



ELA Anywhere Planning Guide

Unit 7A: *Red Scarf Girl* & 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	Scenario 2: Classroom Use	Scenario 3: Distance Learning	Scenario 4: Distance Learning
	Teacher: Digital Student: Digital	Teacher: Digital and Print Student: Print	Teacher: Digital Student: Digital	Teacher: Digital and Print Student: Print/Mostly offline

* 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 Multi-language Glossary (from Amplify Library) 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) 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: The Most Disgusting Food You've Ever Eaten</p> <p>Skill practice: Students will identify the precise observations that convey their point of view about an experience.</p> <p>Writing: Students will use precise observations to focus on one moment when they ate something disgusting and convey their point of view.</p>	<p>Students focus on narrative writing to build foundational skills and routines in Get Started. They then use these skills and routines to transition smoothly to close reading in Sub-unit 3.</p>	<p>Describe a moment when you ate a disgusting food. Use specific details to help your reader imagine how the food looked, tasted, and smelled—and what your face looked like when you ate it.</p>	<p>Curriculum App: Activities 4–6</p>	<p>Instruction: 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>Feedback: 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.</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>Use On-the-Fly supports (look for the hummingbird icon ) to support students as they write for 12 minutes. (SEL: Self-management)</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Giving and Getting Feedback</p> <p>Skill practice: Students will identify the skill of Focus and use of vivid details that allow them to infer a writer’s point of view in a narrative description.</p> <p>Writing: Students will focus on one brief moment to convey their precise observations.</p>	<p>The library navigation activities in Lessons 1 and 2 help students explore the 700+ titles in the Amplify Library.</p>	<p>Describe in detail one brief moment when you were finally able to do something you’d never been able to do before.</p>	<p>Curriculum App: Activities 3 & 4</p>	<p>Vocabulary: For students in a digital distance learning scenario, vocabulary activity videos are also available in the Materials section of the student Lesson Brief.</p> <p>Instruction: 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 7).</p> <p>Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons.</p> <p>Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skill</i>)</p> <p>Feedback: Use Classwork to review writing from Lessons 2 and 3. Create Spotlights and provide targeted feedback on one or two places where a student used vivid details.</p>
<p>Lesson 3: Zooming In: The Power of Focus</p> <p>Skill practice: Students will practice the skill of Focus by selecting one moment and identifying vivid details to fully develop that one moment.</p> <p>Writing: Students will apply the skill of Focus by revisiting the prompt from the previous lesson and using vivid details to fully develop one small moment from that experience.</p>		<p>Describe in detail one brief moment when you were finally able to do something you’d never been able to do before.</p>	<p>Curriculum App: Activities T1*–4**</p> <p>*Teacher-only Activity 1</p> <p>**Consider assigning partner or small-group cohorts for Activity 4.</p>	<p>Instruction: Students assess their progress in Activity 6. (<i>SEL: Self-management</i>)</p> <p>Students using ELA Anywhere will respond to a different Writing Prompt.</p> <p>Feedback: Use Classwork to review writing from Lessons 2 and 3. Create Spotlights and provide targeted feedback, e.g., “<i>The details ‘my feet and my heart pumping fast and furiously’ really show me the excitement of your first time riding a bike.</i>”</p> <p>Use On-the-Fly supports (look for the hummingbird icon ) to support students as they focus on one moment and meet productivity goals. (<i>SEL: Self-management</i>)</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 130 words.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Choosing Your Moment</p> <p>Skill practice: Students will practice writing a variety of vivid details to convey an overall perspective.</p> <p>Writing: Students will apply the skill of Focus by writing about one moment and using vivid details to develop their point of view.</p>		<p>Describe your <i>most</i> boring moment.</p>	<p>Curriculum App: Activities 2–3</p>	<p>Instruction: The Get Started sub-unit targets writing productivity and focus to jump-start students' analytic writing. Once students build those writing muscles, they are often in a better position to begin tackling key conventions issues in their writing.</p> <p>In Activity 6, students compare their initial writing to their current writing to assess progress and set goals. (<i>SEL: Self-management</i>)</p> <p>Feedback: If you have commented on student writing from previous lessons, use Teacher Activity 2 to direct students to read and review your feedback. As students use My Work to review your written feedback, 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 for directions on how to prepare a Revision Assignment of students' Lesson 4 writing, for use in Lesson 7.</p>
<p>Lesson 5: The Impact of Showing</p> <p>Skill practice: Students will compare and contrast showing and telling an emotion and revise sentences to show or tell.</p> <p>Writing: Students will use descriptive details and precise verbs to focus and develop one moment when they felt a strong emotion.</p>		<p>Write about a brief moment when you felt a strong emotion.</p>	<p>Curriculum App: Activities T3–4*</p> <p>*For synchronous learning, consider a possible alternative for Activity T3.</p>	<p>Materials: Students can access the emotions projection in the Materials section of their Lesson Brief to support naming emotions. (<i>SEL: Social awareness</i>)</p> <p>Instruction: Understanding showing in narrative writing can help readers make inferences based on text details.</p> <p>Feedback: Spotlight two or three passages from student writing that demonstrate use of strong verbs.</p> <p>Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 4 writing, for use in Lesson 7.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: Getting the Verb Right</p> <p>Skill practice: Students will identify and analyze the impact of strong verbs.</p> <p>Writing: Students will write about one funny moment, using strong verbs to capture the image, emotion, and impact of the action.</p>		<p>Think about a funny moment that lasted for fewer than three minutes. Use strong verbs to show what happened.</p>	<p>Curriculum App: Activities T2–T3*</p> <p>*For synchronous learning, consider a possible alternative for Activity T2.</p>	<p>Feedback: Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 4 writing, for use in Lesson 7.</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 11.</p>
<p>Lesson 7: Experiments in Revision</p> <p>Revision: Students will revise their writing by adding precise details to strengthen the focus of the moment and then assess the impact of these changes.</p> <p>Writing: Students will apply the skills of Focus and Showing to write about one moment when they were exhausted.</p>		<p>Write about a moment when you were exhausted. <i>Show</i> the reader how exhausted you were.</p> <p>Revision Assignment: Write about a <i>brief</i> moment when you felt a strong emotion. (Lesson 5)</p>	<p>Curriculum App: Activities 3–5</p>	<p>Instruction: Begin a meet-up by asking students to share the sentences they completed independently in Activity 2.</p> <p>Support students as they revise independently by identifying one moment in their writing and using precise details to focus further. (<i>SEL: Self-management</i>)</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>
<p>Lesson 8: Focusing on the Details</p> <p>Skill practice: Students will practice the skill of Focus by zeroing in on, and describing, the small details within a larger painting.</p> <p>Writing: Students will apply the idea of “painting a picture for the reader” by using Focus and Showing to describe a moment when they ate outside.</p>		<p>Write about a <i>brief</i> moment when you ate outside.</p>	<p>Curriculum App: Activities 2 & 3</p>	<p>Instruction: “Close reading” an image for details can support narrative writing and close reading text.</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 12.</p>




Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 9: The Role Played by Setting</p> <p>Skill practice: Students will identify their precise observations about one setting to analyze the impact of using vivid details to convey setting.</p> <p>Writing: Students will write about one moment in a specific setting, using vivid details to convey the setting clearly for the reader.</p>		<p>Write about a <i>brief</i> moment that happened in a kitchen, using specific details to describe the kitchen and what you were doing.</p>	<p>Curriculum App: Activities 3–5*</p> <p>*For Activity 4, create a document to chart sensory details that students can access later independently.</p>	<p>Instruction: Begin a meet-up by asking students to share the drawings they completed independently in Activity 2. Visualizing written descriptions helps readers develop a mental model as they read.</p> <p>Encourage students using ELA Anywhere to identify a classmate, friend, or family member with whom to share their writing using the Response Starters.</p> <p>Connections to Other Lessons: Later in the unit, students will explore how the feeling evoked by a single setting—Ji-li’s home—changes dramatically in response to what happens in her story.</p>
<p>Lesson 10: A Picture Made of Words: Focusing on an Object</p> <p>Skill practice: Students will identify one object and describe that object using vivid details.</p> <p>Writing: Students will develop a description of an object they made, using vivid details to create a picture of this object for the reader.</p>		<p>Describe something that you made. Use vivid details that will help your reader picture the object you’re describing.</p>	<p>Curriculum App: Activity 2*</p> <p>*Tell remote students to modify exercise by identifying objects in their home setting.</p>	<p>Instruction: Establish the expectation that all students share are a piece of their writing monthly to develop a community that hears a wide variety of perspectives. (<i>SEL: Social awareness</i>)</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 12.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 11: Showing What You've Told</p> <p>Writing: Students will focus on one moment when they were uncomfortable, using the skill of Showing (strong verbs, dialogue, and sensory details) to develop the emotion of that moment.</p> <p>Revision: Students will revise the piece of writing they just wrote, experimenting with narrative techniques like dialogue and sensory detail to strengthen the tone and communicate the experience.</p>		<p>Write about a moment when you felt uncomfortable.</p>	<p>Curriculum App: Activity 2*</p> <p>*Have two or three students share sentences while the class provides feedback on which showing details paint a vivid picture.</p>	<p>Instruction: As students share their showing sentences in Activity 2, encourage them to identify the types of details that make an impact on the reader: dialogue, sensory details, strong verbs, etc.</p> <p>In Activity 5, students learn to read critically by self-assessing and revising their own writing. (<i>SEL: Self-management</i>)</p> <p>Students using ELA Anywhere will not complete a Revision Assignment in this lesson.</p> <p>Feedback: Use On-the-Fly supports (look for the hummingbird icon ) and targeted feedback to point out where students are using strong verbs, dialogue, and sensory details to show.</p> <p>Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 8 writing, for use in Lesson 12.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 12: Paint a Picture in the Reader’s Mind: Revisions</p> <p>Revision: Students will complete their work in developing one focused moment by revising a piece of their writing, adding vivid details to further develop the focus on one moment and paint a picture for the reader.</p> <p>Audio:</p> <p> <i>Red Scarf Girl</i>: Audio Teaser 1</p>	<p><i>Red Scarf Girl</i>:</p> <ul style="list-style-type: none"> • “Prologue” (1–7) 	<p>Revision Assignment:</p> <p>Describe your <i>most</i> boring moment. (Lesson 4)</p> <p>or</p> <p>Write about a <i>brief</i> moment when you ate outside. (Lesson 8)</p>	<p>Curriculum App: T2–T3*</p> <p>*If possible, have students complete their Revision Assignment (Activity 3 or 4) and conduct the sharing activity within your meet-up.</p>	<p>Instruction: Identify whether your class will complete Activity 3 or 4.</p> <p>Direct students using ELA Anywhere to revise their Lesson 8 writing if their class completed Lessons 7–11. If their class skipped Lessons 7–11, 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 12 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 or 8 for the Revision Assignment.</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: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang


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: The World of Red Scarf Girl</p> <p>Reading: Students will analyze a series of propaganda images, describing concrete details to support inferences about the intent of the images and to build an understanding of the setting and context for <i>Red Scarf Girl</i>.</p> <p>Writing: Students will use concrete details from the opening passage of <i>Red Scarf Girl</i> to support a claim about the narrator’s emotional tone.</p> <p>Videos:</p> <ul style="list-style-type: none">  Video of Mao  Video of Ji-li reading the Prologue 	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • Prologue (1–7)* <p>Solo:</p> <ul style="list-style-type: none"> • “The Liberation Army Dancer” (1–15)* <p>* Paragraph numbers refer to the digital text. Students using ELA Anywhere access the text in the Amplify ELA Grade 7 Anthology. When Anthology paragraph numbers differ, it will be noted.</p>	<p>How hopeful do you think Ji-li is at this moment in her story? Which details in the Prologue lead you to think so?</p>	<p>Curriculum App: Activities 3–T4</p>	<p>Instruction: This lesson uses images and video to bring students into Ji-Li Jiang’s setting—China during the Cultural Revolution. Students will not need additional background to complete the lessons, but may enjoy identifying China on a map and understanding the time period of the book. For students who want to explore the cultural revolution further, the Amplify Library contains curated materials in the <i>Chinese Cultural Revolution Archive</i>.</p> <p>Materials: Students can access all teacher-projected videos, audio, and images from the Materials section of their Lesson Brief. Identify relevant materials for students who are using portions of digital lessons independently at home.</p> <p>Students using ELA Anywhere access Solos in the printable Solo Activities workbook, located in the Unit Overview.</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 work with one propaganda image.</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>Solos: Students have the option to complete any solo using the Amplify Mobile Solos.</p> <p>Connections to Other Lessons: This is one of several lessons in the unit in which students closely study propaganda images.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Ji-li's Troubles Begin</p> <p>Reading: Students will act out a scene from <i>Red Scarf Girl</i> to examine how the writer uses detail to reveal emotion. They will then compare and contrast two passages from the scene, selecting concrete details from each passage to infer, discuss, and refine an understanding of the narrator's emotion at each point in the scene.</p> <p>Speaking & Listening: Students will practice using emphasis and intonation to convey the emotions in each passage as they read. They will also practice adapting their speech to the text as they read, demonstrating a command of formal English.</p> <p>Audio:</p>  "Cinderella"	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • "The Liberation Army Dancer" (1–15, 16–41) <p>Solo:</p> <ul style="list-style-type: none"> • "The Liberation Army Dancer" (43–76)* <p>* Paragraphs 42–75 in Amplify ELA Grade 7 Anthology</p>		<p>Curriculum App: Activities 3–T3*</p> <p>* Encourage remote digital students to play audio to hear the text read aloud as a fluency model.</p>	<p>Accessibility: Point out to students that there is audio available for each lesson reading. Direct them to click on the microphone icon next to the text passage as it appears in lesson activities.</p> <p>Vocabulary: Instruct students to use the Vocab App for 5–7 minutes of daily vocabulary practice.</p> <p>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 their personalized stream in the Vocab App.</p> <p>Instruction: Students using ELA Anywhere will not need access to the "Cinderella" audio.</p> <p>Students using ELA Anywhere will analyze how Ji-li conveys emotions using short answer questions and a Hopefulness Graph; they will not complete the performance or read aloud.</p> <p>Connections to Other Lessons: In this lesson, students graph Ji-li's level of hopefulness. They'll continue to track her hopefulness in future lessons, using an app called the "Hope-o-meter" (when possible).</p>
<p>Lesson 3: Destroy the Four Olds!</p> <p>Reading: Students will act out a scene to express their understanding of the characters' emotions and identify what they find confusing. Students will compare the passage to two media images of similar events, analyzing each media image to infer the intent and impact of the images and the passage.</p>	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • "Destroy the Four Olds" (8–29)* <p>Solo:</p> <ul style="list-style-type: none"> • "Destroy the Four Olds" (54–74)** <p>* Paragraphs 1–22 in Amplify ELA Grade 7 Anthology</p> <p>** Paragraphs 23–43 in Amplify ELA Grade 7 Anthology</p>		<p>Curriculum App: Activities 2–5*</p> <p>* In Activity 2, remote digital users may find creative ways to present their acted-out scene to the class.</p>	<p>Instruction: Your lesson materials contain a useful teacher tip video on academic discussion.</p> <p>Support students as they infer characters' emotions from descriptive details of action, dialogue, and description. (<i>SEL: Self-awareness</i>)</p> <p>Students using ELA Anywhere will express their understanding of emotions using short answer questions; they will not act out a scene. They will also compare the passage to only one media image.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: The Pull of Compassion</p> <p>Reading: Students will closely read one scene from <i>Red Scarf Girl</i> by breaking the scene into four sections and selecting details from each section to build an understanding of a character’s feelings at each point in the scene.</p> <p>Writing: Students will develop a claim about Ji-li’s complex feelings at the end of the scene, selecting and describing concrete details from the text to develop this claim.</p>	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> “Destroy the Four Olds!” (54–74)* <p>Solo:</p> <ul style="list-style-type: none"> “Writing Da-Zi-Bao” (2–22) <p>* Paragraphs 23–43 in Amplify ELA Grade 7 Anthology</p>	<p>In this last moment of the scene, Ji-li feels a mix of emotions. Describe the different emotions that you think are going on inside her.</p>	<p>Curriculum App: Activity 2</p>	<p>Instruction: In the digital Instructional Guide, “Select and Discuss” indicates academic discussion where students present their response with evidence and the class discusses the range of responses.</p> <p>Students using ELA Anywhere will closely read the scene all at once, rather than breaking it into four sections.</p> <p>Feedback: Insights on your Homescreen page can help you identify which students will benefit most from feedback at this point. Provide targeted feedback for Use of Evidence in this lesson, e.g.: “Quoting Ji-Li’s statement ‘That poor guy’ supports your idea that she feels sympathy.”</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 5: Revolution in the Classroom</p> <p>Reading: Students will reread a scene and select specific details and evidence from the text that helps them analyze and interpret how Ji-li felt about the <i>da-zi-bao</i>.</p> <p>Writing: Students will write a summary of the tension between Ji-li’s and her classmates’ attitudes towards the <i>da-zi-bao</i>, using some of the details they highlighted.</p> <p>Video:</p> <p> Writing <i>Da-Zi-Bao</i> Video</p>	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> “Writing Da-Zi-Bao” (1–22) <p>Solo:</p> <ul style="list-style-type: none"> “Writing Da-Zi-Bao” (23–61) 	<p>Most of Ji-li’s classmates had no trouble writing <i>da-zi-bao</i> that criticize their teachers, but Ji-li couldn’t. Why were some of her classmates so eager to write <i>da-zi-bao</i>? Why was it so hard for Ji-li? How did Ji-li’s position differ from those around her? Write an objective summary that answers these questions.</p>	<p>Curriculum App: Activities 3–4</p>	<p>Differentiation: Preview the Challenge level Writing Prompt to determine whether it is appropriate for any of your students.</p> <p>Instruction: During the discussion in Activity 4, encourage students to consider how <i>da-zi-bao</i> connect to earlier propaganda efforts and even peer pressure. (<i>SEL: Responsible decision-making</i>)</p> <p>The regular sharing of one thing that stood out to each reader (Activity 2) allows students to see how their peers make distinct choices and are uniquely affected by the text. (<i>SEL: Self-awareness, social awareness</i>)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: Revising to Go Deeper</p> <p>Revision: Students will revise a portion of their writing to strengthen their use of evidence and elaborate on their ideas. They will evaluate the results of their revision to determine if it is successful.</p> <p>Reading: Students will closely read another scene that shows Ji-li's internal conflict about the Cultural Revolution and compare her reaction to her classmates'.</p> <p>Audio:</p>  Audio of Trailer "The Red Successors"	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> "Writing Da-Zi-Bao" (1–22, 23–36) <p>Solo:</p> <ul style="list-style-type: none"> "The Red Successors" (1–45) 	<p>Revision Assignment: Most of Ji-li's classmates had no trouble writing <i>da-zi-bao</i> that criticize their teachers, but Ji-li couldn't. Why were some of her classmates so eager to write <i>da-zi-bao</i>? Why was it so hard for Ji-li? How did Ji-li's position differ from those around her? Write an objective summary that answers these questions. (from Lesson 5)</p>	<p>Curriculum App: Activities 3–4*</p> <p>* Begin the synchronous session in Activity 3 by asking 3-4 students to share their revised writing.</p>	<p>Instruction: In reading and discussions, students should begin to notice that Ji-Li is having increasingly conflicted feelings. (<i>SEL: Social awareness</i>)</p> <p>In the Revision Assignment (Activities 2–3), students read their writing with a critical eye toward using evidence more effectively. (<i>SEL: Self-management</i>)</p> <p>Feedback: In Activity 2, consider using the Spotlight app to highlight short passages in students' Lesson 5 writing that exemplify strong use of evidence.</p>
<p>Lesson 7: The Election of the Red Successors</p> <p>Reading: Students will act out the various emotions and tensions in one scene from <i>Red Scarf Girl</i> by breaking the scene into four sections, and then they will analyze Ji-li's feelings in each section by selecting, graphing, and comparing the specific text details that reveal her emotions.</p> <p>Writing: Students will select and describe evidence about Du Hai's actions to analyze and explain how a different character is impacted by the Cultural Revolution.</p> <p>App:</p>  Hope-o-Meter* <p>* We highly recommend students have access to the digital lesson in order to rate and reflect on Ji-li's changing feelings with the Hope-o-Meter app.</p>	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> "The Red Successors" (1–45) <p>Solo:</p> <ul style="list-style-type: none"> "The Red Successors" (46–108) 	<p>How do Du Hai's feelings change during this scene? Why does he feel the way he does?</p>	<p>Curriculum App: Activities 3 & 4*</p> <p>* In Activity 3, remote digital students may find creative ways to present their acted-out scene to the class.</p>	<p>Instruction: A PDF script for Activity 3 is available in the Materials section of your digital Lesson Brief and could be distributed to students in advance of the lesson.</p> <p>The Writing Prompt (Activity 5) asks students to analyze the perspective of a new character. Consider the Challenge level prompt for digital students ready to compare the emotions of two characters. (<i>SEL: Social awareness</i>)</p> <p>Students using ELA Anywhere will analyze the scene with Ji-li and Du Hai using Hopefulness Graphs; they will not act out the scene.</p> <p>Apps: Consider how to share your view of the Hope-o-Meter app with remote students who may need support (Activity 4).</p> <p>Students using ELA Anywhere have a print graph to represent the Hope-O-Meter.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 8: Reading Ji-li's Thoughts</p> <p>Reading: Students will consider inner narration as they act out the tension and emotion as Ji-li speaks to her teacher, and then they will select specific text details to describe Ji-li's internal conflict.</p> <p>Writing: Students will use evidence from the text, including inner narration, to develop their claim about Ji-li's internal conflict toward her teacher.</p> <p>Audio:</p> <p> <i>Red Scarf Girl</i> Audio Teaser 3</p>	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • "The Liberation Army Dancer" (16–17) • "Graduation" (8–25)* <p>Solo:</p> <ul style="list-style-type: none"> • "A Search in Passing" (1–121) <p>* Paragraphs 1–9 in Amplify ELA Grade 7 Anthology</p>	<p>Why do you think Ji-li's voice broke when she looked in Teacher Gu's eyes? Use evidence from the text to support your ideas.</p>	<p>Curriculum App: Activities 3 & 4*</p> <p>* In Activity 3, remote digital students may find creative ways to present their acted-out scene to the class.</p>	<p>Differentiation: The differentiated level scaffolds for Activity 3 include a useful chart for students to make inferences about emotion based on what a character does, says, or thinks.</p> <p>Instruction: It can be useful to note for students that first-person narration means the reader is only shown the narrator's thoughts (not other characters). Consider reviewing narrative point of view in Activity 2.</p> <p>For synchronous instruction, project the text and highlight paragraphs students refer to in discussion so the class can be on the same page.</p> <p>A PDF script for Activity 3 is available in the Materials section of your digital Lesson Brief and could be distributed to students in advance of the lesson.</p> <p>Students using ELA Anywhere will consider Ji-li's internal narration using short answer questions; they will not act out the scene.</p> <p>Assessment: Access student writing in Classwork and assess for Use of Evidence. Use writing reports to see performance patterns with the skill of Focus. Student responses to these text-based prompts also provide important insights into text comprehension.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 9: The Revolution Hits Home</p> <p>Reading: Students will compare and contrast descriptions of the same setting from two moments, selecting specific details from each moment to analyze how the writer conveys the atmosphere and the narrator’s state of mind.</p> <p>Writing: Students will select and connect text details from each setting description to develop a claim about Ji-li’s state of mind in each moment in the memoir.</p> <p>Audio:</p>  <i>Red Scarf Girl</i> Audio Teaser 4	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • “The Liberation Army Dancer” (64–70)* • “A Search in Passing” (119–121) <p>Solo:</p> <ul style="list-style-type: none"> • “Fate” (1–104) • “Junior High School at Last” (77–91)** <p>* Paragraphs 63–69 in Amplify ELA Grade 7 Anthology</p> <p>** Paragraphs 1–15 in Amplify ELA Grade 7 Anthology</p>	<p>Compare how Ji-li felt in her home at the beginning of the story to how she felt after the Red Guards searched her home. Use details from the setting to support your ideas.</p>	<p>Curriculum App: Activities 2–4</p>	<p>Vocabulary: The default number of daily words in the Vocab App is 6. Remote students working in the App for extended periods of time may need you to adjust their daily number to 20 or unlimited.</p> <p>Instruction: Selecting specific details is a key step in the analytic reading cycle. Support students in identifying specific words Ji-Li uses in her descriptions in Activities 3 and 4, and the emotions conveyed by these word choices.</p> <p>Standards: Focus standards for an activity can be viewed in the Standards tab of the digital instructional guide.</p>
<p>Lesson 10: The Moves a Writer Makes</p> <p>Reading: Students will consider mood (how authors make choices to evoke emotion in readers) and will select specific details from three passages and explain how the author’s choices convey mood.</p> <p>Writing: Students will analyze specific text evidence to develop a claim about the mood of a passage, and then they will revise their writing by strengthening their use of evidence to elaborate on their claim.</p> <p>Audio:</p>  <i>Red Scarf Girl</i> Audio Teaser 5	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • “Locked Up” (44–67)* <p>Solo:</p> <ul style="list-style-type: none"> • “An Educable Child” (1–100) <p>* Paragraphs 1–24 in Amplify ELA Grade 7 Anthology</p>	<p>What kind of day was Ji-li’s birthday (sad, exciting, scary, disappointing)? Describe how the details she includes about the day create a feeling for you as a reader.</p>	<p>Curriculum App: Activity 2</p>	<p>Instruction: Note the change in this lesson from analyzing the character’s emotions to analyzing the mood (what the writer is doing to evoke an emotion in the reader).</p> <p>The close reading practice in Activity 2 asks students to slow down, select and describe details from a particular passage, then explain the significance of those choices.</p> <p>If possible, arrange for students in distance learning scenarios to complete their revision activity (Activity 5) with a partner in order to share and provide feedback.</p> <p>Feedback: Use Classwork to review original student responses and how they revised to note which would benefit from On-the-Fly support with identifying and using evidence.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 11: What's In a Name?</p> <p>Reading: Students will close read a scene in two sections, selecting concrete details that convey mood, and collaborating to analyze what those details reveal about Ji-li's internal conflict between her commitment to family and to the Cultural Revolution.</p> <p>Writing: Students will select and analyze specific evidence from the scene to develop an explanation for Ji-li's actions.</p>	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • "Half-City Jiangs" (35–64)* <p>Solo:</p> <ul style="list-style-type: none"> • "The Class Education Exhibition" (1–59) <p>* Paragraphs 1–29 in Amplify ELA Grade 7 Anthology</p>	<p>Why didn't Ji-li go through with her plan to change her name? Think of one or two reasons and explain them using details from the text.</p>	<p>Curriculum App: Activities 2–4*</p> <p>* In Activities 2 & 4, consider creating a poll activity as a synchronous alternative to the conflict line.</p>	<p>Differentiation: In the Wrap-Up in Activity 7, ELLs may need support for the figurative language/ idiom.</p> <p>Instruction: Students may approach the discussion of Ji-Li's divided loyalties in Activities 2 and 4 with a range of values around obligation to family. (<i>SEL: Social awareness</i>)</p> <p>Students using ELA Anywhere will analyze Ji-li's internal conflict independently.</p>
<p>Lesson 12: A Dramatic Ending</p> <p>Reading: Students will closely read a climactic scene to identify the forces shaping Ji-li's changing motivations, then work in pairs to analyze how Ji-li has changed by selecting specific details from the final scene and connecting those details to their understanding of the narrator.</p> <p>App:</p> <p> Hope-o-Meter</p>	<p>Red Scarf Girl:</p> <ul style="list-style-type: none"> • "The Class Education Exhibition" (1–59) • "The Incriminating Letter" (2–11, 12–28, 42–67, 68–77)* • "Sweeping" (11–20)** <p>Solo:</p> <ul style="list-style-type: none"> • Epilogue (1–21) <p>* Paragraphs 1–10, 11–27, 28–53, and 54–63 in Amplify ELA Grade 7 Anthology</p> <p>** Paragraphs 1–10 in Amplify ELA Grade 7 Anthology</p>		<p>Curriculum App: Activities 2–5</p>	<p>Instruction: Note that students will write about how Ji-Li develops in the unit essay; the discussion in Activity 4 begins to prepare them for this work.</p> <p>Some teachers prefer to teach the lesson "Looking Back on Ji-Li's story" (Sub-Unit 4, Lesson 5) immediately after lesson 12, before beginning the essay sub-unit.</p> <p>Students using ELA Anywhere will analyze how Ji-li has changed by completing a chart and answering short answer questions; they will not complete the collaborative discussion.</p> <p>Assessment: Review class comprehension reports (accessed through the Global Navigation Menu) to identify students who have consistently low scores as you plan supports for the next unit.</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: Focus on the Body Paragraph</p> <p>Writing: Students will brainstorm memorable moments from <i>Red Scarf Girl</i> and then draft a focused body paragraph about what Ji-li was like before the change, using details from a moment in the text.</p>	<i>Red Scarf Girl</i>	<p>Essay Prompt: How does Ji-li change over the course of her story?</p>	<p>Curriculum App: Activities 2 & 3</p>	<p>We recommend that students who begin this sub-unit using ELA Anywhere complete it in this format. You may ask them to type their polished essays online once they've completed all steps.</p>
<p>Lesson 2: Deepening Your Ideas</p> <p>Writing: Students will draft a second body paragraph about the moment when they noticed a change in Ji-li and describe the text details that illustrated this change.</p> <p>Revision: Students will revise their writing to further explain their strongest or most relevant pieces of evidence.</p>	<i>Red Scarf Girl</i>	<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 & 5</p>	<p>Instruction: Make sure students understand the expectation that they will use 2–3 pieces of evidence in their essay.</p> <p>Feedback: Review student writing to 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: The Introduction</p> <p>Skill practice: Students will analyze the introduction to a sample essay to see how it helps convey a purpose to the readers.</p> <p>Writing: Students will write introductions to their own essays that lead the reader into their ideas and provide a purpose.</p>	<i>Red Scarf Girl</i>	<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: It can be useful to model how students copy their favorite version of their claim statement into the body of their essay. (Activity 3)</p> <p>Students using ELA Anywhere will not analyze a sample essay prior to writing their introductions.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Smoothing Out Rough Spots: The Editor's Checklist</p> <p>Writing: Students will edit their essays, using a checklist to fix grammar, spelling, and punctuation errors as well as errors they've made in formatting direct quotes.</p>	<p><i>Red Scarf Girl</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 & 4*</p>	<p>Instruction: Communicate 2–4 key editing concerns (e.g., spelling, citation, punctuation), rather than assuming students will turn in a perfect copy.</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>Lesson 5: Looking Back on Ji-li's Story</p> <p>Reading: Students will view documentary footage from the Cultural Revolution and consider how Ji-li and Chinese citizens were brainwashed.</p> <p>Writing: Students will read excerpts from the Epilogue and write about Ji-li's purpose for writing <i>Red Scarf Girl</i>.</p>	<p><i>Red Scarf Girl</i></p> <ul style="list-style-type: none"> • "Epilogue" (1–21) 	<p>Why do you think Ji-li Jiang wrote <i>Red Scarf Girl</i>?</p>		<p>Instruction: Review the lesson to be prepared for students' reflection on the forces that shape their attitudes and behaviors (<i>SEL: Social awareness, responsible decision-making</i>)</p> <p>It can be useful to remind students that the China Ji-Li Jiang depicts is very different from contemporary China (<i>SEL: Social awareness</i>)</p> <p>Students using ELA Anywhere will consider brainwashing using the text and short answer questions; they will not view the documentary footage.</p> <p>Make sure students using the digital lessons remotely know they can find the lesson videos in the Materials section of their Lesson Brief.</p>