



ELA Anywhere Planning Guide

Unit 7B: Character & Conflict

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 • 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	<p>Curriculum App</p> <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 	<p>Amplify ELA Anthology</p> <p>Amplify ELA Unplugged lessons* (or ELA Anywhere)</p> <ul style="list-style-type: none"> • Lesson activities • Formative Writing Prompts <p>Printable Resources</p> <ul style="list-style-type: none"> • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions <p>Other Resources:</p> <ul style="list-style-type: none"> • Mobile Solos • Classroom copy of grade novel <p>*Note that Amplify’s Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p>	<p>Curriculum App</p> <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 	<p>ELA Anywhere</p> <ul style="list-style-type: none"> • Unit and Sub-Unit Overviews • Lesson Overviews and Prep • Lesson activities • Formative Writing Prompts <p>Lesson Texts (can be accessed any of the following ways)</p> <ul style="list-style-type: none"> • eReader texts downloaded from Amplify Library onto home device for offline use • Amplify ELA Anthology <p>Printable Resources</p> <ul style="list-style-type: none"> • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions <p>Other Resources:</p> <ul style="list-style-type: none"> • Mobile Solos

How to Use This Planner

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

What's in each column:

Lesson Objectives

- Lesson number and title
- Skill practice and Reading, Writing, and/or Speaking & 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
 - During Flex Days, the Writing: Revision Assignment activity asks students to complete a Revision Assignment in which they revise a small piece of writing generated during a previous writing activity by applying a taught skill such as Focus (focusing on one moment or idea) or Use of Evidence (including and developing text evidence to support a claim or idea). Students switching from print or ELA Anywhere lessons to the digital lessons would need to identify a completed writing activity in their print resource.

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

Meet-up Activities

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

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

Notes

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

Where possible, notes will contain a link to help you find more information on the identified topic.

For additional support, please visit <https://my.amplify.com/help/en/>.

Sub-unit 1: *A Raisin in the Sun* by Lorraine Hansberry

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: Meet the Younger Family</p> <p>Reading: Students will act out early lines from <i>A Raisin in the Sun</i>. Then, they will analyze what the set and stage directions reveal about context and characters. They will perform the lines again to apply their understanding to their interpretation of the character.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (1–85) <p>Solo</p> <ul style="list-style-type: none"> Act I, Scene One (85–119) 		<p>Curriculum App: Activities T2–5</p>	<p>Materials: <i>A Raisin in the Sun</i> does not appear in the Amplify ELA Grade 7 Anthology. Remote students with access to devices may download the text to their eReader for offline use. Students working with print will need to work with hard copies of the play.</p> <p>Vocabulary: Students with access to devices will find the lesson’s vocabulary video in the Materials section of their student Lesson Brief.</p> <p>Download the Unit Texts: Help students with devices download the text onto their preferred home learning device. (Activity 2)</p> <p>Instruction: This sub-unit involves many activities where students perform scenes from the play. Establish clear expectations and an enthusiastic spirit for remote performances. Try to assign performers ahead of time so students can remotely meet with their scene partners to rehearse.</p> <p>Students using ELA Anywhere read the lines aloud to themselves rather than perform them for the class. If possible, instruct them to perform the lines for a peer or caregiver.</p> <p>Solos: The print Student Editions and 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: “DAMN MY EGGS”</p> <p>Reading: Students will discuss their understanding of a key piece of dialogue from Act I, Scene One, then study an actor’s interpretation to refine their previous analysis of this moment in the play.</p> <p>Writing: Students will use evidence from the film and the text to demonstrate their understanding of Walter’s emotions.</p>	<p>A Raisin in the Sun</p> <ul style="list-style-type: none"> Act I, Scene One (30–110) <p>Solo</p> <ul style="list-style-type: none"> Act I, Scene One (120–166) 	<p>What are two main emotions Walter conveys during his “DAMN MY EGGS” (Act I, Scene One, 110) moment? Use details from the script and film to describe how the dialogue, stage directions, and the actor’s voice and body movements show these emotions.</p>	<p>Curriculum App: Activities 2–3, 6</p>	<p>Materials: In this sub-unit, students with access to devices watch scenes from a film version of the play in several lessons. Students may independently access these scenes in the Materials section of their student Lesson Brief. (Students use this resource in place of text audio for this sub-unit.)</p> <p>Instruction: Students using ELA Anywhere will analyze the dialogue using the text, and will work with a modified Writing Prompt that does not reference the film.</p> <p>Students using ELA Anywhere perform their analyses independently.</p> <p>It’s important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Spend time on the Rules for Writing and Rules for Sharing to establish clear expectations.</p> <p>Solo: In this lesson, students are introduced to a dramatic reading assignment that they will practice during their Solos and perform in Lesson 5. Offer guidance to remote students on the best way to complete these assignments.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: “Well, I always wanted me a garden...”</p> <p>Reading: Students will identify either Travis’s or Beneatha’s wants, obstacles, and their actions in response to those obstacles in order to analyze and understand their chosen character.</p> <p>Writing: Students will use text details to summarize their understanding of one character’s key want, obstacle, and reaction from the scene they analyzed.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (39–155) <p>Solo</p> <ul style="list-style-type: none"> Act I, Scene One (167–255) 	<p>What is one thing that your character (Travis or Beneatha) wants right now? What obstacle gets in his or her way, and how does he or she react? Refer to your chart for ideas.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>*Have students share some of the details they added to their charts in Activity 2 to help the class prepare for writing in Activity 4.</p>	<p>Differentiation: Students will look at characters through the lens of want/obstacle/action (Activity 2) in several subsequent lessons. See the Differentiation tip in your digital Lesson Brief to prepare to help students understand these terms.</p> <p>Assessment: If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth toward productivity expectations of 130 words.</p>
<p>Lesson 4: Flex Day 1</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Flex Days occur every 4–6 lessons. You’ll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief.</p> <p>Instruction: You may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Dramatic Readings</p> <p>Speaking and Listening: Students will practice and perform dramatic readings using their tone, emphasis, and body language to demonstrate their interpretation of the character.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (1–255) <p>Solo</p> <ul style="list-style-type: none"> Act I, Scene Two (81–177) 		<p>Curriculum App: Activities 2–T3*</p> <p>*Direct students who are able to watch the video clips independently (Teacher Activity 3) to play the following clips from Kenny Leon’s 2008 film version:</p> <ul style="list-style-type: none"> Scene 1: Start 22:24; End 34:30 (Skip 34:31–38:11: These moments are not in the text.) Scene 2: Start 38:11; End 42:01 	<p>Instruction: In this lesson, students perform the dramatic reading they’ve been practicing in their Solos. If possible, facilitate a synchronous learning session to enable students to observe and give feedback on each other’s performances. Use the Dramatic Reading Scorecard in the Materials section of your Lesson Brief to assess students’ work.</p> <p>Students using ELA Anywhere read the lines aloud to themselves rather than perform them for the class. If possible, instruct them to perform the lines for a peer or caregiver.</p>
<p>Lesson 6: You’re the Director!</p> <p>Reading: Students will select and investigate moments where characters discuss money and use this information to analyze characters’ reactions and responses to the check arrival.</p> <p>Speaking and Listening: Students apply their understanding of the characters to a dramatic reading of the scene when the check arrives.</p> <p>Writing: Students will develop a claim about the characters in the moment when the check arrives.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene Two (178–217) <p>Solo</p> <ul style="list-style-type: none"> Act I, Scene Two (197–270) 	<p>What is one thing that is important for an audience to understand about the characters in this moment? Use details from the text to support your idea and describe how an actor might convey this thing.</p>	<p>Curriculum App: Activities 2–4*</p> <p>*Consider using a shared digital workspace, such as a Google doc or Zoom whiteboard, to allow students to share their notes/ annotations for the quotes in Activity 4.</p>	<p>Differentiation: The Differentiation section of the digital Lesson Brief contains useful guidance for grouping students in Activity 3.</p> <p>Instruction: Students using ELA Anywhere will develop their understanding of the characters through multiple readings of the scene when the check arrives, rather than a dramatic reading.</p> <p>Feedback: If students are missing sharing sessions due to remote learning, provide regular written comments that target a place where they are developing an idea using evidence from the text, and describe the impact of their choices.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 7: Pick a Character</p> <p>Reading: Students will select one character and analyze moments in Act 1 that reveal what the character wants and how the character acts when an obstacle gets in the way. Then, they will synthesize this analysis into a description of this character.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I <p>Solo</p> <ul style="list-style-type: none"> Act II, Scene One (1–118) 		<p>Curriculum App: Activities 2–4</p>	<p>Instruction: By inviting students inside the hearts and minds of these characters, the lessons in this sub-unit challenge students to understand the characters without judging them. (<i>SEL: Social awareness</i>)</p> <p>Review student responses to Activity 6 to understand which students need more support to connect their want/obstacle/ action work to a claim about the character.</p>
<p>Lesson 8: Flex Day 2</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Instruction: Direct students to any assigned lessons within Amplify's grammar unit.</p> <p>Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 9: “What you always excusing me for!”</p> <p>Reading: Students will reread and watch film clips from Act II, Scene One to compare characters’ views on assimilation.</p> <p>Writing: Students will write about Walter’s views on assimilation.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act II, Scene One (1–118) <p>Solo</p> <ul style="list-style-type: none"> Act II, Scene One (120–158) 	<p>Think about Walter’s view of assimilation at this point in the play. Who would Walter want to fit in with and why?</p>	<p>Curriculum App: T1–4</p>	<p>Instruction: The objective for students is to understand what the concept of “assimilation” means to the characters in this particular play.</p> <p>Students using ELA Anywhere will compare the characters’ views on assimilation using only the text.</p> <p>Materials: Remind remote digital students that they can access the film clips in the Materials section of their student Lesson Brief.</p> <p>Solos: You will need to distribute the updated Solo Replacement (in the Materials section of your digital Lesson Brief) to students using print.</p> <p>See the Preparation section of your digital Lesson Brief for an additional important note about this lesson’s Solo.</p>
<p>Lesson 10: Home</p> <p>Speaking and Listening: Students will act out the scene in which Mama announces her big purchase and work collaboratively to analyze their characters’ responses.</p> <p>Writing: Students will summarize their character’s reaction to Mama’s announcement and analyze whether the reaction is consistent with their character.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act II, Scene One (159–220) <p>Solo</p> <ul style="list-style-type: none"> Act II, Scene Two (1–109) 	<p>Describe how your character reacts to Mama’s choice to buy the house. Does this reaction surprise you? Why or why not? (If you are following Beneatha, use what you know to imagine how she would respond.)</p>	<p>Curriculum App: Activities 2 & 3</p>	<p>Instruction: Students work with the same character they chose in Lesson 7.</p> <p>If students need more guidance in Activity 3, lead a full class discussion instead of splitting the class into groups.</p> <p>Students using ELA Anywhere read the scene to themselves and analyze their character’s response independently.</p>
<p>Lesson 11: “For you to decide.”</p> <p>Reading: Students will read closely to analyze why Mama gives Walter the money. Then, they will take the role of another character to argue why the evidence shows that character should be given the money.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act II, Scene Two (110–152) <p>Solo</p> <ul style="list-style-type: none"> Act II, Scene Three (1–35) 		<p>Curriculum App: Activities 3–5*</p> <p>*Use breakout sessions for student groups (formed in Activity 4) to discuss their reasoning before the debates at the end of Activity 5.</p>	<p>Instruction: Make sure remote students have completed the reading in Activity 2 before the class meet-up.</p> <p>Project the Response Starters to support the class debate in Activity 5.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 12: Flex Day 3</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Instruction: Direct students to any assigned lessons within Amplify's grammar unit.</p> <p>Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>
<p>Lesson 13: "What can we do for you, Mr. Lindner?"</p> <p>Reading: Students will analyze what Lindner wants and how he reacts to obstacles in his way in two moments to understand what his actions mean for the Youngers.</p> <p>Writing: Students will write about their characters' reactions to Lindner and explain why he is an obstacle.</p>	<p>A Raisin in the Sun</p> <ul style="list-style-type: none"> Act II, Scene Three (34–124) <p>Solo</p> <ul style="list-style-type: none"> Act II, Scene Three (34–228) 	<p>Describe exactly how your character reacts to Lindner's visit, and then explain why Lindner represents an obstacle for your character.</p>	<p>Curriculum app: Activities 2 & 3</p>	<p>Feedback: Consider creating Spotlights of student writing with strong descriptions of the obstacle Lindner represents to Walter for use during the student discussion of Walter's change in Lesson 14.</p>
<p>Lesson 14: "Lemme tell you—"</p> <p>Speaking and Listening: Students will act out Bobo's visit to experience the climax of the play together.</p> <p>Reading: Students will analyze the sentence that Walter yells to try to understand the significance of the phrase and what the money means to Walter.</p>	<p>A Raisin in the Sun</p> <ul style="list-style-type: none"> Act II, Scene Three (175–242) Act III (1–128) <p>Solo</p> <ul style="list-style-type: none"> Act III (1–128) 		<p>Curriculum App: Activities 2*–4</p> <p>*Make sure students understand what happened to the money before moving on to Activity 3.</p>	<p>Instruction: Students using ELA Anywhere read the climax of the play independently.</p> <p>If possible, consider facilitating a class reading of this important scene to occur during synchronous learning.</p> <p>Solo: This lesson's Solo reading is longer than usual. Encourage students to begin the passage during class time and finish the rest during their Solo.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 15: “You teach him good.”</p> <p>Reading: Students will use text and film clips to analyze changes to what their character wants and how that character reacts when faced with an obstacle.</p> <p>Writing: Students will use evidence to argue that a character has/has not changed over the course of the play.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act III (73–179) <p>Solo</p> <ul style="list-style-type: none"> “Harlem” by Langston Hughes (1–12) 	<p>Based on what you know about your character, do his or her actions in this last part of Act III represent a change in the character or are the actions consistent with who the character was before? Use evidence from the ending as well as other parts of the play.</p>	<p>Curriculum App: Activities T1–6, 8*</p> <p>*Make sure to find time for the discussion in Activity 8, either in this lesson or at the start of Lesson 16.</p>	<p>Instruction: This is a long lesson, particularly when delivered remotely. Consider dividing into two lessons: Part 1) Activities 1–4 and Part 2) Activities 5–9. The Lesson Overview in your digital Lesson Brief provides important guidance on facilitating this lesson.</p> <p>Students using ELA Anywhere will analyze changes to their character’s wants and reactions to obstacles using only the text.</p>
<p>Lesson 16: Flex Day 4</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your students’ Embedded Assessment Measurements and the Flex Day Activity Guide in the Materials section of your digital Lesson Brief to assign activities to student groups.</p> <p>Review your students’ recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Instruction: Direct students to any assigned lessons within Amplify’s grammar unit.</p> <p>Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 2: “Harlem” by Langston Hughes

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: Dreams Deferred</p> <p>Reading: Students will use the physical images suggested by the similes from “Harlem” to interpret what each simile suggests about “dreams” and about the characters’ experiences from <i>A Raisin in the Sun</i>.</p> <p>Writing: Students will use evidence from both texts to develop a claim about how the experiences of a character from <i>A Raisin in the Sun</i> connects to a simile from “Harlem.”</p>	<p><i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p>“Harlem” by Langston Hughes</p>	<p>Choose one simile from “Harlem” and one character from <i>A Raisin in the Sun</i> whose actions connect to that simile.</p> <p>Why did you connect that simile to that character? What does this character do or say that makes you connect the character to the simile?</p>	<p>Curriculum App: Activities 2–5*</p> <p>*Share or project Activity 3 to be filled out during student discussion.</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> <p>Scheduling the Quest: The optional and digital-only Quest Black, White and Blues in Chicago can be done at any time after students have read <i>A Raisin in the Sun</i>. It ends with a possible essay prompt, which could be assigned as an alternate to the essay in Sub-unit 3.</p>

Sub-unit 3: 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: Essay First Steps</p> <p>Reading: Students will choose a character to write about and select a passage to focus on.</p> <p>Writing: Students will draft the first body paragraph of their essays, explaining how their character reacts to the obstacles that get in the way of what they want.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (69–85, 168–195) Act I, Scene Two (205–270) Act II, Scene One (159–186) Act II, Scene Two (129–152) Act III (128–151) 	<p>Describe one way your character changes from the beginning to the end of the play.</p>	<p>Curriculum App: Activities 2–6*</p> <p>*You may need to support students as they begin the writing in Activity 6, but they can complete it independently.</p>	<p>Instruction: We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they’ve completed all steps.</p> <p>Make sure students working in the digital curriculum app understand that they should complete either Activity 4 OR Activity 5, depending on whether they will write about Walter or Mama for their essay. They do not need to complete both activities.</p> <p>Solos: Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p> <p>Feedback: Review the “Before Next Lesson” at the end of the digital lesson map to prepare to support students.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Writing the Body Paragraphs</p> <p>Writing: Students will draft the second body paragraph of their essays and describe and explain their textual evidence.</p> <p>Revision: Students will revise their first two paragraphs by adding or further explaining evidence.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (69–85, 168–195) Act I, Scene Two (205–270) Act II, Scene One (159–186) Act II, Scene Two (129–152) Act III (128–151) 	<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 2–5*</p> <p>*Students will need support to draft and revise their body paragraphs.</p>	<p>Instruction: Provide students with a walk-through of this lesson’s activity sequence. You can then run the lesson like a writer’s workshop, facilitating work for individual students as they move through the activities.</p> <p>Make sure students working in the digital curriculum app understand that the directions they follow for paragraph 1 (Activities 3 & 4) are the same as the ones they follow for paragraph 2 (Activities 6 & 7) (Steps 4 & 5 and 7 & 8 in ELA Anywhere and Unplugged lessons).</p> <p>Student responses from digital essay writing activities are often pulled through to a subsequent activity to help students build the next piece of their essay. If students do not see their previous writing, teach them to navigate back to the previous writing activity and make sure they clicked “Hand In.”</p>
<p>Lesson 3: Transitions</p> <p>Writing: Students will describe one way their character changes from the beginning to the end of the play by making comparisons between two passages. Students will also write a transition between their paragraphs.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (69–85, 168–195) Act I, Scene Two (205–270) Act II, Scene One (159–186) Act II, Scene Two (129–152) Act III (128–151) 	<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 2–6*</p> <p>*You may need to support students as they begin the writing in Activity 5, but they can complete it independently.</p>	<p>Differentiation: The Differentiation section of your digital Lesson Brief contains useful tips for supporting students during their writing in Activity 5.</p> <p>Instruction: This lesson takes a non-traditional approach to helping students understand transitions. The Wrap-Up (Activity 6) will help you facilitate a discussion to increase their understanding.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Claims and Introductions</p> <p>Skill Practice: Students will practice combining two sample paragraph claims into a single claim for the essays.</p> <p>Writing: Students will write claims and introductions for their essays.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (69–85, 168–195) Act I, Scene Two (205–270) Act II, Scene One (159–186) Act II, Scene Two (129–152) Act III (128–151) 	<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 2–6*</p> <p>*You may choose to instruct students on claim statements (Activities 3 and 4) and introductions (Activity 6), then release them to complete the writing in Activities 5 and 7 independently.</p>	<p>Instruction: If possible, choose a few students to share their claim statements in Activity 5 to help students refine their claims and ensure that they contain all of the necessary elements.</p> <p>If possible, identify a way for students to connect with a peer to complete Activity 8.</p> <p>Solo: The Solo provides students with an opportunity to revise and complete any pieces of their essay before editing in Lesson 5.</p>
<p>Lesson 5: Editing</p> <p>Writing: Students will edit their essays, using the Editing Checklist and the Guidelines for Citing and Punctuating a Direct Quote.</p>	<p><i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> Act I, Scene One (69–85, 168–195) Act I, Scene Two (205–270) Act II, Scene One (159–186) Act II, Scene Two (129–152) Act III (128–151) 	<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 2–5*</p> <p>*You may choose to use breakout sessions in Activity 4 so that students are able to review and edit their essays with a partner.</p>	<p>Feedback: Find a way to celebrate your students' accomplishments by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere.</p>

Sub-unit 4: “Sucker” by Carson McCullers

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 room was mine and I used it as I wanted to.”</p> <p>Reading: Students will read closely to try to understand how Pete sees Sucker from what he says as a narrator. Students will then analyze how Pete talks about himself and about other people to understand Pete’s character.</p>	<p>“Sucker” (1–9)</p> <p>Solo</p> <ul style="list-style-type: none"> • “Sucker” (1–9) 		<p>Curriculum App: Activities 3–5*</p> <p>*Consider using a shared digital workspace, such as a Google doc or a Zoom whiteboard, to create and maintain the charts used on card 2 of Activities 3 & 4.</p>	<p>Differentiation: Point students who may be struggling in Activity 3 to the first three paragraphs of text.</p> <p>Accessibility: Remind students with access to devices that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p>Materials: You can find a view of the chart before and after each lesson’s additions in the Materials section of your digital Lesson Brief, including a PDF in Lesson 1 to print and reference.</p> <p>Instruction: The digital Lesson Brief contains information about the wall chart you will create to help students keep track of the three sections of this story—and how the characters develop from one part to another. For students working remotely, consider using a shared digital workspace to maintain this chart.</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>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: “The Queen of Sheba”</p> <p>Reading: Students will analyze the text more closely to understand Maybelle’s character and Pete’s feelings toward her. Students will then make comparisons between Pete’s presentations of Sucker and Maybelle.</p>	<p>“Sucker” (1–9)</p> <p>Solo</p> <ul style="list-style-type: none"> • “Sucker” (9–28) 		<p>Curriculum App: Activities 3–5</p>	<p>Differentiation: The differentiated scaffold for Activity 5 provides a useful support. Consider projecting this version of the activity for the class if students are struggling to understand Pete’s rules.</p> <p>Vocabulary: Remind remote students with access to devices that they can find vocabulary videos in the Materials section of their student Lesson Brief.</p> <p>Instruction: You will add to the wall chart you created in Lesson 1 in Activity 5.</p>
<p>Lesson 3: “It seemed to me suddenly...”</p> <p>Reading: Students will select text that shows how the characters have changed and discuss what may have caused these changes. Students will also analyze moments that show Pete’s feelings toward Sucker and make predictions about what may happen at the end of the story.</p>	<p>“Sucker” (10–28)</p> <p>Solo</p> <ul style="list-style-type: none"> • “Sucker” (28–55) 		<p>Curriculum App: Activities 2–4</p>	<p>Instruction: Whole class discussions often have higher rates of participation if students have a brief partner discussion before sharing with the whole class.</p>
<p>Lesson 4: “...what happens to you at night.”</p> <p>Reading: Students will discuss the changes that actually happened in the story and examine how Pete comes to feel about Sucker.</p> <p>Writing: Students will write about what causes Pete to feel the way he does toward Sucker.</p>	<p>“Sucker” (29–55)</p>	<p>What causes Pete to end up feeling the way he does about Sucker?</p>	<p>Curriculum App: Activities 2–4*</p> <p>*Consider extending synchronous teaching to Activity 5 to support students who have struggled with this text as they complete the Writing Prompt.</p>	<p>Differentiation: The Differentiation section of your digital Lesson Brief provides guidelines for supporting struggling readers in Activity 3.</p> <p>Instruction: Make sure students can view the completed wall charts as a support for their writing in Activity 5.</p>