

## Using the EdReports Reviews with California Editions: Educator Analysis of Amplify 6-8

A frequently asked question is how to best use EdReports reviews of instructional materials available nationwide when gathering information about California editions of the same program.

To help answer that question and ensure the validity of the EdReports reviews when applied to the California product, California educators analyzed both the CA edition and national editions along with the EdReports review of the national edition. Their analysis is provided below.

### Materials Reviewed

**Amplify ELA CA Teacher Edition, Grades 6-8, [Online Access](#)**

**Amplify ELA Teacher Edition, Grades 6-8, [Online Access](#)**

**EdReports.org [Review of Amplify 6-8](#)**

### Educator Summary and Review Tips

The EdReports review for *Amplify ELA* is accurate and reliable for both the CA edition and the national edition. There are only a few minor differences between the two editions. Both editions contain the same content and format with minor differences found in labeling and markings of standards.

#### Review Tips:

When using the EdReports review for *Amplify ELA*, consider the following as you examine the evidence:

- The units and assignments are the same in all grade levels across both versions.
- The CA edition uses different labeling for EL students than does the national edition.
- The standards in the CA edition are labeled as California Standards and the national edition labels standards with CCSS.

### Educator Comparison of the Editions

#### Comparison of the Editions: Format

The online format of the two editions shows that the format is largely the same with a few differences in the labeling of the standards.

The CA edition is marked “CA CSSS” whereas the national edition is labeled “CCSS.” In addition, the CA standards are not ordered in the same way as the national edition. For example, the national edition groups together all writing standards in order, while the CA edition mixed writing standards with language standards, reading standards, and speaking and listening

standards. The standards in the CA edition do not follow a consistent pattern in how they are presented. They are labeled in bold type, italics, or with an asterisk.

For example, 6th grade, Amplify ELA **CA edition**, Dahl unit, sub-unit 4, lesson 4, standards are listed as follows:

- CA CCSS.ELA-Literacy.W.6.1c
- CA CCSS.ELA-Literacy.W.6.6
- CA CCSS.ELA-Literacy.L.6.2
- CA CCSS.ELA-Literacy.W.6.1d (note: out of order from the writing standards and numbered)
- CA CCSS.ELA-Literacy.L.6.1

In the Amplify ELA **national version**, these same standards are presented in this order:

- CCSS.ELA-Literacy.W.6.1.C
- CCSS.ELA-Literacy.W.6.1.D
- CCSS.ELA-Literacy.W.6.6 (Writing is grouped together)
- CCSS.ELA-Literacy.L.6.1
- CCSS.ELA-Literacy.L.6.2 (Language is grouped together)

Examples of markings from 7th grade, Amplify ELA **CA edition**, Unit 2 Character & Conflict, sub-unit 2, lesson 1:

- CA CCSS.ELA-Literacy.RL.7.1  
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CA CCSS.ELA-Literacy.RL.7.3  
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- CA CCSS.ELA-Literacy.RL.7.10  
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CA CCSS.ELA-Literacy.W.7.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CA CCSS.ELA-Literacy.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. (See grade 7 Language standards 4–6 for additional expectations.)

Compared to the 7th grade, Amplify ELA **national edition**, Unit 2 Character & Conflict, sub-unit 2, lesson 1:

CCSS.ELA-Literacy.RL.7.1

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

CCSS.ELA-Literacy.RL.7.3 \*

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

\*CCSS.ELA-Literacy.RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

\*CCSS.ELA-Literacy.W.7.9 \*

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

\*CCSS.ELA-Literacy.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.

Another notable difference is the labeling of differentiation. In the CA edition, the differentiation labels follow CA standards, while the national labels are different. The activities remain the same.

For Example:

In the 6th grade, Amplify ELA **CA edition**, Unit 2 “Tom and Sherlock,” sub-unit 2, lesson 2, the activity is presented:

“Assign students to the level of support that matches their needs.

- Core: Students write about the things that Holmes finds suspicious and how the reader knows they are suspicious.
  - o ELL students at the Emerging Level: This alternate Writing Prompt provides step-by-step instructions, guiding questions, and sentence starters to help students identify and explain what Holmes finds suspicious.
  - o ELL students at the Expanding Level: This alternate Writing Prompt provides step-by-step instructions and sentence starters to help students identify and explain what Holmes finds suspicious.

- ELL students at the Bridging Level: This alternate Writing Prompt provides sentence starters to help students identify and explain what Holmes finds suspicious.”

In the Amplify ELA **national version**, this activity is presented:

“Assign students to the level of support that matches their needs.

- Core: Students write about the things that Holmes finds suspicious and how the reader knows they are suspicious.
  - Substantial: This alternate Writing Prompt provides step-by-step instructions, guiding questions, and sentence starters to help students identify and explain what Holmes finds suspicious.
  - Moderate: This alternate Writing Prompt provides step-by-step instructions and sentence starters to help students identify and explain what Holmes finds suspicious.
  - Light: This alternate Writing Prompt provides sentence starters to help students identify and explain what Holmes finds suspicious.”

#### Comparisons of the Editions: Content

The topic sequence is the same across all grade levels in both editions. Students read the same novels, short stories, and primary sources. The activities, including writing and research activities, are the same across both editions.

6th grade (both editions):

- Dahl and Narrative, Tom and Sherlock, The Chocolate Collection, The Greeks, Reading the Novel, (*M.C. Higgins, the Great*), The Titanic Collection, and Beginning Story Writing. Each edition includes the same balance of novels, research and writing activities, and assignments.

7th grade (both editions):

- *Red Scarf Girl* & Narrative, Character & Conflict, Brain Science, Poetry and Poe, Shakespeare and *Romeo and Juliet*, The Gold Rush Edition, and Intermediate Story Writing. Each version includes the same balance of novels, research, and writing activities and assignments.

8th grade (both editions):

- Dahl, WWII & Narrative, Biography & Literature, Liberty & Equality, Science & Science Fiction, The Frigo & Diego Collection, The Space Race Collection, and Advanced Story Writing. Each version includes the same balance of novels, research, and writing activities and assignments.