



ELA Anywhere Planning Guide

Unit 8C: Liberty & Equality

ELA Anywhere Planning Guide

Using Amplify ELA in all learning scenarios

Amplify ELA 6–8 is a fully digital program capable of supporting learning whether students access the curriculum app in class, or in distance learning scenarios. Students who need to use print resources for a particular lesson can work with the Amplify ELA Anthology and Unplugged lessons. These print resources are aligned to the digital lessons, allowing students to seamlessly move between digital and print lessons as circumstances and available resources change. Additionally, the new, printable ELA Anywhere student lessons are designed for situations where students are offline and need to work through lessons largely independently. Like the digital and existing print lessons, ELA Anywhere lessons fit into the digital sequence of ELA—a student who completes lessons 1–5 in ELA Anywhere will be ready to begin lesson 6 in either the Amplify digital platform or Unplugged lessons if there is a change in the learning scenario.*

Learning Scenarios and Resources

The following chart outlines four key learning scenarios and provides a checklist of the materials needed to complete assignments in each.

The learning scenarios are defined by student location, as well as by student and teacher access to digital and/or print materials.

- The materials list under each scenario points to the resources you and your students will need for daily lesson work.
- Key materials and resources that are accessed within a larger resource (for example, the curriculum app) are listed in bullets under that larger resource.
- Note that students using Amplify Unplugged lessons and/or ELA Anywhere lessons will need print copies of Solos (unless they have access to Mobile Solos) and any differentiated supports. These and other printable resources can be found in the teacher-facing curriculum app. You will need to print and distribute these for student use.

Learning Scenario	Scenario 1: Classroom Use Teacher: Digital Student: Digital	Scenario 2: Classroom Use Teacher: Digital & Print Student: Print	Scenario 3: Distance Learning Teacher: Digital Student: Digital	Scenario 4: Distance Learning Teacher: Digital & Print Student: Print/Mostly offline
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* For writing assignments where students revise a piece of writing or work to complete a longer piece of writing over multiple sessions, Amplify advises that students continue working within the medium in which they began the writing assignment.

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Teacher Materials	<p>Curriculum App</p> <ul style="list-style-type: none"> Unit Guide and Sub-unit Overviews Lesson Overviews and Materials Instructional Guides, Possible Responses, and On-the-Fly supports Lesson activities Lesson texts in eReader Differentiated supports Global Navigation Menu (Apps, Amplify Library, Professional Learning site) Classwork and Reporting Vocab App Essay Rubrics <p>Printable Resources</p> <ul style="list-style-type: none"> Mastering Conventions Grammar lesson PDFs 	<p>Curriculum App</p> <ul style="list-style-type: none"> Unit Guide and Sub-unit Overviews Lesson Overviews and Materials Instructional Guides and On-the-Fly supports Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) Vocab App Classwork and Reporting <p>Printable Resources</p> <ul style="list-style-type: none"> Unit Reading Assessments Solo Activities workbook and Solo Answer Key Mastering Conventions Grammar lesson PDFs Essay Rubric PDFs Printable Teacher Guide 	<p>Curriculum App</p> <ul style="list-style-type: none"> Unit Guide and Sub-unit Overviews Lesson Overviews and Materials Instructional Guides and On-the-Fly supports Lesson activities Lesson texts in eReader Differentiated supports Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) Classwork and Reporting Vocab App Mastering Conventions Grammar lesson PDFs 	<p>Curriculum App</p> <ul style="list-style-type: none"> Unit Guide and Sub-unit Overviews Lesson Overviews and Materials Instructional Guides and Possible Responses Lesson activities Lesson texts in eReader or Amplify ELA Anthology Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) <p>Printable Resources</p> <ul style="list-style-type: none"> Unit Reading Assessment Solo Activities workbook and Solo Answer Key Mastering Conventions Grammar lesson PDFs

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Student Materials	Curriculum App <ul style="list-style-type: none"> Unit and Sub-unit Overviews Lesson Overviews and Materials Lesson activities Any teacher-assigned differentiated supports Vocab App Global Navigation Menu (Apps, Amplify Library) Digital or Mobile Solos My Work eReader with Reveal Word definitions 	Amplify ELA Anthology Amplify ELA Unplugged lessons* (or ELA Anywhere) <ul style="list-style-type: none"> Lesson activities Formative Writing Prompts Printable Resources <ul style="list-style-type: none"> Solo Activities workbook Unit Reading Assessments Mastering Conventions Other Resources: <ul style="list-style-type: none"> Mobile Solos <p>* Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p>	Curriculum App <ul style="list-style-type: none"> Unit and Sub-unit Overviews Lesson Briefs and Materials Lesson activities Any teacher-assigned differentiated supports Vocab App Global Navigation Menu (Apps, Amplify Library) Digital or Mobile Solos My Work eReader with Reveal Word definitions 	ELA Anywhere <ul style="list-style-type: none"> Unit and Sub-unit Overviews Lesson Overviews and Prep Lesson activities Formative Writing Prompts Lesson Texts (can be accessed any of the following ways) <ul style="list-style-type: none"> eReader texts downloaded from Amplify Library onto home device for offline use Amplify ELA Anthology Printable Resources <ul style="list-style-type: none"> Solo Activities workbook Unit Reading Assessment Mastering Conventions Other Resources: <ul style="list-style-type: none"> Mobile Solos

How to Use This Planner

This planner is designed to support you as you plan to teach this unit—whether your students remain in one learning scenario throughout the unit, or move between different scenarios. In it, you can quickly access high-level lesson information, useful call-outs, instructional reminders (with links), or a heads-up about activities or routines that may need to be adapted for a particular scenario. The planner is a companion to the digital and print teacher materials, though much of its contents represent a significantly stripped-down version of the rich teacher planning and lesson resources available in the ELA program itself.

What's in each column:

Lesson Objectives

- Lesson number and title
- Skill practice and Reading, Writing, and/or Speaking and Listening objectives
- Digital resources: Any audio, video, apps, or projections you'll present to students in the lesson
 - Most of these items are also found in the Materials section of the student Lesson Brief. Activities using these materials have been adapted in ELA Anywhere so that students can complete their work independently.

Reading

- Lesson reading assignments*
 - Text passages students work with during the lesson
 - These are generally a subsection of the text read in the previous lesson's Solo.
 - Text passages assigned in the Solo
 - Solos are formative assignments that measure how accurately students independently read grade-level texts. If students complete Solos in the curriculum app or using Mobile Solos, you can track results using [Reporting](#) (accessed through the Global Navigation Menu).
 - Solos are differentiated, and you can assign a level of differentiated support to students in the digital lesson.
- Library navigation activities that encourage students to explore the 700+ texts in the Amplify Library

* All texts in the digital lessons have audio accessibility. All Amplify texts (unit texts and titles in the Amplify Library) can be downloaded onto a digital device for offline access. Download directions are in Lesson 1 of each digital unit.

Find more information about the role of reading in the Amplify program [here](#).

Writing Prompt

- A 12–15-minute writing activity followed by a sharing routine in which students share their writing and provide feedback to their peers
 - Writing activities are formative—students focus on one moment, idea, or claim and use textual evidence or narrative observations to develop it. If students complete writing in the digital lesson, you can use Classwork to review Amplify’s automated assessment of that writing and send written feedback to students. You can also track student writing performance over time using [Reporting](#) (accessed through the Global Navigation Menu).
 - If students complete writing in the print ELA Anywhere lessons or Writing Journals, we recommend that you collect, assess, and provide feedback on this writing using the skills rubrics available in Classwork or through the Diving Deeper section of the [Professional Learning site](#).
 - If students complete writing in the print ELA Anywhere lessons, Amplify recommends that you collect, assess, and provide feedback on this writing.
 - Writing activities are differentiated, and you can assign a level of differentiated support to students in the digital lesson or in print.
 - When possible, provide distance learners with a way to complete the sharing routine with peers, a teacher, or a caregiver.
 - To find EXTRA Challenge Writing Prompts, review the Reading and Writing Assignments in the Planning for the Unit section of your digital Unit Guide.
- Revision Assignments
 - During Flex Days, the Writing: Revision Assignment activity asks students to complete a Revision Assignment in which they revise a small piece of writing generated during a previous writing activity by applying a taught skill such as Focus (focusing on one moment or idea) or Use of Evidence (including and developing text evidence to support a claim or idea). Students switching from print or ELA Anywhere lessons to the digital lessons would need to identify a completed writing activity in their print resource.

Find more information about the role of writing in the Amplify program [here](#).

Meet-up Activities

- Specific activities recommended for synchronous distance learning situations and chosen for their focus on important discussions or collaborative group activities
 - The ELA Anywhere lessons allow students to work independently through these activities without the support of a teacher or peers.
 - Writing activities are largely independent and not listed as meet-ups. However, Amplify encourages you to regularly facilitate a synchronous sharing session so that students are able to share their writing and receive targeted peer feedback.
 - Meet-up activities are specified by their activity numbers in the curriculum app. Where teacher-only activities (identified by the letter T in the digital lesson) are suggested as meet-ups, they will be listed with the letter T followed by a number that indicates when it appears in the lesson's activity sequence (e.g., T1, T2, T3, etc.).

Find more information about the role of speaking and listening activities in the Amplify program [here](#).

Notes

- Relevant instructional information and tips
- Call-outs to useful resources
 - SEL call-outs refer to the core competencies within the [CASEL](#) framework.

Where possible, notes will contain a link to help you find more information on the identified topic. For additional support, please visit the [Amplify Help Center](#).

Sub-unit 1: Narrative of the Life of Frederick Douglass

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: “Song of Myself” Section 4</p> <p>Reading: Students will use reading aloud, highlighting, and a study of structure to analyze what Whitman distinguishes as the “Me myself” from the things that do not define him.</p> <p>Writing: Students will use Whitman’s structure as a model to write about what does and does not define them.</p>	<p>“Song of Myself” by Walt Whitman</p> <ul style="list-style-type: none"> Section 4 (1–16) <p>Solo</p> <ul style="list-style-type: none"> Section 6 (1–32) <p>* Paragraph numbers refer to the digital text. Students using ELA Anywhere access the text in the Amplify ELA Grade 8 Anthology. When Anthology paragraph numbers differ, it will be noted.</p>	<ol style="list-style-type: none"> In lines 1–8, Whitman listed 25 things that seem important to who he is, but actually are not. Begin writing your poem by describing 10 things that seem important to who you are, but actually are not. In lines 9–16, Whitman made his inner self seem alive and vital by using more than 10 verbs and adjectives to describe it. In the second half of your poem, use verbs and adjectives to describe what your true inner self does and is like. 	<p>Curriculum App: Activities 2–5*</p> <p>* Consider copying lines 10–14 into a shared Google doc or Zoom whiteboard for students to share their highlighted words in Activity 4.</p> <p>Have students begin writing their poem (Activity 5) during the meet-up session to confirm their understanding of the activity.</p>	<p>Differentiation: Distribute the Background and Context documents to ELL students. (This printable resource is available in English and Spanish in the Materials section of your Unit Overview.)</p> <p>Accessibility: Remind students with devices that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p>Download the Unit Texts: Help students with devices download the text onto their preferred home learning device. (Activity 2)</p> <p>Instruction: Students using ELA Anywhere will not read the text aloud.</p> <p>It’s important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Spend time reviewing the Rules and expectations for Writing and Sharing to establish clear expectations.</p> <p>Find time for students to share their poems (Activity 5) or provide reader response feedback on their self-descriptions. (<i>SEL: Self-awareness</i>)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: “Song of Myself” Section 6</p> <p>Reading: Students will paraphrase specific lines to interpret a key metaphor from Whitman’s poem. Then, they will apply this understanding to interpreting the overall meaning of the excerpt.</p>	<p>“Song of Myself” by Walt Whitman</p> <ul style="list-style-type: none"> Section 6 (1–32) <p>Solo</p> <ul style="list-style-type: none"> <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass <ul style="list-style-type: none"> Chapter 1 (1–6) 		<p>Curriculum App: Activities 2–4*</p> <p>* If possible, divide students into breakout groups and assign each group a line to paraphrase in Activity 2.</p>	<p>Preparation: Read the Lesson Overview for guidance on working with these sections of the poem.</p> <p>Solo: This lesson’s Solo introduces students to a new text, <i>Narrative of the Life of Frederick Douglass</i>. Note that Douglass was one of the leading American thinkers and abolitionists of the 19th century. His narrative was a seminal part of the movement to abolish slavery. It contains many brutal descriptions of his experiences when he was enslaved.</p> <p>Let students know that the language in this text is complex, but they will revisit the passages more in the next lesson.</p>
<p>Lesson 3: Beginning</p> <p>Reading: Students will compare and contrast how their understanding of the information and tone of Douglass’s complex text changes after watching and listening to a dramatic reading, performed with emphasis and prosody.</p> <p>Videos:</p> <p> Douglass Dramatic Reading, Clip 1</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> Chapter 1 (1–6) <p>Solo</p> <ul style="list-style-type: none"> Chapter 1 (5–10) 		<p>Curriculum App: Activities 3–5</p>	<p>Instruction: Students using ELA Anywhere will not view the dramatic reading.</p> <p>Students using the digital lesson view a dramatic reading of the text in Teacher Activity 1, performed by the late actor Chadwick Boseman. Remind students with devices that they can also access any lesson videos in the Materials section of their digital Lesson Brief.</p> <p>Solos: ELA Anywhere and Unplugged lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: “I was born in Tuckahoe”</p> <p>Reading: Students will analyze Douglass’s word choices and what he focuses on at the beginning of his autobiography to interpret what is important to him.</p> <p>Writing: Students will write about what Douglass’s choices reveal about what is important to him.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> Chapter 1 (1–3) Chapter 11 (21) <p>Solo</p> <ul style="list-style-type: none"> Chapter 1 (1–10) 	<p>What does Douglass emphasize in the beginning of his autobiography and what is he telling the reader about what matters to him?</p>	<p>Curriculum App: Activities 4–10*</p> <p>* In Activities 4 and 8, have students show you their responses and pair students accordingly. Have breakout rooms ready for student pairs.</p>	<p>Differentiation: Review the descriptions of the levels of differentiated scaffolds for the Writing Prompt in this lesson.</p> <p>Printable versions of Moderate and ELL (Dev) Writing Prompts for all writing activities in the unit are available in the Materials section of your Unit Guide. These can be distributed to students using the Unplugged or ELA Anywhere lessons.</p> <p>Instruction: In Activities 3–10, students answer questions and compare their answers with a partner’s. Students using ELA Anywhere are able to complete these activities independently.</p> <p>Assessment: If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth toward productivity expectations of 140 words.</p>
<p>Lesson 5: “I never shall forget it whilst I remember”</p> <p>Skill Practice: Students will work through a series of paraphrasing exercises in order to understand how to do a close interpretation and how to be precise when discussing what Douglass really means.</p> <p>Reading: Students will paraphrase a short section of text and compare their paraphrases with a partner’s to accurately interpret Douglass’s meaning.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> Chapter 1 (1–10) <p>Solo</p> <ul style="list-style-type: none"> Chapter 2 (1–13) Chapter 3 (1–6) 		<p>Curriculum App: Activities 2–4*</p> <p>* Provide breakout rooms for student pairs in Activity 4.</p> <p>Create a shared Google doc or Zoom whiteboard with the paraphrase chart from Activity 4. Have students add paraphrases and discuss.</p>	<p>Instruction: Paraphrasing can be challenging for some students. If students are struggling, model how to put ideas into your own words.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: Engaging a Reader in Suffering</p> <p>Reading: Students will use dramatic reading, text, and a graphic organizer to compare setting, event description, and point of view in two descriptions to analyze the impact of each different style of writing and to interpret what Douglass conveys about slavery in each one.</p> <p>Writing: Students will use evidence from the text to develop a claim about which passage is the more effective way for Douglass to convey the horrors of slavery.</p> <p>Videos:</p> <p> Douglass Dramatic Reading, Clip 2</p> <p> Douglass Dramatic Reading, Clip 3</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> Chapter 1 (8–10) 	<p>Assuming Douglass has only a limited amount of time to speak at the anti-slavery rally, which passage should he use to help people understand the horrors of slavery: Clip 1, Clip 2, or both, and why?</p>	<p>Curriculum App: Activities 2–5*</p> <p>* If you choose to have students complete Activity 2 ahead of the meet-up session, begin the session with a discussion of their responses.</p> <p>* If students complete the Writing Prompt (Activity 6) asynchronously, begin Lesson 7 with a Share of students' writing responses.</p>	<p>Differentiation: Review your reading comprehension reports to consider which students may benefit from added supports, particularly during Solo reading.</p> <p>Instruction: Students using ELA Anywhere will not view the dramatic reading.</p> <p>Students using ELA Anywhere work with a modified Writing Prompt that refers to “passages” rather than “clips.”</p>
<p>Lesson 7: Flex Day 1</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p> <p>Solo</p> <ul style="list-style-type: none"> <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass <ul style="list-style-type: none"> Chapter 4 (1–10) Chapter 5 (1–11) 	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Flex Days occur every 4–6 lessons. You'll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief.</p> <p>You should access and review your Embedded Assessment Measurement (EAM) which reflects students overall performance as they work through lesson content.</p> <p>Instruction: You may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 8: Singing</p> <p>Reading: Students will analyze Douglass’s content, language, and style choices in several passages to determine his purpose as an author and the message he wants to send to the reader.</p> <p>Audio:</p> <ul style="list-style-type: none">  Narrative Life of Frederick Douglass, Chapter 2, Clip 1  Narrative Life of Frederick Douglass, Chapter 2, Clip 2  Douglass Dramatic Reading Clip 1 	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> • Chapter 1 (3 & 4) • Chapter 2 (3, 8–12) <p>Solo</p> <ul style="list-style-type: none"> • Chapter 6 (1–4) • Chapter 7 (1–8) 		<p>Curriculum App: Activities 2–5*</p> <p>* If you choose to have students complete Activity 5 asynchronously, discuss their responses at the start of Lesson 9.</p>	<p>Instruction: Use the dramatic reading video in the Materials section of your digital Lesson Brief in Activity 3 if you think it will help students consider the impact of Douglass’s style choices.</p> <p>To help with this challenging text, consider playing the text audio more than once or having students work in pairs in Activity 4.</p>
<p>Lesson 9: Surprising Oppositions</p> <p>Reading: Students will identify and analyze Douglass’s use of opposing elements to understand what these seeming oppositions reveal about a slave society.</p> <p>Writing: Students will describe one instance of Douglass presenting elements in opposition and explain how these elements work together to reveal something about slavery or slave society.</p> <p>Audio:</p> <ul style="list-style-type: none">  Narrative Life of Frederick Douglass, Chapter 3, Clip 1  Narrative Life of Frederick Douglass, Chapter 3, Clip 2  Narrative Life of Frederick Douglass, Chapter 3, Clip 3 	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> • Chapter 3 (2–4) • Chapter 4 (3–6) <p>Solo</p> <ul style="list-style-type: none"> • Chapter 8 (1–22) 	<ol style="list-style-type: none"> 1. Decide to work with one of the following: <ul style="list-style-type: none"> • Chapter 2 to write about the slave songs • Chapter 3 to write about the Barneys who took care of the horses • Chapter 4 to write about Mr. Gore and Demby 2. Point to one or two places in the text where Douglass shows the reader two elements in opposition to one another. Then, point out how Douglass shows that these seemingly opposite elements are or could be actually intertwined or reinforcing one another. 	<p>Curriculum App: Activities 2–4</p>	<p>Feedback: If remote students are missing sharing sessions, provide regular written comments that target a place where they are developing an idea using evidence from the text and describe the impact. (e.g., “I like how you’ve pointed out Douglass describing Gore as ‘proud, ambitious, and persevering’ but right afterward as ‘artful, cruel, and obdurate.’ By describing how all these opposing character traits are reflected in how Gore treats slaves, Douglass really gives his reader a clear picture of this man.”)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 10: Liberty and Learning</p> <p>Reading: Students will work independently to read and accurately understand each chapter. Then, they will work in pairs and as a class to analyze key themes in each excerpt.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> • Chapter 9 (1–6) • Chapter 10 (1–18) <p>Solo</p> <ul style="list-style-type: none"> • Chapter 10 (19–53) • Chapter 11 (1–21) 		<p>Curriculum App: Activities 3, 5, & T1*</p> <p>* Students should complete Activities 2 & 4 prior to the meet-up session, allowing more time for partner work and discussion.</p> <p>Create breakout rooms for student pairs in Activities 3 and 5.</p>	<p>Preparation: Preview the Lesson Overview in your digital Lesson Brief for a discussion of Douglass’s analysis of religion in this lesson.</p> <p>Covering each activity in this lesson in its entirety (including the independent reading) may require 2 or 3 lesson periods. Review the reading and the activities to divide this lesson to suit the pacing of your class.</p> <p>Instruction: Students using ELA Anywhere are able to complete this lesson independently, but consider coordinating a way for them to share their answers with a classmate during the Close Reads (Activities 3 and 5).</p> <p>Connections to Other Lessons: The discussion in Activity 5 is useful in preparing students for the final essay in the unit, where they consider how Douglass may think about some of the themes Lincoln raises in the Gettysburg Address, including the idea of a nation where “all men are created equal.”</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 11: Planning and Preparing a Reading</p> <p>Speaking and Listening: Students will analyze and compare how two audio versions of Douglass’s speech use tone and pacing to present distinct interpretations of his words. Then, they will use that understanding to select, prepare, and practice a Douglass reading that uses pace, tone, and an emphasis on particular words to reveal the reader’s interpretation.</p> <p>Audio:</p> <ul style="list-style-type: none">  Narrative Life of Frederick Douglass, Chapter 11, Clip 1  Narrative Life of Frederick Douglass, Chapter 11, Clip 2  Narrative Life of Frederick Douglass, Chapter 11, Clip 3  Narrative Life of Frederick Douglass, Chapter 11, Clip 4 	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> • Chapter 11 (3) 		<p>Curriculum App: Activities 3–5*</p> <p>* If students complete Activity 2 asynchronously, briefly discuss their responses at the start of this meet-up session.</p> <p>Create breakout rooms for student groups to practice their dramatic readings. Circulate between groups to address questions and concerns.</p>	<p>Preparation: Consider using audio clips 3 and 4 (in the Materials section of your digital Lesson Brief) in addition to clips 1 and 2 if you want your students to hear more examples of using tone and pace before they practice their own recitation.</p> <p>Instruction: Students using ELA Anywhere may prepare their dramatic readings independently, though you should encourage them to try reading for someone at home or a classmate over the phone if possible.</p> <p>In Activity 5, encourage students to provide feedback regarding their group members’ readings, providing insight on pacing, emphasis, and tone.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 12: Flex Day 2</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class's comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>
<p>Lesson 13: Performances</p> <p>Speaking and Listening: Students will recite the passage they selected and practiced, demonstrating the choices they made in their delivery. The student audience will write notes on their classmates' tone, pace, and the pronunciation of the word "freedom."</p>	<p>Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass</p> <ul style="list-style-type: none"> • Chapter 11 (3) <p>Solo</p> <ul style="list-style-type: none"> • <i>Incidents in the Life of a Slave Girl</i> <ul style="list-style-type: none"> ◦ Chapter 1, "Childhood" (1–7) ◦ Chapter 2, "The New Master and Mistress" (1–24) 		<p>Curriculum App: Activities 2 & 3*</p> <p>* Create breakout rooms for groups in Activity 2.</p> <p>* During student recitations (Activity 3), have those students who are not presenting turn off their cameras, providing more focused attention on the readers.</p>	<p>Instruction: Though students using ELA Anywhere are able to recite their dramatic readings for a friend or family member at home, consider coordinating a way for them to share with each other over the phone. This will enable students to take notes on each other's performances.</p> <p>Solo: Students begin reading a new text in this Solo. Preview the text (<i>Incidents in the Life of a Slave Girl</i>) before assigning to students.</p> <p>Connections to Other Lessons: In this lesson, students revisit the work they completed in Lesson 11 to prepare them for their dramatic readings. Students using the digital lesson have this content pulled in automatically. Make sure students using ELA Anywhere are able to access their work from Lesson 11.</p>

Sub-unit 2: Incidents in the Life of a Slave Girl

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: My Father and Grandmother</p> <p>Reading: Students will paraphrase and compare the style, content, and emphasis in key quotations from Douglass's and Jacobs's descriptions of their childhood to analyze their different tones and perspectives.</p> <p>Writing: Students will write a claim about whether or not Jacobs's childhood ignorance benefited her and then support it with textual evidence.</p> <p>Audio:</p>  Incidents in the Life of a Slave Girl, "Childhood," Clip 1	<p><i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs</p> <ul style="list-style-type: none"> Chapter 1, "Childhood" (1) <p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <ul style="list-style-type: none"> Chapter 1 (3–5) Chapter 6 (2 & 4) <p>Solo</p> <ul style="list-style-type: none"> <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs <ul style="list-style-type: none"> Chapter 3, "The Slaves' New Year's Day" (1–9) 	<p>Do you agree with Jacobs's statement, "Such were the unusually fortunate circumstances of my early childhood" (1, 3), that she was fortunate for not knowing until she was 6 that she was a slave?</p> <p>Note that there is no wrong answer here, but you must support your reasons for agreeing or not agreeing with evidence from the text.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>* Create breakout rooms for pairs (or small groups) to complete Activity 2. Share (through a Google doc or Zoom whiteboard) and discuss a few of students' paraphrase responses as you transition to Activity 3. Work through Activity 3 as a class, especially if they are struggling to understand the text.</p>	<p>Preparation: Writing Prompts in this sub-unit have students analyze the author's claim or stake a claim of their own. Plan time to review the term "claim" and how text can be used to support a claim.</p> <p>Instruction: Students using ELA Anywhere will work independently to paraphrase and answer questions about the text.</p> <p>Vocabulary: Review students' vocabulary results in your Vocab App reports. Students' word streams adapt to their performance, but you can also manually adjust them. Students may enjoy regular/weekly leaderboards celebrating winning streaks.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Cruelty</p> <p>Reading: Students will interpret three key comparisons Jacobs creates in a description of New Year’s Day to analyze why Jacobs chose New Year’s Day to highlight the cruelty of slavery.</p> <p>Writing: Students will compare two different passages by Jacobs and stake a claim about which description of slavery makes a stronger case for abolition. Then, students will use their analysis to compare and discuss the impact and effectiveness of Douglass’s and Jacobs’s narratives.</p> <p>Audio:</p> <p> Incidents in the Life of a Slave Girl, “Childhood,” Clip 2</p>	<p><i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs</p> <ul style="list-style-type: none"> Chapter 1, “Childhood” (6 and 7) Chapter 2, “The New Master and Mistress” (1–13) Chapter 3, “The Slaves’ New Year’s Day” (1–9) <p>Solo</p> <ul style="list-style-type: none"> <i>The Boys’ War</i> by Jim Murphy <ul style="list-style-type: none"> Preface, “The War Begins” (1–12) Chapter 1, “So I Became a Soldier” (1–22) Chapter 3, “What a Foolish Boy” (1–24) 	<ol style="list-style-type: none"> Decide which of the following chapters better helped you understand the cruelty of slavery: <ul style="list-style-type: none"> Chapter 2, where Jacobs shares her family’s experiences Chapter 3, where she writes about what New Year’s Day was like for enslaved women Stake a claim about which of Jacobs’s chapters provides a more powerful argument for the abolition of slavery, and back it up with specific ways that Jacobs uses language in each of the two chapters. <p>There is no wrong answer here, but be sure to back up your claim with specific examples that Jacobs uses to describe the cruelties of that chapter.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>* Create breakout rooms for pairs (or small groups) during Activity 3.</p> <p>Consider creating a shared Google doc or Zoom whiteboard to model the first row of the chart in Activity 3 and to add student responses during discussion.</p> <p>Students complete Activity 6 asynchronously, but you may want to schedule time at the start of the next lesson to discuss their responses.</p>	<p>Differentiation: Review the Differentiation section of your digital Lesson Brief to determine how to group students and scaffold Activities 2–4.</p> <p>Solo: Students begin reading a new text in this Solo. Preview the text (<i>The Boys’ War</i>) before assigning to students.</p>

Sub-unit 3: *The Boys' War*

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: What Makes a Civil War?</p> <p>Reading: Students will read and discuss key facts about the war and how the boy soldiers' expectations contrasted with reality.</p> <p>Writing: Students will analyze and explain the name of the chapter based on evidence in the text.</p>	<p><i>The Boys' War</i> by Jim Murphy</p> <ul style="list-style-type: none"> The Preface, "The War Begins" (1–12) Chapter 1, "So I Became a Soldier" (1–3) Chapter 3, "What a Foolish Boy" (24–34) <p>Solo</p> <ul style="list-style-type: none"> Chapter 8, "Prison Bars and the Surgeon's Saw" (1–27)* <p>* Paragraphs 1–26 in Amplify ELA Grade 8 Anthology</p>	<p>Why is this chapter titled "What a Foolish Boy"? Give two concrete details from the chapter and tell how you think each supports your answer.</p>	<p>Curriculum App: Activities 2–4*</p> <p>* If you opt to have students work in pairs for Activity 3, create breakout rooms. Consider creating a shared Google doc or Zoom whiteboard for the chart in Activity 4.</p>	<p>Preparation: Review the Preparation section of your digital Lesson Brief for central ideas, maps, and historical concepts that will help students understand this text and the Gettysburg Address in Sub-unit 4.</p> <p>Differentiation: Review the Differentiation section of your digital Lesson Brief for additional aid with maps and guidance for grouping in Activity 3.</p> <p>If students struggle with this text, consider completing the optional Activity 4.</p> <p>Instruction: This lesson works with a number of polls in the digital curriculum. Make sure you have started class so you can project responses and results and spark discussion.</p> <p>Students using ELA Anywhere work with multiple choice questions in place of these digital polls.</p> <p>Students using ELA Anywhere are able to analyze the boy soldiers' expectations independently.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: What Does a Civil War Make?</p> <p>Reading: Students will reread the text and analyze the boys' wartime experiences to interpret how these experiences impacted the boys' attitudes toward the US government.</p> <p>Videos:</p> <p> Dramatic Reading, "A Confederate Girl's Diary"</p>	<p><i>The Boys' War</i> by Jim Murphy</p> <ul style="list-style-type: none"> Chapter 8, "Prison Bars and the Surgeon's Saw" (1–27)* <p>Solo</p> <ul style="list-style-type: none"> <i>A Confederate Girl's Diary</i> by Sarah Morgan Dawson <ul style="list-style-type: none"> Book 1 (39–41) <p>* Paragraphs 1–26 in the Amplify ELA Grade 8 Anthology</p>		<p>Curriculum App: Activities 2–4*</p> <p>* If you choose to group students in Activities 2–4, consider creating breakout rooms and having distinct groups work on parts 1, 2, 3; groups can then share their findings with the class.</p> <p>Consider creating a shared Google doc or Zoom whiteboard for the chart in Activity 4.</p>	<p>Differentiation: You may want to remind or pre-teach students (particularly ELL students) about the definition of "figurative language" and model some everyday figurative language, such as "<i>I slept like a log,</i>" or "<i>It's raining cats and dogs.</i>"</p> <p>Consider putting ELL students or students reading below grade level in groups or pairs for Activities 2–4, and pairing students who read at a higher level as well.</p> <p>Solo: Students begin reading a new text in this Solo. Preview the text (<i>A Confederate Girl's Diary</i>) before assigning to students.</p> <p>The text for this lesson's Solo is not printed in the ELA Grade 8 Anthology. Students in a distance learning scenario who were able to download the unit texts onto a device work with the digital version of <i>A Confederate Girl's Diary</i>. You may need to advise students who do not have access to the text to skip this Solo.</p>
<p>Lesson 3: Flex Day 3</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p> <p>Solo</p> <ul style="list-style-type: none"> Declaration of Independence (1 & 2) 	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Review the printable writing revision assignments in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere.</p> <p>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 4: The Gettysburg Address

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: A New Nation</p> <p>Reading: Students will paraphrase the first sentence of the Gettysburg Address and connect that sentence to the Declaration of Independence to identify and explain what Lincoln understands is new and special about the United States of America and what he means by “all men are created equal.”</p>	<p>The Declaration of Independence</p> <p>The Gettysburg Address</p>		<p>Curriculum App: Activities 2–5*</p> <p>* Create a shared Google doc or Zoom whiteboard with the chart from Activity 3. Ask 2 or 3 students to share their paraphrases by adding them to the shared space.</p>	<p>Preparation: Review the Preparation section of your digital Lesson Brief to become familiar with the timeline and map.</p> <p>Plan how you will assign pairs or small groups for Activity 3.</p> <p>Preview Lesson 4 to determine whether you want to challenge students to try to memorize and recite the entire speech.</p> <p>Differentiation: Consider modeling how to paraphrase in Activity 3, particularly for ELL students or students reading below grade level.</p> <p>Instruction: Encourage students with devices to listen to the audio in Activity 3.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Dedicate</p> <p>Reading: Students will paraphrase the second paragraph of the Gettysburg Address to determine who Lincoln is referring to as “we” and to interpret what he means each time he uses “dedicate.” Students will reread excerpts from unit texts to analyze what “dedicate” meant to different groups of citizens and interpret their attitude toward Lincoln’s words.</p> <p>Writing: Students will use text evidence to agree or disagree with Lincoln’s claims in the Gettysburg Address about what ideas and values are agreed upon.</p>	<p>Gettysburg Address (2)</p> <p><i>Narrative of the Life of Frederick Douglass</i></p> <ul style="list-style-type: none"> Chapter 6 (3) <p><i>Incidents in the Life of a Slave Girl</i></p> <ul style="list-style-type: none"> Chapter 1, “Childhood” (4–7) <p><i>The Boys’ War</i></p> <ul style="list-style-type: none"> Chapter 1, “So I Became a Soldier” (7–13) Chapter 3, “What a Foolish Boy” (24–32) <p><i>A Confederate Girl’s Diary</i></p> <ul style="list-style-type: none"> Book 1 (39–41) <p>Solo</p> <ul style="list-style-type: none"> Gettysburg Address (Bliss version) Gettysburg Address (Nicolay version) 	<p>In these first two paragraphs, Lincoln keeps using the word “we” to refer to his audience and everyone fighting the war, both Northerners and Southerners.</p> <p>Find something that Lincoln claims that “we” have in common, and say whether or not you agree with him based on what the class discussed today.</p> <p>Note that you will need to use textual evidence from the Gettysburg Address and at least one other text that the class discussed in this lesson. Your teacher will let you know how you should do this.</p>	<p>Curriculum App: Activities 2–8*</p> <p>* Activities 3–7 represent the group activity and are to be conducted simultaneously. Put student groups in breakout rooms to complete their assigned activity.</p> <p>If there is not enough time for students to share (Teacher Activity 1) during the meet-up session, plan to facilitate a share at the start of the next lesson’s meet-up session.</p>	<p>Preparation: Review the Preparation section of your digital Lesson Brief for details regarding pairs for Activity 2, small groups for Activities 3–7, and Additional Text Writing Prompts.</p> <p>Differentiation: This lesson puts students into five groups, with each group focusing on a specific text passage. <i>Incidents in the Life of a Slave Girl</i> should be assigned to a smaller group, or to students who work more slowly. <i>A Confederate Girl’s Diary</i> was read only outside of class, so it should be assigned to a more advanced group.</p> <p>Instruction: Students using ELA Anywhere are able to complete the group activities alone.</p> <p>Students using ELA Anywhere are instructed to choose their own passage (Activity 3/Close Read), or work with the passage their teacher assigns them.</p> <p>The text for this lesson’s Solo is not printed in the ELA Grade 8 Anthology. Students in a distance learning scenario who were able to download the unit texts onto a device work with the digital version of <i>A Confederate Girl’s Diary</i>. You may need to advise students who do not have access to the text to skip this Solo.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: How a President Revises</p> <p>Reading: Students will analyze the impact of specific edits Lincoln made to the speech. Then, they will analyze the third paragraph alongside an artistic interpretation to decipher what Lincoln hoped to “dedicate” his audience to.</p> <p>Writing: Students describe the different ways Lincoln uses the word “dedicate” and analyze what he was trying to accomplish with such varied use of the same word.</p> <p>Videos:</p> <p> Gettysburg Address Animation</p> <p>Audio:</p> <p> Gettysburg Address, Clip 1</p>	<p>Gettysburg Address (Bliss version)</p> <p>Gettysburg Address (Nicolay version)</p>	<p>Select one of these prompts:</p> <ol style="list-style-type: none"> 1. Describe two different ways Lincoln uses the word “dedicate.” 2. Challenge: What do you think Lincoln was trying to accomplish by using the word “dedicate” in different ways? 	<p>Curriculum App: Activities 2–5*</p> <p>* Prepare to share your screen in Teacher Activity 1 to project the video. Create breakout rooms if you choose to have students analyze the stills in groups.</p>	<p>Instruction: In Teacher Activity 1, students watch a video, then answer questions about stills from the video. (Students using ELA Anywhere are able to complete this assignment using just the stills). If you’re short on time, you can break the class into groups and assign each group to one of the stills.</p> <p>Remind remote students that videos can be accessed in the materials section of their lesson brief.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: The Speech</p> <p>Speaking and Listening: Students will analyze and compare how three audio versions of the Gettysburg Address use tone and pacing to present distinct interpretations of Lincoln's words. Then, they will use that understanding to prepare, practice, and perform a reading of the Gettysburg Address that uses pace, tone, and an emphasis on particular words to reveal the reader's interpretation.</p> <p>Speaking and Listening: Students will use the information they learned about pace and tone to practice reciting passages from the speech.</p> <p>Audio:</p> <ul style="list-style-type: none">  The Gettysburg Address, Version 1  The Gettysburg Address, Version 2  The Gettysburg Address, Version 3  The Gettysburg Address, Version 4 	<p>Gettysburg Address (Bliss version)</p>		<p>Curriculum App: Activities 2–4*</p> <p>* Create breakout rooms for group work in Activity 4.</p>	<p>Preparation: Select 2 or 3 readings of the Gettysburg Address from the website provided in the Preparation section of your digital Lesson Brief. Note that remote students can access their recordings in the materials section of their lesson brief.</p> <p>You may want to encourage students to use props and costumes for their recitation.</p> <p>Instruction: The ELA Anywhere lessons skip the activity where students listen to different readings of the speech (Activity 3).</p> <p>This lesson works with polls in the digital curriculum. Make sure you have started class so you can project responses and spark discussion. Students using ELA Anywhere work with multiple choice questions in place of these digital polls.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Flex Day 4</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class's comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 5: Write an Essay

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Making a Claim</p> <p>Writing: Students will draft a claim about how Lincoln or Douglass tries to change what his readers believe.</p> <p>Reading: Students will select evidence that supports their claim.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p>Gettysburg Address</p> <p>Solo</p> <ul style="list-style-type: none"> • “To My Old Master” (1–8) 	<p>Choose one:</p> <p>How does Lincoln, in the Gettysburg Address, try to change what his readers/ listeners believe about what it means to be dedicated to the American idea that “All men are created equal”?</p> <p>OR</p> <p>How does Douglass, in the <i>Narrative of the Life of Frederick Douglass</i>, try to change what his readers believe about what it means to be dedicated to the American idea that “All men are created equal”?</p>	<p>Curriculum App: Activity 6 & 7*</p> <p>* Create a shared Google doc or Zoom whiteboard for students to add the claims and evidence they’ve collected.</p>	<p>Preparation: Review the lessons in this essay series and the Essay Rubric, which can be found in the Materials section of your digital Lesson Brief.</p> <p>Differentiation: Distribute the Essay Sentence starters and Essay Graphic Organizer PDFs to students who may benefit, particularly students working with print or ELA Anywhere.</p> <p>Instruction: We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they’ve completed all steps.</p> <p>After students have shared their claims and evidence, it may be helpful to discuss student progress and address any questions or concerns.</p> <p>Solos: Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Writing Body Paragraphs</p> <p>Writing: Students will draft the body paragraphs of their essays, focusing on describing and explaining each piece of textual evidence in a way that would convince even the most skeptical reader.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p>Gettysburg Address</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 3 & 4*</p> <p>* Consider creating breakout rooms for one-on-one sessions with the teacher to assess progress and allow for questions.</p>	<p>Preparation: Review student writing to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice.</p> <p>Solos: Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p>
<p>Lesson 3: Essay Flex Day</p> <p>Writing: Students will continue to work on their Response to Text Essays, with teacher support based on students' individual needs.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p>Gettysburg Address</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 4–7*</p> <p>* Consider creating breakout rooms for each work session option (Activities 5–7) and move throughout to offer aid to each group.</p>	<p>Preparation: You might decide to provide students with a walk-through of this lesson's activity sequence. You can then run the lesson like a writer's workshop, facilitating work for individual students as they move through the activities.</p> <p>Review the Before the Next Lesson section of your digital Lesson Brief for details on creating Spotlights to model skills for students.</p>
<p>Lesson 4: Revising and Writing an Introduction</p> <p>Revision: Students will revise their body paragraphs, focusing on describing their evidence.</p> <p>Writing: Students will write introductions for their essays.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p>Gettysburg Address</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 4–7*</p> <p>* Create a shared Google doc or Zoom whiteboard with transition examples selected for the Activity 4 discussion. In this shared space, have students identify types of transitions and brainstorm which transitions work in their essays.</p>	<p>Preparation: Review the Preparation section of your digital Lesson Brief for details on marking student writing for more targeted revision and providing Spotlights.</p> <p>Instruction: Consider distributing page 3 of the Essay Graphic Organizer in the Materials section of your digital Lesson Brief as added support for the revision assignment (Activity 5).</p> <p>Instruction: Students using ELA Anywhere will skip the transition activity.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Writing a Conclusion and Editing the Essay</p> <p>Writing: Students will write conclusions for their essays.</p> <p>Revision: Students will revise their essays by ensuring proper flow between sentences and paragraphs and by editing for spelling, punctuation, grammar, and citations.</p>	<p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p>Gettysburg Address</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 1, 4, & 5*</p> <p>* You may choose to use breakout sessions in Activity 4 so that students are able to review and edit their essays with a partner.</p>	<p>Materials: Students will find the lesson’s vocabulary video in the Materials section of their student Lesson Brief.</p> <p>Instruction: During editing, provide students who struggle identifying errors in usage with 1 or 2 areas of focus.</p> <p>Feedback: Find a way to celebrate your students’ accomplishments by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere.</p> <p>Locate the Essay Rubric in Materials to assess student essays.</p>