

ELA Anywhere Planning Guide

Unit 6A: Dahl & Narrative

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 and Print Student: Print	Scenario 3: Distance Learning Teacher: Digital Student: Digital	Scenario 4: Distance Learning Teacher: Digital and 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, 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 • 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 Assessments • 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 (Apps, Quests, 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 Classroom copy of grade novel 	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 (Apps, Quests, 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 Assessments 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 Unit A—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 Objective

- Lesson number and title
- Skill practice and Reading, Writing, and/or Speaking & 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, 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
 - In a number of lessons, students will be asked 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 (on one moment or idea), Showing (describing a narrative moment with more precision and detail), or Use of Evidence (including and developing text evidence to support a claim or idea).
 - Students work with a previous piece of writing in the Revision Assignment; therefore, they will need to complete it in the same format in which they completed the original Writing Prompt (either print or digital). Students using ELA Anywhere are given an optional Writing Prompt (not included in the curriculum app) following Revision Assignments, which you should assign only if they cannot access their previous writing to complete the Revision Assignment.

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 <https://my.amplify.com/help/en/>.


Sub-unit 1: Welcome!

The Welcome lesson is designed to familiarize students with some of the items in and navigation of the digital platform, as well as some basic classroom principles. Students in print and distance learning scenarios should skip this lesson; simply begin their instruction with Sub-unit 2: Get Started.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Welcome				<p>Instruction: This lesson is recommended for in-class, digital learning scenarios.</p> <p>Use the discussion during the puzzle activities to point out instances of strong individual and team problem solving. (SEL: Self-awareness, relationship skills)</p>


Sub-unit 2: Get Started

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 Grabs Your Attention</p> <p>Skill Practice: Students will be introduced to the foundational skill of Focus and the routines of writing and sharing.</p> <p>Writing: Students will write with focus about one small moment from a recent lunch.</p>		<p>Write about one moment from lunch.</p>	<p>Curriculum App: Activities 3–5</p>	<p>Instruction: The library navigation activities in Lessons 1 and 2 provide students with a playful introduction to the Amplify Library and its 700+ texts. The activities can be completed independently or with partners.</p> <p>For remote learners, expand the focus of Activities 4 and 6 to include any recent lunch, not just in the cafeteria.</p> <p>Spend time on the Rules for Writing and Rules for Sharing to establish clear expectations.</p> <p>The "10 Minute Writing" teacher tip video provides guidance on the role of formative writing in Amplify ELA.</p> <p>Help students use precise observations to communicate and appreciate the variety of unique perspectives in the class. (SEL: Self-awareness, social awareness)</p> <p>Feedback: Use On-the-Fly supports (look for the hummingbird icon ) to support students using either digital or print lessons as they write for 12 minutes in Activity 6. (SEL: Self-management)</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: What Grabs Your Attention (continued)				<p>Use Classwork to review student writing and use the Spotlight app to post two or three samples (2–4 sentences each) that use precise observations and vivid details. Receiving written feedback will be an important support for remote students. See more extensive directions in the preparation section of your 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 2: Focus on a Moment</p> <p>Skill Practice: Students will review Spotlight student exemplars and revise their own writing to use precise details to strengthen focus on one moment.</p> <p>Writing: Students will practice focus by writing about one moment when they did something new or unexpected.</p>		<p>Write about one moment when you saw or did something new or unexpected.</p> <p>Revision Assignment: Write about one moment from lunch. (Lesson 1)</p>	<p>Curriculum App: Activities 3–6</p>	<p>Vocabulary: In Amplify digital lessons, students usually spend the first five minutes of class working with vocabulary using either the Vocab App or vocabulary videos/GIFs with accompanying activities. In Get Started Lessons 1–10, all vocabulary practice is completed with videos/ GIFs with accompanying activities. Students begin working with the Vocab App in Sub-Unit 3.</p> <p>For students in a digital distance learning scenario, vocabulary videos/GIFs can be found in the Materials section of their digital Lesson Brief.</p> <p>Instruction: For remote learners, expand the focus of Activity 6 to include their daily setting outside of school.</p> <p>Establish an effective sharing routine and encourage students to build a supportive and productive writing community by teaching them to use the Response Starters. (Activity 8)</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>Feedback: In Lessons 3 and 4, students will revise their writing from the previous lesson to further develop their focus. To support students in these lessons, create 3–5 Spotlights of student writing that showcase three or four contiguous sentences that use precise observation and vivid detail to focus on one moment. As you review student writing, identify students who will need support to find and develop a place in their writing they can revise.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Strengthening Focus on a Moment</p> <p>Skill Practice: Students will revise a piece of unfocused sample writing by developing the focus on one small moment.</p> <p>Revision: Students will revise their own writing from the previous lesson to develop the focus.</p>		<p>Revision Assignment: Write about one moment when you saw or did something new or unexpected. (Lesson 2)</p>	<p>Curriculum App: Activities 2–5</p>	<p>Instruction: Lesson 3 in ELA Anywhere contains a Writing Prompt that does not appear in the curriculum app. You can direct students to complete this activity if they do not have access to the writing they completed in Lesson 2 for the Revision Assignment.</p> <p>Displaying student writing using the Spotlight app (Activity 3) allows you to use student writing as a clear and compelling guide for the skills you are teaching. Let students see that you enjoy the engaging ways they describe their experiences. (SEL: Relationship skills)</p> <p>Instruction: For remote learners, expand the focus of the final part of the Share (Activity 5) to include their daily setting outside of school.</p> <p>Feedback: Use Classwork to review writing from Lessons 2 and 3. Create Spotlights to use in Lesson 4. Provide short, targeted feedback by identifying and describing one place where students began to use precise details to focus on one moment, e.g., “The details ‘my feet and my heart pumping fast and furiously’ really show me the excitement of your first time riding a bike.” In addition to pointing out where a student is beginning to develop a taught skill, the feedback shows them you are an engaged reader. (SEL: Relationship skills)</p> <p>Use On-the-Fly supports (look for the hummingbird icon ) to support students as they focus on one moment and meet the productivity goal of 120 words. (SEL: Self-management)</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 towards productivity expectations of 120 words.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: To Show or To Tell</p> <p>Skill Practice: Students will be introduced to the skill of Showing and will practice using precise details to show an emotion.</p> <p>Writing: Students will write about one moment when they were nervous, using precise details to show this emotion.</p>		<p>Write about a moment when you were nervous.</p>	<p>Curriculum App: Activities T3*–3**</p> <p>* Teacher-only Activity 3</p> <p>** Review Activity 2 to prepare your “I am nervous” skit and ensure that it works over video. If possible, record your performance for students unable to attend the meet-up.</p>	<p>Instruction: In Activity 3, students compare their initial writing to their current writing to assess progress and set goals. (<i>SEL: Self-management</i>)</p> <p>Continue to encourage students to follow the writing time expectations and use the entire 10 minutes to write.</p> <p>Students using ELA Anywhere will skip the self-assessment (Activity 3). They will complete the Share (Activity 5) without collaborating on rules, procedures, and roles.</p> <p>Feedback: As students review your targeted, written feedback in My Work (Activity T3), let them know your goal is to show them where they are beginning to use a skill effectively. (<i>SEL: Self-awareness</i>)</p> <p>Review Preparation in the Lesson Brief (or review Amplify’s AWE assessment) for directions on how to assess this piece of writing and prepare a Revision Assignment of students’ Lesson 4 writing, for use in Lesson 7 or 10. (See note in Lesson 6 below.) Writing rubrics and student exemplars for the rubric can be accessed here.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Slowing Down the Moment</p> <p>Reading: Students will read a passage from Roald Dahl’s <i>Boy</i> to analyze how Dahl uses precise details and language to slow down and focus on one moment.</p> <p>Writing: Students will practice slowing down and focusing on one very brief moment.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “The bicycle and sweet-shop” (2–4) 	<p>Practice slowing down the moment. Write about a recent moment that took three minutes or less.</p>	<p>Curriculum App: Activities 2, T3*, & 4</p> <p>* Projecting and discussing the video in Activity T3 will help students brainstorm their responses to the Writing Prompt.</p>	<p>Accessibility: Point out to students using digital lessons that there is audio available for each lesson reading or Solo passage. Direct them to click on the microphone icon next to the text passage as it appears in lesson activities.</p> <p>Font size, line, and letter spacing can be adjusted for any text in the Amplify Library. Students can do this by selecting Reading Settings from the Library menu, or via the Settings icon in the upper right corner of any text.</p> <p>Instruction: The Instructional Guide that accompanies the Share (Activity 4) provides guidelines to support peer sharing in a way that builds a productive and collaborative exchange between peers. (<i>SEL: Self-management, relationship skills</i>)</p> <p>Students using ELA Anywhere will complete the Share (Activity 4) without collaborating on rules, procedures, and roles.</p> <p>For remote learners, expand the focus of the Wrap-Up (Activity 5) to include their daily setting outside of school.</p> <p>This lesson contains an EXTRA Challenge Writing Prompt at the end of the digital lesson (Activity 8). Students should only complete this assignment if you feel they need this additional challenge—otherwise, clarify that you do not expect them to complete this optional activity.</p> <p>Feedback: Review Preparation in the Lesson Brief for directions on how to assess and prepare a Revision Assignment of students’ Lesson 4 writing, for use in Lesson 7 or 10.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: Focusing on an Emotion</p> <p>Reading: Students will read a passage from Roald Dahl's <i>Boy</i> to analyze how Dahl uses precise details and language to focus and show an emotion.</p> <p>Writing: Students will practice the skills of Showing and Focus as they write about one moment with friends.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • "The Great Mouse Plot" (1–8) 	<p>Write about a recent moment when you were doing something with friends or a friend. Show, don't tell, the emotion you felt in that moment.</p>	<p>Curriculum App: Activities 2 & 3</p>	<p>Materials: Students working on devices can access the Emotion Chart in the Materials section of their Lesson Brief to support naming emotions. (<i>SEL: Social awareness</i>)</p> <p>Instruction: Encourage students to showcase their strong Showing sentences by writing them on the board as students read aloud during the Share (Activity 5).</p> <p>The Wrap-Up (Activity 6) offers a review of descriptive details that can help students begin to recognize strong descriptions as they transition to analyzing text in Sub-Unit 3.</p> <p>Assessment: Writing reports are accessed through the Global Navigation Menu and provide a view of student growth in Focus. Classes where 80% of students score 3 or above in Focus may decide to skip from Lesson 6 to Lesson 10. (For both Lesson 7 and Lesson 10, students will complete a Revision Assignment based on the section of their Lesson 4 writing you prepared.) Review Preparation in the Lesson Brief for directions.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 7: Revise to Strengthen Focus</p> <p>Skill Practice: Students will review Spotlight student exemplars of Focus and Showing, then practice adding precise details (including internal dialogue) to a sample piece of writing.</p> <p>Revision: Students will revise their writing from Lesson 4, adding 3–5 sentences to strengthen the focus.</p>		<p>Revision Assignment:</p> <p>Write about a moment when you were nervous. (Lesson 4)</p>	<p>Curriculum App: Activities 2–4</p>	<p>Instruction: Students using ELA Anywhere will not view Spotlight student exemplars before adding details to the sample writing.</p> <p>In Activity 3, students compare their initial writing to their current writing to assess progress with the productivity threshold of 120 words and set goals. (<i>SEL: Self-management</i>)</p> <p>During the Revision Assignment, support students as they identify one moment in their writing and use precise details to focus further. (<i>SEL: Self-management</i>)</p> <p>Lesson 7 in ELA Anywhere contains a Writing Prompt that does not appear in the curriculum app. You can direct students to complete this activity if they do not have access to the writing they completed in Lesson 4 for the Revision Assignment.</p> <p>Feedback: Spotlight a variety of student work as Focus skill exemplars to build a strong writing community. (<i>SEL: Relationship skills</i>)</p> <p>For students using ELA Anywhere, be sure to review and assess revision efforts when you collect work.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 8: Picture This Moment</p> <p>Skill Practice: Students will add precise details and language to a comic strip to develop specific, focused moments in one day.</p> <p>Writing: Students comic strip a few daily moments, then choose one moment to write as a narrative, using focus and precise showing details to develop this one moment and convey the experience.</p>		<p>Choose one of the moments from your comic strip and use precise details to describe just that moment.</p>	<p>Curriculum App: Activities 2–4</p>	<p>Instruction: Remote students will need to have a piece of paper on hand for Activity 4. You may expand the Activity 4 prompt to include remote students' home or neighborhood setting.</p> <p>Consider creating a virtual gallery walk for the comic strips students create to note the variety of ways students experience their days. (SEL: Social Awareness)</p> <p>Feedback: Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 8 writing for use in Lesson 10. Focus on supporting students who may struggle to identify one place in their writing where they can add more details to further develop their focus on this moment.</p>
<p>Lesson 9: Acting Out an Emotion</p> <p>Skill Practice: Students will create scripts and perform short skits to show an emotion through the use of dialogue, tone of voice, facial expressions, and hand gestures. They will use this work to take a sentence that tells an emotion and turn it into a paragraph that shows the emotion.</p>			<p>Curriculum App: Activities 2–4*</p> <p>* You'll need to decide how students can prepare their Activity 3 skits in groups (e.g., in Zoom breakout sessions or Facetime calls).</p>	<p>Differentiation: ELL students may benefit from accessing the Emotions Chart, available in Lesson 6 in the digital student Lesson Brief.</p> <p>Instruction: Students using ELA Anywhere will write their script independently.</p> <p>For students in distance learning scenarios, consider ways to facilitate opportunities for them to prepare and perform their skits remotely, either with their peers or someone at home.</p> <p>Feedback: Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 8 writing for use in Lesson 10. Focus on supporting students who may struggle to identify one place in their writing where they can add more details to further develop their focus on this moment.</p> <p>Prepare Spotlights of strong student exemplars (1–3 sentences) of using precise observations and vivid details to focus on one moment and convey an emotion.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 10: Using Precise Details to Develop the Moment</p> <p>Skill Practice: Students will participate in a brainstorming activity to generate types of sensory details that can be used to describe a setting.</p> <p>Revision: Students will revise a previous writing response, adding 3–5 sentences to strengthen the focus.</p>		<p>Revision Assignment: Write about a moment when you were nervous. (Lesson 4)</p> <p>or</p> <p>Choose one of the moments from your comic strip and use precise details to describe just that moment. (Lesson 8)</p>	<p>Curriculum App: Activities 2 & T2*</p> <p>* You may modify Activity 3 by completing it as a whole class using shared documents (like Google Docs) or by sharing a document and listing students' detail ideas in it.</p>	<p>Instruction: Review the Preparation section in your digital Lesson Brief to prepare materials for the details carousel in Activity 3.</p> <p>Direct students using ELA Anywhere to revise their Lesson 8 writing if their class completed Lessons 7–9. If their class skipped Lessons 7–9, direct them to revise their Lesson 4 writing. If they do not have access to their Lesson 4 or Lesson 8 writing, they may skip ahead to the Writing Prompt.</p> <p>Lesson 10 in ELA Anywhere contains a Writing Prompt that does not appear in the curriculum app. Direct students to complete this activity if they do not have access to the writing they completed in Lesson 4 or 8 for the Revision Assignment.</p> <p>As you project Spotlights, let students know how much you have been enjoying the unique perspectives revealed in their narrative writing. (<i>SEL: Self-awareness</i>)</p> <p>Celebrate students' progress with narrative writing by asking them to share 1–3 sentences they feel effectively conveyed one moment from their experience. (<i>SEL: Relationship skills</i>)</p>

Sub-unit 3: *Boy: Tales of Childhood*

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, supplemental resources, and the sub-unit’s approach to the text.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Introducing the Text</p> <p>Reading: Students will create a timeline of moments they have written to consider how Dahl defines his purpose in the Author’s Note from <i>Boy</i>.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “Author’s Note” (1–5) • “The Great Mouse Plot” (1–8) <p>Solo:</p> <ul style="list-style-type: none"> • “The bicycle and the sweet-shop” (1–28) 		<p>Curriculum App: Activities 2–6</p> <p>* During reading discussions, you can help students see what their classmates are pointing to in a passage by finding a way to project or share the text and using the highlight functionality.</p>	<p>Vocabulary: Students will begin linking to the Vocab App during the vocabulary activities in the digital lessons to work with text-based and academic vocabulary. (Students can only access the Vocab App through this link; they do not have the Vocab App icon in their Global Navigation Menu.)</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 complete a Writing Prompt not included in the curriculum app; this Writing Prompt will take the place of the timeline activity.</p> <p>For students using the print Anthologies, let them know your expectations for annotation in the text. (Activity 6)</p> <p>Solos: Students have the option to complete any Solo using the Amplify Mobile Solos.</p> <p>The print Unplugged or ELA Anywhere 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 2: Adding Up the Details</p> <p>Reading: Students will reread a description, identify an overall impression, and select and explain the text details that give that impression.</p> <p>Writing: Students will identify their impression of one candy that Dahl describes and use concrete text details to support that impression.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “The bicycle and the sweet-shop” (1–28) <p>Solo:</p> <ul style="list-style-type: none"> • “The bicycle and the sweet-shop” (1–28) 	<p>Write about one candy that sounds really appealing or repulsive to you and why.</p> <p>Describe two or three details from the text in your response.</p>	<p>Curriculum App: Activities 2 & 3</p>	<p>Instruction: Having students share the range of text details that got their attention during their Solo reading allows them to understand how each reader has a unique perspective on the text. (<i>SEL: Social awareness</i>)</p> <p>Help students notice that they are looking for the same types of details in the text that they practiced in their narrative writing. At the same time, use Activity 6 to discuss how writing in response to text is distinct from the narrative writing they have been doing.</p> <p>Feedback: Use On-the-Fly supports (look for the hummingbird icon ) to help students use text evidence as they transition to text-based prompts.</p>
<p>Lesson 3: Using Text Details in Writing</p> <p>Reading: Students will identify key details in a description to build an interpretation of a character and determine the literal and connotative meaning of Dahl’s overall adjective for the character.</p> <p>Writing: Students will stake a claim about a character and use text details to support that claim.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “The bicycle and the sweet-shop” (25–27) <p>Solo:</p> <ul style="list-style-type: none"> • “The Great Mouse Plot” (1–21) 	<p>Dahl says earlier in the chapter that Mrs. Pratchett was “a horror” (24).</p> <p>Do you agree or disagree? Describe two or three details from the passage to develop your claim about Mrs. Pratchett.</p>	<p>Curriculum App: Activities 3, T1, & 4</p>	<p>Instruction: The Wrap-Up (Activity 7) provides an opportunity to discuss how a first-person narrative is one in which all other characters are seen through the narrator’s point of view.</p> <p>Vocabulary: Make sure students using the digital lessons understand how to click on the blue Reveal Words in the text to access a brief synonym definition for challenging vocabulary. They can find a list of all their opened Reveal Words in the full text version of any text within the Amplify Library.</p> <p>Feedback: Review the Preparation section of your digital Lesson Brief for directions on how to review, provide feedback on, and prepare Spotlights of student work to support students as they revise their Lesson 3 writing in Lesson 5.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Writing Complex Sentences</p> <p>Skill Practice: Students will analyze how Dahl uses complex sentence structures to show the relationship between events in an action sequence, and then they will practice creating their own complex sentences.</p> <p>Revision: Students will revise a previous writing response to add complex sentences to show the relationship between events they described.</p>	<p>Boy: <i>Tales of Childhood:</i></p> <ul style="list-style-type: none"> • “The Great Mouse Plot” (1) <p>Solo:</p> <ul style="list-style-type: none"> • “The Great Mouse Plot” (1–21) 	<p>Revision Assignment:</p> <p>Write about a recent moment that took three minutes or less. (Sub-Unit 2, Lesson 5)</p>	<p>Curriculum App: Activities 2–T1</p> <p>* Review Activity 4 to decide whether you will modify the activity to be done as a whole class, or use breakout sessions for students to complete the activity in groups.</p>	<p>Instruction: Students using ELA Anywhere have a modified version of Activity 4 that they can complete independently.</p> <p>Apart from this lesson, most direct grammar instruction will begin in the B units, which is when students start using the Amplify Flex Days and grammar materials. While Amplify AWE provides an assessment of students’ use of conventions, we recommend that your feedback and Revision Assignments in Unit A target Focus, Use of Evidence, and writing productivity, as well as introduce basic conventions expectations such as use of capitals and end punctuation.</p> <p>Feedback: Review the Preparation section of your digital Lesson Brief for directions on how to review, provide feedback on, and prepare Spotlights of student writing to support them as they revise their Lesson 3 writing in Lesson 5.</p>
<p>Lesson 5: Revise to Add Evidence</p> <p>Skill Practice: Students will review Spotlight student exemplars and practice selecting text details and describing what they notice to develop their evidence.</p> <p>Revision: Students will revise a previous writing response to add relevant supporting evidence from the text, properly punctuating and formatting direct quotes.</p>	<p>Boy: <i>Tales of Childhood:</i></p> <ul style="list-style-type: none"> • “The bicycle and the sweet-shop” (6–14, 25–27) <p>Solo:</p> <ul style="list-style-type: none"> • “Mr Coombes” (1–75) 	<p>Revision Assignment:</p> <p>Dahl says earlier in the chapter that Mrs. Pratchett was “a horror” (24). Do you agree or disagree? Do you agree or disagree? Describe two or three details from the passage to develop your claim about Mrs. Pratchett. (Lesson 3)</p>	<p>Curriculum App: Activities 2–4</p>	<p>Instruction: Students using ELA Anywhere will not view Spotlight student exemplars.</p> <p>Instruction: If possible, determine a way for remote students to share their writing in partners in Activity 5 to support a classmate in strengthening their writing. (<i>SEL: Relationship skills</i>)</p> <p>In the Revision Assignment, students receive guidance on citing and punctuating quoted evidence.</p> <p>Feedback: Use On-the-Fly supports (look for the hummingbird icon ) to support students as they add details from one moment in the text to develop their claim further.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: Connecting Moments in the Reading</p> <p>Skill Practice: Students will close read to analyze text details and interpret Dahl's emotions in three small moments within a larger narrative, then connect moments to consider the arc of emotions and overall tone across the narrative.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • "The Great Mouse Plot" (1–21) • "Mr Coombes" (11–28, 37–46) <p>Solo:</p> <ul style="list-style-type: none"> • "Mr Coombes" (1–75) 		<p>Curriculum App: Activities 3, T1, & 4</p>	<p>Differentiation: You may want to have ELL students open the Emotions Chart in the Materials section of their digital Lesson Brief to use as a support for lesson discussion.</p> <p>Vocabulary: Students returning to a digital lesson format after using ELA Anywhere will need to click on the Vocab App link in all lessons they completed using print or ELA Anywhere to cause vocabulary words from those lessons to drop into that individual student's stream in the Vocab App.</p> <p>Instruction: The chapters from Roald Dahl's <i>Boy</i> "The Great Mouse Plot," "Mr Coombes," and "Mrs Pratchett's revenge" describe the sequence of events that unfold from Roald and his friends' decision to put a dead mouse into Mrs. Pratchett's candy jar and the punishment they receive for this escapade. Students who missed the Solo from Lesson 5 may not be familiar with all these events for the discussion in Activity 3.</p> <p>Remote students can find the Emotions Chart in the Materials section of their Lesson Brief. (<i>SEL: Social awareness</i>)</p> <p>The Wrap-Up (Activity 6) begins to get students thinking about the topic of the close reading and writing in Lesson 9.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 7: Introducing Dialogue</p> <p>Skill Practice: Students will be introduced to how the interplay between dialogue (including internal dialogue) and narration can increase the reader’s understanding of characters and situations.</p> <p>Writing: Students will use dialogue and narration to describe one focused moment and convey character and situation.</p>	<p>Solo:</p> <ul style="list-style-type: none"> • “Mr Coombes” (1–75) 	<p>Look at the dialogue you filled in for the photo of the students standing in the cafeteria line.</p> <p>Write 5–7 sentences describing this moment. Use dialogue and narration, including precise details, to show what people are saying, doing, and how they speak and look.</p>	<p>Curriculum App: Activities 2–4</p>	<p>Differentiation: Review the tip in the Differentiation section of the digital Lesson Brief to support students who may need help working with dialogue. (Activity 2)</p> <p>Instruction: Find ways for students to share the variety of dialogues they wrote in response to the picture in the Writing Prompt to showcase the range of unique perspectives in your class. (<i>SEL: Social awareness</i>)</p>
<p>Lesson 8: Dialogue, Narration, Character, and POV</p> <p>Reading: Students will select and analyze dialogue and narration to interpret character and determine author’s point of view, then act out a scene based on this understanding.</p>	<p>Boy: Tales of Childhood:</p> <ul style="list-style-type: none"> • “Mr Coombes” (55–70) <p>Solo:</p> <ul style="list-style-type: none"> • “Mrs Pratchett’s revenge” (1–53) 		<p>Curriculum App: Activities 3–T2*</p> <p>* Consider how you might be able to split students into breakaway sessions to prepare their performances for Activity T2.</p>	<p>Instruction: Students using ELA Anywhere will not act out the scene. You may assign the suggested Writing Prompt in lieu of this activity.</p> <p>Amplify provides actor-created audio readings to allow students to hear the pacing and emphasis of a fluent read aloud (Activity T1). However, you should feel free to perform your own dramatic reading!</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 9: Using Details Persuasively</p> <p>Reading: Students will connect the concrete details and key events Dahl chose to focus on in three separate chapters to analyze his arc of emotions throughout this narrative.</p> <p>Writing: Students will stake a claim about whether Dahl regrets a decision and then select and describe relevant text evidence to develop that claim.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “The Great Mouse Plot” (6–21) • “Mr Coombes” (11–28, 37–46) • “Mrs Pratchett’s revenge” (1–53) <p>Solo:</p> <ul style="list-style-type: none"> • “Mrs Pratchett’s revenge” (1–53) 	<p>Does Dahl regret playing the mouse trick on Mrs. Pratchett? Describe two or three details from the reading (including a direct quote) to explain your answer.</p>	<p>Curriculum App: Activities 2–5</p>	<p>Instruction: Students using ELA Anywhere will focus on one chapter before analyzing Dahl’s emotions over the course of the dead mouse story.</p> <p>The Overview in the digital Lesson Brief contains a useful discussion of guiding students to infer a central idea from concrete details. Note that the text supports an array of interpretations of the question of Dahl’s regret or lack of regret.</p> <p>Also in the Overview, the Connections to Other Lessons section provides tips about discussing Dahl’s description of corporal punishment.</p> <p>Support students as they infer characters’ emotions from descriptive details of action, dialogue, and description. (<i>SEL: Self-awareness</i>)</p> <p>Feedback: Find directions in the Preparation section of your Lesson Brief to prepare three or four Spotlights that contain Use of Evidence exemplars for Lesson 10. Provide targeted feedback to support students as they develop Use of Evidence, e.g., “<i>Your description of the quote ‘as though someone had laid a red-hot poker against my flesh’ as showing ‘Dahl experience torture’ convincingly supports your claim that he regrets his trick.</i>”</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 10: Revise to Strengthen Evidence</p> <p>Skill Practice: Students will use Spotlight student exemplars to identify and review how to select and describe relevant text evidence.</p> <p>Writing: Students will revise a previous writing response to strengthen their use of evidence, using at least one direct quote.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “Mrs Pratchett’s revenge” (1–53) • “The Great Mouse Plot” (1–21) <p>Solo:</p> <ul style="list-style-type: none"> • “First day” (1–14) 	<p>Revision Assignment: Does Dahl regret playing the mouse trick on Mrs. Pratchett? Describe two or three details from the reading (including a direct quote) to explain your answer. (Lesson 9)</p>	<p>Curriculum App: Activities 2–4</p>	<p>Instruction: Students using ELA Anywhere will not view Spotlight student exemplars.</p> <p>Support students as they evaluate the results of their Revision Assignment by asking them to consider their writing before and after, helping them understand how they can drive their own growth in small ways. (<i>SEL: Self management</i>)</p> <p>In the Revision Assignment, students receive guidance on citing and punctuating quoted evidence. A similar chart is available to students in the print ELA Anywhere and Unplugged lessons.</p> <p>Assessment: In Classwork, the Automated Writing Evaluation (AWE) assesses student writing against a consistent rubric. (You can always override this score with your own assessment.)</p>
<p>Lesson 11: Focus on an Object</p> <p>Reading: Students will closely read Dahl’s description of a tuck-box, then analyze text details and structure to define this object and understand the importance of the tuck-box in the boys’ lives.</p> <p>Writing: Students will use focus to respond to a Personal Narrative Prompt or a Response to Text Prompt (teacher choice).</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “First day” (5–7) <p>Solo:</p> <ul style="list-style-type: none"> • “The Matron” (1–37) 	<p>Personal Narrative Prompt: Write about one moment when you took something out of your backpack or locker. Describe what you noticed about the contents of your backpack or locker so that the reader can picture it.</p> <p>Response to Text Prompt: What is one reason that the tuck-boxes are important for the boys at boarding school? Describe two or three details from the text to explain your reasoning.</p>	<p>Curriculum App: Activity 3 & T1</p>	<p>Instruction: Review the lesson to determine which writing activity your students will complete (Activity 4 or 5).</p> <p>Students using ELA Anywhere will complete the Personal Narrative Prompt.</p> <p>For a fun extension of this lesson, you can have students create and share the contents of a tuck box they put together, then discuss as a class what is most common (and most unique) among the student boxes. (<i>SEL: Relationship skills</i>).</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 12: Creating a Character</p> <p>Reading: Students will work with a small passage to identify a character trait, then select and analyze text details from additional moments with the character to support or revise that idea.</p> <p>Writing: Students will stake a claim about a character and select and describe text details from two moments to develop that claim.</p>	<p>Boy: <i>Tales of Childhood</i>:</p> <ul style="list-style-type: none"> • “The Matron” (1–37) <p>Solo:</p> <ul style="list-style-type: none"> • “The bicycle and the sweet-shop” (1–28) • “The Matron” (1–37) 	<p>Write one idea you have about the type of person the Matron is after reading this chapter. Describe 2–4 details from two moments in the chapter to convince your reader of your idea.</p>	<p>Curriculum App: Activity 3–4</p>	<p>Instruction: Instruct students using ELA Anywhere to share their finished writing with a classmate, peer, or family member.</p> <p>This lesson contains EXTRA Challenge Writing Prompts at the end of the digital lesson (Activity 9). Review these prompts to determine if they will be helpful for any of your students.</p> <p>Students with access to devices can open the text in the Amplify Library and use the library tools to search and access all annotations and highlights they may have made in the digital text.</p>

Sub-unit 4: 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: Introducing the Essay</p> <p>Writing: Students will be introduced to the essay expectations and the essay prompt, choose a moment to write about, and find evidence to support their ideas.</p>	<p><i>Boy: Tales of Childhood</i></p>	<p>Essay Prompt: Whom does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.</p>	<p>Curriculum App: Activity 2–5</p>	<p>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>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>Instruction: Review the Overview in the digital Lesson Brief to understand the goals and expectations for this first essay.</p> <p>Students using ELA Anywhere will not discuss the Essay Prompt prior to beginning their writing.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Writing the Body Paragraph</p> <p>Writing: Students will develop a claim for their essays and draft their body paragraph(s), using evidence to support the claim.</p>	<p><i>Boy: Tales of Childhood</i></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 2–4</p>	<p>Instruction: Project and discuss the sample essay for students working offline.</p> <p>Students using ELA Anywhere will not analyze a sample essay prior to drafting their body paragraphs.</p> <p>Feedback: Use On-the-Fly supports (look for the hummingbird icon ) to support students using either digital or print lessons as they draft their body paragraphs.</p> <p>Review student writing to prepare 3–4 Spotlights of strong Use of Evidence and identify students who will need support identifying a place in their writing where they can strengthen their Use of Evidence. Use the feedback tools within Classwork to identify a place for those students in advance.</p>
<p>Lesson 3: Revising and Writing an Introduction</p> <p>Writing: Students will compare sample introductions and then write an introduction for their essays, including a lead.</p> <p>Revision: Students will revise their essays to add and explain details from the text that support their claim.</p>	<p><i>Boy: Tales of Childhood</i></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 2–4, T2, & 6*</p> <p>* You may decide to present Spotlights (Activities T2 and 6) at the end of Activity 4, then ask students to complete Activities 5 and 7 asynchronously.</p>	<p>Make sure students using the digital lessons remotely know that the sample essay introduction is available in the Materials section of their Lesson Brief.</p> <p>For students using the digital lessons to complete this essay process, there may be times when they cannot view the writing they completed in a previous activity. In those cases, remind students to navigate back to that activity and click HAND IN. Their writing will then be pulled into the current activity.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Editing for Clarity and Comprehension</p> <p>Writing: Students will write a transition sentence to connect their introduction to the body of the essay, and then they will edit their essays for clarity, cohesion, spelling, and punctuation.</p>	<p><i>Boy: Tales of Childhood</i></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: Activity 2 & 3</p>	<p>Instruction: Make sure students understand your key priorities for the final editing of their essay. (Activity 4)</p> <p>Many students may benefit from working with a partner for the final steps of editing and assembling their essay. (Activity 4)</p> <p>Feedback: Find a way to celebrate your students' accomplishment 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 and include students who wrote their lessons within ELA Anywhere.</p> <p>Assessment: Review the Essay Rubrics found in the Materials section of your Lesson Brief so you are aware of the skills that will be emphasized through the essay writing process in this sub-unit. You will also see these rubrics in Classwork when you assess each completed essay.</p>