectives & Narrative SU2, L4, LO5, All Cards (Especially 2) Print: SU2, L4, TE Step V p. 30, WJ p. 18</p> <p>SU3, L7, LO5, All Cards Print: SU3, L7, TE Step A2 p. 107, WJ p. 64</p> <p>8C: Science & Science Fiction SU1, L6, LO3, All Cards (Especially 2) Print: SU1, L6, TE Step X p. 49, WJ p. 21</p> <p>8F: The Space Race Collection SU3, L2, LO3, All Cards Print: SU3, L2, TE Step E p. 124, WJ pp. 53–54</p>
<p>W.8.3.A</p> <p>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.</p>	<p>8A: Perspectives & Narrative SU3, L4, LO2–3, All Cards Print: SU3, L4, TE Steps M and N pp. 87–88, WJ pp. 48–49</p> <p>SU3, L9, LO4, All Cards Print: SU3, L9, TE Step H2 p. 113, WJ pp. 74–76</p> <p>SU3, L10, LO3, All Cards (Especially 1) Print: SU3, L10, TE Step J2 p. 115, WJ pp. 77–78</p> <p>8G: Advanced Story Writing SU1, Lesson 3, Creating a Believable Personality, p. 42 SU2, Lesson 11, Creating a Second Believable Character, Writing pp. 71–73 SU2, Lesson 14, Setting Up Change and Growth in Rising Action, Writing pp. 80–83 SU3, Lesson 18, Choosing a Storyline, Writing pp. 101–104 SU3, Lesson 22, Editing and Writing the Final Draft, pp. 117–120</p>

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>W.8.3.B</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>8A: Perspectives & Narrative SU2, L5, LO4, All Cards Print: SU2, L5, TE Step Z p. 32, WJ p. 22</p> <p>SU3, L10, LO6, All Cards (Especially 1) Print: SU3, L10, TE Step L2 p. 116, WJ pp. 77–78</p> <p>8C: Science & Science Fiction SU1, L6, LO3–4, All Cards Print: SU1, L6, TE Steps X–Y p. 49, WJ pp. 20–22</p> <p>8G: Advanced Story Writing SU1, Lesson 7, Introducing Internal and External Dialogue, p. 59</p>
<p>W.8.3.C</p> <p>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.</p>	<p>8A: Perspectives & Narrative SU3, L10, LO3, All Cards (Especially 1) Print: SU3, L10, TE Step J2 p. 115, WJ pp. 77–78</p> <p>8G: Advanced Story Writing SU2, Lesson 14, Setting Up Change and Growth in Rising Action, Writing pp. 80–83 SU3, Lesson 22, Editing and Writing the Final Draft, Targeted Instruction & Editing Guidelines. pp. 118–119</p>
<p>W.8.3.D</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>8A: Perspectives & Narrative SU2, L7, LO5, All Cards Print: SU2, L7, TE Step G2 p. 25</p> <p>SU3, L10, LO5, All Cards Print: SU3, L10, TE Step L2 p. 116, WJ pp. 77–78</p> <p>8B: Liberty & Equality SU1, L1, LO5, All Cards (Especially 2) Print: SU1, L1, TE Step C p. 15, WJ p. 7</p> <p>8E: Holocaust: Memory & Meaning SU5, L1, LO4, All Cards Print: SU5, L1, TE Step C p. 129, WJ pp. 66–67</p>
<p>W.8.3.E</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>8A: Perspectives & Narrative SU3, L10, LO7, All Cards (Especially 1) Print: SU3, L10, TE Step M2 p. 117, WJ p. 79</p> <p>8G: Advanced Story Writing SU2, Lesson 14, Setting Up Change and Growth in Rising Action, p. 80 SU3, Lesson 19, Developing Character Change and Growth—Turning Point and Conclusion/Resolution, Writing Prompt p. 106</p>

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New Jersey Student Learning Standards

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Production and Distribution of Writing

W.8.4

Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8B: Liberty & Equality

SU6, L1, LO3, All Cards

Print: SU6, L1, TE Step A p. 182, SE p. 672

8E: Holocaust: Memory & Meaning

SU6, L3, LO5, All Cards

Print: SU6, L3, TE Step H p. 138, SE p. 672, WJ pp. 76–77

8F: The Space Race Collection

SU3, L2, LO2–3, All Cards

Print: SU3, L2, TE Step D pp. 122–123

SU5, L2, LO4, All Cards

Print: SU5, L2, TE Step E p. 147

W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

8A: Perspectives & Narrative

SU2, L7, LO4–5, All Cards

Print: SU2, L7, TE Steps F2 and G2 pp. 38–40, WJ pp. 25–26

8D: Shakespeare's Romeo & Juliet

SU2, L4, LO3, All Cards

Print: SU2, L4, TE Step K p. 135, WJ pp. 47–49

8E: Holocaust: Memory & Meaning

SU6, L4, LO4, All Cards

Print: SU6, L4, TE Step K p. 139, WJ pp. 81–82

8F: The Space Race Collection

SU5, L4, LO4, All Cards

Print: SU5, L4, TE Step L p. 149, WJ pp. 78–79

W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8F: The Space Race Collection

SU2, L3, LO5–7

Print: Teacher directed to use digital lesson.

SU3, L1, LO8, All Cards

Print: SU3, L1, TE Step C p. 121, WJ p. 52

SU5, L1, LO4, All Cards

Print: SU5, L1, TE Step C p. 146, WJ p. 70

SU5, L7, LO3, All Cards (Especially 1)

Print: Teacher directed to use digital lesson.

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Research to Build and Present Knowledge

W.8.7

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.

8B: Liberty & Equality

SU5, L2, LO8, All Cards

Print: SU5, L2, TE Step F p. 166, WJ pp. 86–95

8F: The Space Race Collection

SU2, L3, LO6, All Cards

Print: Teacher directed to use digital lesson.

SU4, L2, LO5–6, All Cards

Print: SU4, L2, TE Step H p. 139, WJ pp. 63–64

SU5, L1, LOs 4-5

Print: SU5, L1, TE Steps B-C p. 146, WJ p. 70

W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8F: The Space Race Collection

SU1, L1, LO5, All Cards

Print: SU1, L1, TE Step B p. 11, WJ p. 9

SU1, L3, LO3, All Cards

Print: SU1, L3, TE Steps E and F pp. 13–14

SU5, L1, LO4, All Cards (Especially 1)

Print: SU5, L1, TE Step C p. 146, WJ p. 70

SU5, L6, LO3, All Cards

Print: SU5, L6, TE Step T p. 151, SE p. 679, WJ pp. 83–84

W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

8C: Science & Science Fiction

SU3, L1, LO5, All Cards (Especially 3)

Print: SU3, L1, TE Step D p. 133, WJ p. 76

8E: Holocaust: Memory & Meaning

SU6, L1, LO4–LO5, All Cards

Print: SU6, L1, TE Steps B and C p. 136, WJ pp. 70–72

8F: The Space Race Collection

SU2, L2, LO3, All Cards

Print: SU2, L2, TE Step G p. 98, WJ pp. 36–41

SU4, L3, LO5–6, All Cards

Print: Teacher directed to use digital lesson.

W.8.9.A

Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

8C: Science & Science Fiction

SU1, L17, LO4, Card 2

Print: SU1, L17, TE Steps H3 and I3 pp. 88–89, WJ p. 50

8D: Shakespeare’s Romeo & Juliet

SU1, L12, LO6, Cards 1–2

Print: SU1, L12, TE Step F3 p. 103, WJ p. 27

W.8.9.B

Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

8A: Perspectives & Narrative

SU3, L2, LO5, Card 2

Print: SU3, L2, TE Step H p. 83, WJ p. 43

8B: Liberty & Equality

SU3, L2, LO4, Card 2

Print: SU3, L2, TE Step F p. 99, WJ p. 71

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New Jersey Student Learning Standards

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Range of Writing

W.8.10

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, paragraph-length, formative writing activities, to multi-paragraph essays written over the course of several lessons in the summative Write an Essay Sub-units.

Where to look:

- Short Answer Activities
 - Digital Example: 8B: Liberty & Equality, SU3, L2, LO2, All Cards
 - Print Example: 8B: Liberty & Equality, SU3, L2, TE Step E, p. 98, WJ pp. 69–70
- Formative Writing Activities
 - Digital Example: 8D: Shakespeare's Romeo & Juliet, SU1, L5, LO5, All Cards
 - Print Example: 8D: Shakespeare's Romeo & Juliet, SU1, L5, TE Step Y p. 71, SE p. 407, WJ p. 17
- Summative Essay Sub-units
 - Digital Example: 8C: Science & Science Fiction, SU2, Write an Essay
 - Print Example: 8C: Science & Science Fiction, SU2, Write an Essay, TE pp. 90–97, SE pp. 672–675, WJ pp. 56–72

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

8E: Holocaust: Memory & Meaning

SU3, L3, LO5, All Cards

Print: SU3, L3, TE Step J p. 88

SU4, L4, LO4, All Cards

Print: SU4, L4, TE Step F p. 121, WJ p. 61

SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

8B: Liberty & Equality

SU2, L14, LO5, All Cards

Print: SU2, L14, TE Step M2 p. 73

SU6, L5, LO7, All Cards

Print: SU6, L5, TE Step O p. 186, SE pp. 673–675, WJ pp. 127–128

SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8C: Science & Science Fiction

SU1, L15, LO4, All Cards

Print: SU1, L15, TE Step E pp. 81–82, WJ pp. 45–46

8F: The Space Race Collection

SU4, L2, LO2

Print: SU4, L2, TE Step E p. 138

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New Jersey Student Learning Standards	Amplify ELA Citations
SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	8E: Holocaust: Memory & Meaning SU2, L1, LO4, All Cards (Especially 2) Print: SU2, L1, TE Step C p. 53 8F: The Space Race Collection SU4, L1, LO6 Print: SU4, L1, TE Step C p. 136, WJ p. 58
SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8B: Liberty & Equality SU2, L1, LO5, All Cards (Especially 3) Print: SU2, L1, TE Step C p. 33, WJ p. 13 8C: Science & Science Fiction SU1, L2, LO5, Card 2 Print: SU1, L2, TE Step H p. 35, WJ p.10
SL.8.2 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.	8A: Perspectives & Narrative SU2, L3, LO4, All Cards Print: SU2, L3, TE Step O p. 26, WJ p. 11 8D: Shakespeare's Romeo & Juliet SU1, L10, LO3, All Cards Print: SU1, L10, TE Step O2 pp. 83–84 8E: Holocaust: Memory & Meaning SU2, L1, LO4, All Cards Print: SU2, L1, TE Step C p. 53, WJ pp. 20–21 SU3, L1, LO2, All Cards Print: SU3, L1, TE Step A pp. 63–65, SE pp. 466–467, WJ p. 30
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8B: Liberty & Equality SU2, L3, LO4, All Cards (Especially 1) Print: SU2, L3, TE Step I p. 39, WJ p. 21 8C: Science & Science Fiction SU1, L9, LO5, All Cards Print: SU1, L9, TE Step L2 p. 66, WJ p. 30 8F: The Space Race Collection SU4, L2, LO3, All Cards (Especially 3) Print: SU4, L2, TE Step F p. 138, WJ pp. 59–60

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New Jersey Student Learning Standards

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Presentation of Knowledge and Ideas

SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8B: Liberty & Equality

SU5, L4, LO4, Cards 1–2 (Especially 2)

Print: SU5, L4, TE Step N p. 175, WJ pp. 104–107

8C: Science & Science Fiction

SU1, L9, LO4–5, All Cards

Print: SU1, L9, TE Steps K2 and L2 pp. 65–66, WJ pp. 28–30

SU1, L15, LO4–5, All Cards

Print: SU1, L15, TE Steps E2 and F2 pp. 81–82, WJ pp. 45–46

8F: The Space Race Collection

SU5, L8, LO3, Cards 1–2

Print: Teacher directed to use digital lesson.

SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8E: Holocaust: Memory & Meaning

SU4, L2, LO6, All Cards

Print: Teacher directed to use digital lesson.

8F: The Space Race Collection

SU5, L7, LO3, All Cards

Print: Teacher directed to use digital lesson.

SU5, L8, LO3, All Cards

Print: Teacher directed to use digital lesson.

SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

8B: Liberty & Equality

SU2, L12, LO3–5, All Cards

Print: SU2, L12, TE Steps D2–F2 pp. 63–67, WJ pp. 46, 49–52

8C: Science & Science Fiction

SU1, L5, LO8, All Cards (Especially 1)

Print: SU1, L5, TE Step U p. 46, WJ p. 15

SU1, L7, LO4–5, All Cards (Especially 1, 10)

Print: SU1, L7, TE Steps A2 and B2 pp. 50–60

8D: Shakespeare's Romeo & Juliet

SU1, L10, LO4–5, All Cards

Print: SU1, L10, TE Steps P2 and Q2 pp. 84–85

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New Jersey Student Learning Standards

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Progress Indicators for Language

Conventions of Standard English

<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Grammar Unit SU1, L5</p> <p><i>Mastering Conventions One</i> Unit 1, Lesson 3, Defining and Identifying Nouns, p. 4 Unit 1, Lesson 6, Defining and Identifying Verbs, p. 77 Unit 1, Lesson 10, Defining and Identifying Adjectives, p. 142</p>
<p>L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p>Grammar Unit SU1, L6, LO4</p> <p><i>Mastering Conventions Two</i> Unit 2, Lesson 9, Identifying Participles, p. 123</p> <p><i>Mastering Conventions Three</i> Unit 2, Lesson 6, Introducing Infinitives, p. 62 Unit 2, Lesson 7, Identifying Infinitives Used as Adjectives in a Sentence, p. 71 Unit 3, Lesson 9, Identifying Different Verb Tenses—Past, Present, And Future, p. 98</p>
<p>L.8.1.B Form and use verbs in the active and passive voice.</p>	<p>Grammar Unit SU6, L3</p> <p><i>Mastering Conventions Three</i> Unit 3, Lesson 12, Changing Verb Voice for a Different Impact, p. 154</p>
<p>L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p>Grammar Unit SU6, L1 SU6, L2</p> <p><i>Mastering Conventions Three</i> Unit 3, Lesson 13, Changing Verb Moods for a Different Impact, p. 170</p>
<p>L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>Grammar Unit SU6, L4, LO4</p> <p><i>Mastering Conventions Three</i> Unit 3, Lesson 12, Changing Verb Voice for a Different Impact, p. 154 Unit 3, Lesson 13, Changing Verb Moods for a Different Impact, p. 170 Unit 3, Skill Drill 13D, Keeping Verb Moods Consistent, p. 188</p>

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New Jersey Student Learning Standards	Amplify ELA Citations
<p>L.8.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>8A: Perspectives & Narrative SU4, L5, LO6, All Cards (Especially 1) Print: SU4, L5, TE Step P p. 126, SE p. 674, WJ pp. 102–103</p> <p>8B: Liberty & Equality SU6, L5, LO5, All Cards (Especially 1) Print: SU6, L5, TE Step P p. 186, SE p. 674, WJ pp. 130–131</p> <p><i>Mastering Conventions One</i> Unit 1, Skill Drill 2C, Capitalizing and Punctuating Sentences, p. 33 Unit 1, Skill Drill 2D, Capitalizing and Punctuating Sentences, p. 37</p> <p><i>Mastering Conventions Three</i> Unit 4, Lesson 14, Reviewing, Finding, and Fixing Comma Errors With Adjectives, p. 194 Unit 4, Lesson 17, Punctuating and Formatting Block Quotes, p. 231</p>
<p>L.8.2.A</p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p>Grammar Unit SU7, L1, LO4, All Cards</p> <p><i>Mastering Conventions Three</i> Unit 4, Lesson 15, Use Punctuation to Indicate a Pause or Break, p. 207</p>
<p>L.8.2.B</p> <p>Use an ellipsis to indicate an omission.</p>	<p>Grammar Unit SU7, L1, LO5, All Cards</p> <p><i>Mastering Conventions Three</i> Unit 4, Lesson 15, Use Punctuation to Indicate a Pause or Break, p. 207</p>
<p>L.8.2.C</p> <p>Spell correctly</p>	<p>8A: Perspectives & Narrative SU4, L5, LO6, Card 1</p> <p>8B: Liberty & Equality SU6, L5, LO6, Card 1</p> <p>8F: The Space Race Collection SU5, L5, LO5, Card 1</p> <p><i>Mastering Conventions Four</i></p>

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Knowledge of Language

L.8.3

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

8B: Liberty & Equality

SU2, L1, LO4, All Cards

Print: SU2, L1, TE Step B p. 32, WJ p. 12

SU2, L12, LO2, All Cards

Print: SU2, L12, TE Step C2 pp. 60–62, WJ pp. 47–48

8D: Shakespeare's Romeo & Juliet

SU1, L10, LO5–6, All Cards

Print: SU1, L10, TE Steps Q2 and R2, pp. 85–86, WJ pp. 21–23

Mastering Conventions Three

Unit 4, Lesson 14, Reviewing, Finding, and Fixing Comma Errors With Adjectives, p. 194

L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Grammar Unit

SU6, L4, LO3

Mastering Conventions Three

Unit 3, Lesson 12, Changing Verb Voice for a Different Impact, p. 154

Unit 3, Lesson 13, Changing Verb Moods for a Different Impact, p. 170

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 within the app, students cycle through the range of vocabulary activities illustrated in the specific citations below. Reviewers will need to be logged into Amplify to access these links.

L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

Vocab App

"manifested" Narrative Multiple Choice activities - May I, Zombie

<https://vocabulary.amplify.com/#/mayi/15165>

<https://vocabulary.amplify.com/#/zombie/15287>

"attained" Narrative Multiple Choice activities - Horoscope, May I

<https://vocabulary.amplify.com/#/horoscope/9495>

<https://vocabulary.amplify.com/#/mayi/9501>

L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Vocab App

"abhorrence" Narrative Multiple Choice activities - Zombie, Keisha

<https://vocabulary.amplify.com/#/zombie/17326>

<https://vocabulary.amplify.com/#/keisha/17322>

"schemes" Narrative Multiple Choice activities - Hashtag, Blind Item

<https://vocabulary.amplify.com/#/hashtag/9498>

<https://vocabulary.amplify.com/#/blinditem/9500>

8B: Liberty & Equality

Vocabulary Module: Context Clues

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<p>L.8.4.B</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p>Vocab App</p> <p>“dynamic” Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3053</p> <p>“amphibious” Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/4319</p> <p>8C: Science & Science Fiction</p> <p>Vocabulary Module: Context Clues</p> <p>8F: The Space Race Collection</p> <p>Vocabulary Module: Prefixes and Suffixes</p>
<p>L.8.4.C</p> <p>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.</p>	<p>Vocab App</p> <p>“degraded” ReDictionary activity https://vocabulary.amplify.com/#/redictionary/144500</p> <p>“immunity” ReDictionary activity https://vocabulary.amplify.com/#/redictionary/144551</p> <p>8A: Perspectives & Narrative</p> <p>Vocabulary Module: Dictionary Skills</p>
<p>L.8.4.D</p> <p>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).</p>	<p>Vocab App</p> <p>“degraded” ReDictionary activity https://vocabulary.amplify.com/#/redictionary/144500</p> <p>“immunity” ReDictionary activity https://vocabulary.amplify.com/#/redictionary/144551</p> <p>8A: Perspectives & Narrative</p> <p>Vocabulary Module: Dictionary Skills</p>

Grade 8

New Jersey Student Learning Standards	Amplify ELA Citations
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.B Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>8A: Perspectives & Narrative Vocabulary Module: Synonyms and Antonyms</p> <p>8B: Liberty & Equality Vocabulary Module: Connotations and Denotations</p> <p>8D: Shakespeare's Romeo & Juliet Vocabulary Module: Figurative Language</p> <p>Vocab App "subversion" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2106 https://vocabulary.amplify.com/#/ordersynonyms/2109 https://vocabulary.amplify.com/#/findantonyms/2107 https://vocabulary.amplify.com/#/orderantonyms/2108</p> <p>"accurate" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2025 https://vocabulary.amplify.com/#/ordersynonyms/2023 https://vocabulary.amplify.com/#/findantonyms/2022 https://vocabulary.amplify.com/#/orderantonyms/2024</p> <p>"authentic" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2027 https://vocabulary.amplify.com/#/ordersynonyms/2028 https://vocabulary.amplify.com/#/findantonyms/2029 https://vocabulary.amplify.com/#/orderantonyms/2026</p> <p>"sundered" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2078 https://vocabulary.amplify.com/#/ordersynonyms/2079 https://vocabulary.amplify.com/#/findantonyms/2080 https://vocabulary.amplify.com/#/orderantonyms/2081</p>
<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Vocab App "pre-eminence" Two of a Kind activity https://vocabulary.amplify.com/#/analogy/144620</p> <p>"subversion" Narrative Multiple Choice activities - May I, Hashtag https://vocabulary.amplify.com/#/mayi/17275 https://vocabulary.amplify.com/#/hashtag/17280</p>

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