



ELA Anywhere Planning Guide

Unit 7C: Brain Science

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	Curriculum App <ul style="list-style-type: none"> Unit and Sub-unit Overviews Lesson Overviews and Materials Lesson activities Any teacher-assigned differentiated supports Vocab App Global Navigation (Apps, Quests, Amplify Library) Digital or Mobile Solos My Work eReader with Reveal Word definitions 	Amplify ELA Anthology Amplify ELA Unplugged lessons* (or ELA Anywhere) <ul style="list-style-type: none"> Lesson activities Formative Writing Prompts Printable Resources <ul style="list-style-type: none"> Solo Activities workbook Unit Reading Assessments Mastering Conventions Other Resources: <ul style="list-style-type: none"> Mobile Solos <p>* Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p>	Curriculum App <ul style="list-style-type: none"> Unit and Sub-unit Overviews Lesson Briefs and Materials Lesson activities Any teacher-assigned differentiated supports Vocab App Global Navigation (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 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.
 - Independent reading 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 [the Amplify Help Center](#).




Sub-unit 1: *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman


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.

Note: The *Perception Academy* Quest accompanies this unit and takes students through a series of linked activities that focus on brain disorders and how they affect what we perceive and how we respond to the world around us. If you decide to have students work with this Quest, it should be completed before the class begins Sub-unit 3. Review the Quest, accessible via the Global Navigation Menu, to decide whether you will assign this immersive activity.





Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Science vs. Fiction—Part 1</p> <p>Reading: Students will read pre-chosen passages and study short film clips to understand the specific words, details, and techniques used to engage a reader.</p> <p>Video:</p> <p> Ways to Grab a Reader Videos (1–4)</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • “‘Horrible Accident’ in Vermont” (1–9)* <p>Solo</p> <ul style="list-style-type: none"> • “Pulling Up Stakes” by David Lubar (1–120) <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>Curriculum App: Activities 5–T2*</p> <p>* In Activity 6, students find a partner with a different answer than their own. In a virtual setting, quickly poll students to identify which passage they chose and pair them accordingly. Have breakout rooms ready for pairs. As students complete these types of activities, project both polls and discuss how students’ understanding changed during discussion with their partner.</p> <p>Create a shared Google doc or Zoom whiteboard to capture student observations in Activity 5.</p>	<p>Preparation: <i>Phineas Gage</i> describes a real account of a terrible accident. Some students may be sensitive to the graphic nature of the content and images that appear in this text.</p> <p>Activities 5–7 have students compare and refine their responses and understanding with a partner (based on the Mazur technique). Review the steps of this Use the Text as Referee activity and plan how to introduce and facilitate it with in-class or remote students. This sequence repeats regularly in this unit.</p> <p>Accessibility: Remind students that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p>Download the Unit Texts: Help students with devices download the text onto their preferred home learning device. (Activity 2)</p> <p>Instruction: Remind remote students that they can find lesson videos and projected images in the Materials section of their student Lesson Brief.</p> <p>Students using ELA Anywhere skip the video series (Teacher Activity 1 and Activity 8).</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Science vs. Fiction—Part 1 (continued)</p>				<p>Feedback: Review Before Next Lesson (Teacher Activity 3) for instructions on using the Spotlight app after this lesson to choose and highlight effective writing about the videos students watch in this lesson. Lesson 2 begins with those Spotlights.</p> <p>Solos: Students have the option to complete any Solo using the Amplify Mobile Solos.</p>
<p>Lesson 2: Science vs. Fiction—Part 2</p> <p>Reading: Students will reread the same passages from Lesson 1 to identify the film technique used to engage the reader, then select and describe specific words and details used to develop that type of engagement.</p> <p>Writing: Students will choose one passage from the text to write about and will describe the techniques used by the author to engage the reader.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • "'Horrible Accident' in Vermont" (1–9) <p>Solo</p> <ul style="list-style-type: none"> • "'Horrible Accident' in Vermont" (1–15) 	<p>Choose one of the passages that you looked at in the preceding activity. Describe and explain exactly what Fleischman does in this passage with his writing to grab you.</p>	<p>Curriculum App: Activities T1–4*</p> <p>* Create a shared Google doc or Zoom whiteboard to capture student responses in Activity 2 and keep it visible as students begin the writing in Activity 3.</p> <p>After discussing language that describes the text and ensuring that students have chosen a passage, you may choose to have students complete their writing (Activity 3) asynchronously. However, we encourage you to arrange time for students to share their writing at the start of the next lesson.</p>	<p>Preparation: Have Spotlights of student work prepared for discussion in Teacher Activity 1.</p> <p>Instruction: Have students share responses before starting the Writing Prompt in Activity 3.</p> <p>Connections to Other Lessons: In the digital curriculum app, this lesson begins (Teacher Activity 1 and Activity 2) by referencing the videos students watched in Lesson 1. Students using ELA Anywhere skip these videos.</p> <p>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 3: “But something goes wrong”</p> <p>Reading: Students will practice rereading for accuracy of key information without being distracted by the engaging narrative. They will begin using the collaborative Mazur technique and the Misunderstanding Notebook to track and clear up their misunderstandings.</p> <p>Audio:</p> <p> Horrible Accident Audio</p> <p>App:</p> <p> Misunderstanding Notebook</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • “‘Horrible Accident’ in Vermont” (7 & 8) <p>“A Suspenseful but True Story About Candy and Money”</p> <p>Solo</p> <ul style="list-style-type: none"> • <i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman <ul style="list-style-type: none"> ◦ “‘Horrible Accident’ in Vermont” (16–21) 		<p>Curriculum App: Activities 3–7*</p> <p>* If students completed Activity 2 asynchronously, start the meet-up session with a brief discussion of their responses.</p> <p>In Activity 4, students find a partner with a different answer than their own. Quickly poll students to identify which passage they chose and pair them accordingly. Have breakout rooms ready for pairs.</p>	<p>Preparation: Familiarize yourself with the Misunderstanding Notebook app before walking students through its use in Activity 7.</p> <p>Instruction: Projections for Activities 2 and 5 can be found in the Materials section of your digital Lesson Brief.</p>
<p>Lesson 4: Phineas Has a Stroke of Luck</p> <p>Reading: Students will compare and contrast the advantages and disadvantages of an open brain injury, using the Mazur technique to work methodically through misunderstandings to reach an accurate understanding.</p> <p>App:</p> <p> Misunderstanding Notebook</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • “‘Horrible Accident’ in Vermont” (16–21) <p>Solo</p> <ul style="list-style-type: none"> • “What We Thought About How We Thought” (20–27)* <p>* Paragraphs 17–24 in Amplify ELA Grade 7 Anthology</p>	<p>The author writes in paragraph 29 that “Ten weeks after the accident, Dr. Harlow declares Phineas fully recovered from his wounds.” What evidence from the text could be used to argue for and against the claim that Phineas is fully recovered?</p>	<p>Curriculum App: Activities 2–6*</p> <p>* In Activity 3, students find a partner with a different answer than their own. Quickly poll students to identify which passage they chose and pair them accordingly. Have breakout rooms ready for pairs.</p>	<p>Preparation: Review Activity 5 to be prepared to facilitate discussion.</p> <p>Vocabulary: The vocabulary activity for this lesson involves projecting a vocabulary video. 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: This lesson works with polls in the digital curriculum. Make sure you have started class so you can project results and spark discussion.</p> <p>Remind students that they should copy and paste their entry from the Misunderstanding Notebook into the writing space in Activity 6.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Wash Your Hands!</p> <p>Reading: Students will reread about the science of bacteria for accuracy of information, using the Mazur technique to work methodically through misunderstandings and reach an accurate understanding.</p> <p>App:  Misunderstanding Notebook</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • "'Horrible Accident' in Vermont" (20–27) <p>Solo</p> <ul style="list-style-type: none"> • "'Horrible Accident' in Vermont" (15–26) 		<p>Curriculum App: Activities 2–5*</p> <p>* In Activity 3, students find a partner with a different answer than their own. Quickly poll students to identify which passage they chose and pair them accordingly. Have breakout rooms ready for pairs.</p> <p>Plan to discuss answers to Activity 6 (which students complete asynchronously) at the start of the next meet-up session.</p>	<p>Preparation: This lesson examines the history of scientific discovery around bacterial infection. Preview the lesson, particularly the writing in Activity 6, to consider how you may adapt it to be mindful of the context of the COVID-19 pandemic.</p> <p>Be ready to project polls in Activities 2 and 5.</p> <p>Differentiation: Review your reading comprehension reports to consider which students may benefit from added supports, particularly during Solo reading.</p> <p>Instruction: If students are struggling with this text, consider having them work in pairs for Activities 2–5 or work through some parts as a whole class.</p>
<p>Lesson 6: "Phineas should have been dead"</p> <p>Reading: Students will reread to find evidence in the text to distinguish between current and historical information about bacteria and antibiotics, using the Mazur technique to work through misunderstandings.</p> <p>Writing: Students will integrate the information they have gained about Phineas's injury to argue for or against a claim made by the author in the text.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • "'Horrible Accident' in Vermont" (15–26) <p>Solo</p> <ul style="list-style-type: none"> • "'Horrible Accident' in Vermont" (27–34)* <p>* Paragraphs 27–35 in Amplify ELA Grade 7 Anthology</p>	<p>Fleischman claims, "Phineas should have been dead long before this" (17), and presents reasons for this claim. Argue for or against Fleischman's claim, using textual evidence.</p>	<p>Curriculum App: Activities 2–9*</p> <p>* In Activities 3 and 7, students find a partner with a different answer than their own. Quickly poll students to identify which passage they chose and pair them accordingly. Have breakout rooms ready for pairs.</p> <p>Be prepared to share your screen to display poll results.</p>	<p>Materials: Sample writing responses for Activity 10 can be found in the Materials section of your digital Lesson Brief.</p> <p>Differentiation: Review the Differentiation section of your digital Lesson Brief for detailed information on supports and scaffolding.</p> <p>Feedback: Find a way to engage with student writing, provide targeted feedback, and respond as a reader. (e.g., "Quoting 'He should have died of brain swelling' then explaining how Fleishman says that Phineas's brain did not swell is a good explanation to support your claim that there are good reasons Phineas did not die.") This is important for all students, but particularly those working remotely. (SEL: Relationship skills)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 7: Phineas Recovers Fully</p> <p>Reading: Students will reread and integrate the information to identify the evidence Dr. Harlow uses and misses to declare Phineas “fully recovered,” using the Mazur technique to work through misunderstandings.</p> <p>Writing: Students will integrate information about Phineas’s injury and use evidence to argue in support of or against Dr. Harlow’s claim that Phineas has fully recovered.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • “‘Horrible Accident’ in Vermont” (27–34)* <p>Solo</p> <ul style="list-style-type: none"> • “‘Horrible Accident’ in Vermont” (16–25) <p>* Paragraphs 27–35 in Amplify ELA Grade 7 Anthology</p>	<p>Do you agree with Dr. Harlow’s determination in 1848 that Phineas had fully recovered from his accident?</p>	<p>Curriculum App: Activities 2–5*</p> <p>* In Activity 3, students find a partner with a different answer than their own. Quickly poll students to identify which passage they chose and pair them accordingly. Have breakout rooms ready for pairs.</p> <p>Whenever writing happens asynchronously, we encourage you to arrange time for students to share their writing at the start of the next lesson.</p>	<p>Instruction: Activity 5 is designed to provide you with a quick, formative assessment of whether the close reading helped students sort out different inferences or conclusions. For this reason, all seven facts must be dragged into the correct place to demonstrate understanding.</p> <p>Feedback: Use Classwork to review student writing and the Spotlight app to prepare for posting two or three samples that demonstrate strong use of evidence (the student quotes details, describes key aspects of those details, and explains their significance). Receiving written feedback will be an important support for remote students.</p>
<p>Lesson 8: 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 9: A Tour of the Brain</p> <p>Reading: Students will integrate scientific diagrams and text information to begin to develop a working knowledge of the areas of the brain and their functions.</p> <p>Audio:</p> <ul style="list-style-type: none">  What We Thought Audio  Parts of the Cortex Audio <p>App:</p> <ul style="list-style-type: none">  Misunderstanding Notebook 	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • “What We Thought About How We Thought” (10–13) • “The Cerebral Cortex” (1) <p>Solo</p> <ul style="list-style-type: none"> • ““Horrible Accident’ in Vermont” (10–14, 29–33)* <p>* Paragraphs 29–34 in Amplify ELA Grade 7 Anthology</p>		<p>Curriculum App: Activities 2–5*</p> <p>* Be ready to share your screen to show poll results in the Wrap-Up (Activity 5).</p> <p>If you’re short on time, you may decide to break this lesson into two class periods, with Activities 2 and 3 in the first session and Activities T2–5 in the second session.</p>	<p>Instruction: Encourage students in Activity 2 to share their misunderstandings. Remind them that a key sign of learning is recognizing misunderstanding.</p> <p>At the start of Activity 4, read the parts of the brain aloud so that students hear the correct pronunciation. You may want to play the audio aloud to the class for this section of the text.</p> <p>The Wrap-Up (Activity 5) includes several polls in the digital curriculum. Make sure you have started class so you can project results and spark discussion.</p> <p>Sample brain and cortex diagrams are accessible in the Materials section of your digital Lesson Brief.</p>
<p>Lesson 10: Diagnose Phineas’s Brain Injury</p> <p>Reading: Students will synthesize their selected evidence about Phineas’s behaviors with their understanding of brain parts and functions to reach a conclusion about the part of Phineas’s brain impacted by the accident.</p> <p>Writing: Students will integrate the information they have gained about brain function and about Phineas to develop a claim about what part of Phineas’s brain was affected by his injury.</p> <p>App:</p> <ul style="list-style-type: none">  Misunderstanding Notebook 	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • ““Horrible Accident’ in Vermont” (10–14, 29–33)* <p>Solo</p> <ul style="list-style-type: none"> • “What We Thought About How We Thought” (17–28)** <p>* Paragraphs 29–34 in Amplify ELA Grade 7 Anthology</p> <p>** Paragraphs 14–25 in Amplify ELA Grade 7 Anthology</p>	<p>Identify which area of Phineas’s brain was injured and support your claim with evidence from the text about his behavior and from your knowledge of the brain’s structure.</p>	<p>Curriculum App: Activities 2–3*</p> <p>* Create breakout rooms for student pairs in Activity 2.</p> <p>* Activity 3 can be conducted asynchronously; however, students should engage in the teacher-led Warm-Up prior to writing. As sharing is not included in the meet-up session, we suggest that you schedule time for students to share their writing at the start of the next lesson.</p>	<p>Materials: Sample writing responses are accessible in the Materials section of your digital Lesson Brief, providing guidance on what to expect from student writing.</p> <p>Instruction: A teacher-only list of possible responses is included in the Activity 2 Instructional Guide.</p> <p>Direct students who may be struggling during Activity 2 to refer to the chart in Activity 3 of Lesson 9 (Work Visually: Parts of the Brain) as a reference.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 11: Phrenologists vs. Whole Brainers</p> <p>Reading: Students will select key details to create summaries and visualizations of the theories of Whole Brainers and Phrenologists. Then, they compare how each group interpreted the same information about Phineas.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> “What We Thought About How We Thought” (17–28)* <p>Solo</p> <ul style="list-style-type: none"> “Following Phineas Gage” (11–32)** <p>*Paragraphs 14–25 in Amplify ELA Grade 7 Anthology</p> <p>**Paragraphs 1–22 in Amplify ELA Grade 7 Anthology</p>		<p>Curriculum App: Activities 3–7*</p> <p>* If you opt to have students work in pairs, create breakout rooms in Activities 4 and 7.</p> <p>Students can complete Activity 3 asynchronously if you are short on time, but we encourage you to include it if you feel students might need support or modeling.</p>	<p>Preparation: Determine whether students will work with bathing caps or paper diagrams in Activity 3 and plan accordingly. In Activity 5, all students work with the blank brain map. Be sure to have those printed for student use.</p> <p>Instruction: Consider modeling Activity 3 using your own personality or that of a fictional character.</p> <p>Examples of student responses to the bathing cap activity are included as PDFs in the Materials section of your digital Lesson Brief.</p> <p>Students using ELA Anywhere will not compare their visualizations with a partner.</p>
<p>Lesson 12: Flex Day 2</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class’s comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students’ recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 2: “Demystifying the Adolescent Brain” by Laurence Steinberg

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.

Note: Take time to preview the *Perception Academy* Quest (accessible via the Global Navigation Menu) to decide whether you will assign this six-part activity before Sub-unit 3.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Brain Science 101</p> <p>Reading: Students will identify which visual representation accurately matches the information presented in passages that describe the following scientific processes: synapse formation, synaptic pruning, and myelination.</p> <p>Audio:</p>  Demystifying the Adolescent Brain Part 1	<p>“Demystifying the Adolescent Brain” by Laurence Steinberg (1–15)*</p> <p>Solo</p> <ul style="list-style-type: none"> “Demystifying the Adolescent Brain” by Laurence Steinberg (16–29)** <p>* Paragraphs 1–14 in Amplify ELA Grade 7 Anthology</p> <p>** Paragraphs 15–28 in Amplify ELA Grade 7 Anthology</p>		<p>Curriculum App: Activities 2–11*</p> <p>* In Activities 5 and 9, students find a partner with a different answer than their own. Quickly poll students to identify which passage they chose and pair them accordingly. Have breakout rooms ready for pairs.</p> <p>If you’re short on time, you may decide to divide this long lesson into two sessions, with Activities 2–7 in the first session and Activities 8–12 in the second session.</p>	<p>Vocabulary: Review students’ vocabulary results in your Vocab App reports. Students’ word streams adapt to their performance, but you can also manually adjust them. Students may enjoy regular/weekly leaderboards celebrating winning streaks.</p> <p>Instruction: If students are struggling to read or understand the scientific terminology in this text, consider doing the reading in small, guided groups to assist with comprehension and vocabulary.</p> <p>This sub-unit focuses on adolescent brain development. You are likely to find many opportunities to extend discussion to students’ experiences and understandings of adolescence. (<i>SEL: Self-awareness</i>)</p> <p>Solos: The Unplugged 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: Dopamine and the Adolescent Brain</p> <p>Reading: Students will select and synthesize key information spread throughout a passage to write an accurate summary of how dopamine works.</p> <p>Writing: Students will integrate and apply the information about dopamine to develop a reasoned explanation for a real-life scenario.</p> <p>Audio:</p> <p> Demystifying the Adolescent Brain Part 2</p>	<p>“Demystifying the Adolescent Brain” by Laurence Steinberg (16–23)*</p> <p>Solo</p> <ul style="list-style-type: none"> • “Demystifying the Adolescent Brain” by Laurence Steinberg (24–29)** <p>* Paragraphs 15–22 in Amplify ELA Grade 7 Anthology</p> <p>** Paragraphs 23–28 in Amplify ELA Grade 7 Anthology</p>	<p>Drivers who are under 25 years old get in more car accidents than drivers over 25 years old. Using textual evidence, explain why.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>* Create breakout rooms for student pairs in Activity 3.</p> <p>Create a shared Google doc or Zoom whiteboard with the projection in Activity 3. Add student responses to the chart during discussion.</p> <p>As students complete the Writing Prompt asynchronously, plan to share responses at the start of the next meet-up session.</p>	<p>Preparation: The passage students read in this lesson describes some of the risk-taking behaviors associated with adolescents. Preview the text to prepare to support student discussion.</p> <p>Preview the additional prompts in the Extra Challenge Writing activity (Activity 7) to determine whether you will assign them to any of your students.</p> <p>Instruction: If students are struggling with this challenging text, consider reading in smaller chunks, as a whole class, or in pairs.</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>Assessment: If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing. Use the writing rubrics to assess key skills or productivity, focus, use of evidence, and conventions.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Hot Cognition and Cold Cognition</p> <p>Reading: Students will reread to understand hot and cold cognition, then collaborate with classmates to apply this understanding to specific situations and to create a visual graph of the development of hot cognition.</p> <p>Writing: Students will use evidence from the text and a graph to apply their knowledge of the adolescent brain to explain teenage behavior.</p>	<p>“Demystifying the Adolescent Brain” by Laurence Steinberg (16–29)*</p> <p>* Paragraphs 15–28 in Amplify ELA Grade 7 Anthology</p>	<p>Use evidence from the graph on the board and the text to respond to the question.</p> <p>Why do teenagers who are capable of logical reasoning do foolish things?</p>	<p>Curriculum App: Activities 2–4*</p> <p>* Create breakout rooms for student pairs in Activity 3.</p> <p>Create a shared Google doc or Zoom whiteboard with the chart from Activity 4 and a blank space where you can create the graph detailed in the Activity 4 Instructional Guide.</p>	<p>Preparation: Preview the Brain Development Graph in the Materials section of your digital Lesson Brief before drawing a graph in Activity 4.</p> <p>Instruction: Students using ELA Anywhere analyze the results of studies on self-control and life outcomes independently.</p> <p>Scheduling the Quest: Preview the optional and digital-only <i>Perception Academy</i> Quest, which we recommend students with access to devices complete prior to Sub-unit 3.</p>
<p>Lesson 4: 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: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>


Sub-unit 3: *The Man Who Mistook His Wife for a Hat* by Oliver Sacks

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.

Note: This unit contains the *Perception Academy* Quest, which immerses students in a typical day at school, with one major difference—they'll have one of the perception disorders described in Oliver Sacks's book *The Man Who Mistook His Wife for a Hat!* We recommend that you schedule this six-part Quest to take place before Sub-unit 3. Preview the Quest in your Global Navigation Menu to review whether you will assign it.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: A Modern Phineas</p> <p>Reading: Students will apply Fleischman's account of frontal lobe damage as a reference as they analyze several case studies in an effort to infer which patient has frontal lobe damage. Students then compare and contrast how writers Fleischman and Sacks select and analyze evidence.</p> <p>Writing: Students will establish a claim and develop the key points of comparison in the symptoms of a case study and Phineas Gage.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <ul style="list-style-type: none"> • "Putting Phineas Together Again" (4 & 5) <p><i>The Man Who Mistook His Wife for a Hat</i> by Oliver Sacks</p> <ul style="list-style-type: none"> • Excerpt from chapter 13, "Yes, Father-Sister" (1–13) • Excerpt from chapter 2, "The Lost Mariner" (1–18) • Excerpt from chapter 11, "Cupid's Disease," (1–4) • Excerpt from chapter 1, "The Man Who Mistook His Wife for a Hat" (1–10) <p>Solo</p> <ul style="list-style-type: none"> • <i>The Man Who Mistook His Wife for a Hat</i> <ul style="list-style-type: none"> ◦ Excerpt from chapter 8, "Eyes Right! (2–5) 	<p>How are Phineas and Mrs. B. similar?</p> <p>Describe 1–2 symptoms/ behaviors of frontal lobe damage and show how both Mrs. B. and Phineas exhibit these behaviors.</p>	<p>Curriculum App: Activities 1–4*</p> <p>* Plan to share your screen to show the vocabulary video in Activity 1.</p> <p>Have students add answers to a shared Google doc or Zoom whiteboard in Activity 2. This list of behaviors will be helpful to students when they are writing their essays.</p>	<p>Preparation: Make sure that students have completed the Solo in Sub-unit 2, Lesson 4. We also recommend that students complete the <i>Perception Academy</i> Quest prior to starting Sub-unit 3.</p> <p>If your students complete their Solos in a Solo workbook that your school purchased, note that question 1 on page 73 in the printed book is missing option E, one of the correct answers. Please find a replacement page in the Materials section of your digital Unit Guide to print for students.</p> <p>Materials: The Amplify ELA Grade 6 Anthologies do not contain three of the case studies used in the digital lesson ("The Lost Mariner," "Cupid's Disease," and "The Man Who Mistook His Wife for a Hat"). As such, students using ELA Anywhere compare Phineas to only one of Sacks's case studies ("Yes, Father-Sister").</p> <p>Instruction: For students with access to devices, consider creating groups in Activity 3 where each group focuses on a particular patient, then shares their results with the class.</p> <p>Prepare to project the vocabulary video in Activity 1.</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: A Modern Phineas (continued)</p>				<p>Feedback: Use On-the-Fly supports (look for the ) within Activities 4 and 5 to support students using either digital or print lessons.</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>Lesson 2: Flex Day 4</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class's comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Instruction: 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 3: Comparing Visual Neglect to “Eyes Right”</p> <p>Reading: Students will compare two patients who suffer from a similar brain disorder in the video Visual Neglect and the text “Eyes Right” to identify the key points of comparison.</p> <p>Skill Practice: Students will integrate their understanding of the points of comparison in both case studies to analyze the strength of the claim and evidence in a sample essay that compares the text and the video.</p> <p>Videos:</p> <p> Visual Neglect Video</p>	<p><i>The Man Who Mistook His Wife for a Hat</i> by Oliver Sacks</p> <ul style="list-style-type: none"> Excerpt from chapter 8, “Eyes Right!” (1–5) <p>Sample Essay: “Seeing Only One Side of Things”</p>		<p>Curriculum App: Activities 1–3*</p> <p>* Share your screen to project the videos in Activities 1 and 2.</p> <p>Consider creating a shared Google doc or Zoom whiteboard with a copy of the sample essay, which you can highlight and annotate during discussion in Activity 3.</p>	<p>Preparation: Preview and familiarize yourself with the sample essay in Activity 3.</p> <p>Materials: Lesson videos can be found in the Materials section of your digital Lesson Brief.</p> <p>Instruction: In this lesson, students compare a case study from the Oliver Sacks text to a video. Students using ELA Anywhere work with an abridged transcript of this video.</p> <p>Consider showing the video in Activity 2 multiple times (even pausing viewing periodically) for comprehension and to allow students adequate time to take notes.</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: Introduce the Essay</p> <p>Reading: Students will select evidence of similar behaviors from “Demystifying the Adolescent Brain” and <i>Phineas Gage</i>.</p> <p>Writing: Students will draft the first body paragraph of their essays, comparing Phineas’s behavior to that of an adolescent.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <p>“Demystifying the Adolescent Brain” by Laurence Steinberg</p>	<p>Compare Phineas’s behavior and brain to those of an adolescent.</p>	<p>Curriculum App: Activities 1–4*</p> <p>* Share your screen to project the videos in Activity 1.</p> <p>Students write their first body paragraph in Activity 5. If possible, conduct the beginning of this activity during the meet-up session so that you may address any questions or concerns. Once students seem to have a firm understanding, they may complete the writing activity asynchronously.</p>	<p>Preparation: Review the lessons in this essay series and the Essay Rubric, which can be found in the Materials section of your digital Lesson Brief.</p> <p>Differentiation: Distribute the Essay Sentence starters and Essay Graphic Organizer PDFs to students who may benefit, particularly students working with print or ELA Anywhere.</p> <p>Instruction: We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they’ve completed all steps.</p> <p>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: Look at students’ first body paragraphs, particularly the work of students who will need more guidance revising, to find and highlight a place in which they start to develop an idea or explain a scientific concept.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Writing Body Paragraph 2</p> <p>Revision: Students will add or further explain evidence in a previous writing response.</p> <p>Writing: Students will draft the second body paragraph of their essays and describe and explain their textual evidence to show how it supports their claims.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <p>“Demystifying the Adolescent Brain” by Laurence Steinberg</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 1–4*</p> <p>* Activity 2 is optional.</p> <p>You may choose to have students conduct their full writing session (Activity 4) while in a synchronous setting, allowing them to jump into breakout rooms for quick conferences with you for help. If short on time, students may work asynchronously.</p> <p>The Wrap-Up (Teacher Activity 2) is not included in the meet-up activities for this lesson, but you may consider discussing differences between Phineas and an adolescent at the start of your next session.</p>	<p>Instruction: Student responses from 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>Connections to Other Lessons: Activity 3 in this lesson asks students to review their answer to a question from Sub-unit 1, Lesson 10. Students using the digital lesson have this response visible on their screen within Sub-unit 4, Lesson 2; students using ELA Anywhere are able to complete the activity without access to their response if they do not have access to their work from Sub-unit 1.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Essay Flex Day</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 texts.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <p>“Demystifying the Adolescent Brain” by Laurence Steinberg</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>Instruction: You might decide to provide students with a walk-through of this lesson’s activity sequence. You can then run the lesson like a writer’s workshop, facilitating work for individual students as they move through the activities.</p> <p>If remote students with devices are working to complete different tasks, consider creating breakout rooms for each focus so that you can check in on student progress and they can meet with you individually for help.</p> <p>Feedback: Consider creating Spotlights of student writing that demonstrates strong use of evidence (the student quotes details, describes key aspects of those details, and explains their significance) to use as exemplars during the revision activity in Lesson 4.</p> <p>For students who are struggling to develop evidence, consider marking a place in their writing for them to complete the revision in Lesson 4.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Revising and Writing an Introduction</p> <p>Skill Practice: Students will analyze and compare the leads and transitions from two texts.</p> <p>Writing: Students will write introductions that contain strong leads and work on transitions between paragraphs</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <p>“Demystifying the Adolescent Brain” by Laurence Steinberg</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 1–5*</p> <p>* Activity 2 is optional.</p> <p>Create breakout rooms for pairs in Activity 4. Consider creating another breakout room to hold student conferences, checking in on progress and addressing any concerns.</p> <p>Project shared Google docs or Zoom whiteboards with the texts used in Activity 5, highlighting and annotating examples of transitions during discussion.</p>	<p>Preparation: The Revision Assignment in this lesson (Activity 3) puts students in pairs to identify places in each other’s writing in need of revision. Students using ELA Anywhere find places to revise independently. Consider marking a place for them to revise if you’re able to review their body paragraphs.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Writing a Conclusion and Polishing the Essay</p> <p>Revision: Students will revise their essays by choosing precise language and eliminating wordiness and redundancy.</p> <p>Writing: Students will edit their essays, focusing first on sentence flow and essay completeness and then on grammar, spelling, punctuation, and citations.</p>	<p><i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p> <p>“Demystifying the Adolescent Brain” by Laurence Steinberg</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 1–5*</p> <p>* You may opt to eliminate Activity 3 and have students edit for concision during another unit.</p> <p>If you’re short on time and unable to complete Activity 5 during your meet-up session, try to set up another synchronous session during which students can share their essays or engage in a virtual gallery walk with excerpts from each other’s essays. If you opt for the gallery walk, have students prepare excerpts to share prior to the meeting.</p>	<p>Instruction: During editing, provide students who struggle identifying errors in usage with one or two areas of focus.</p> <p>Feedback: Find a way to celebrate your students’ accomplishments by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere.</p>