



# ELA Anywhere Planning Guide

Unit 8A: Dahl, WWII & Narrative

# ELA Anywhere Planning Guide

*Using Amplify ELA in all learning scenarios*

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

## Learning Scenarios and Resources

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

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

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

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

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

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
<b>Student Materials</b>	<b>Curriculum App</b> <ul style="list-style-type: none"> <li>Unit and Sub-Unit Overviews</li> <li>Lesson Overviews and Materials</li> <li>Lesson activities</li> <li>Any teacher-assigned differentiated supports</li> <li>Vocab App</li> <li>Global Navigation (Apps, Quests, Amplify Library)</li> <li>Digital or Mobile Solos</li> <li>My Work</li> <li>eReader with Reveal Word definitions</li> </ul>	<b>Amplify ELA Anthology</b> <b>Amplify ELA Unplugged lessons (or ELA Anywhere)</b> <ul style="list-style-type: none"> <li>Lesson activities</li> <li>Formative Writing Prompts</li> </ul> <b>Printable Resources</b> <ul style="list-style-type: none"> <li>Solo Activities workbook</li> <li>Unit Reading Assessments</li> <li>Mastering Conventions</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>Mobile Solos</li> <li>Classroom copy of grade novel</li> </ul>	<b>Curriculum App</b> <ul style="list-style-type: none"> <li>Unit and Sub-Unit Overviews</li> <li>Lesson Briefs and Materials</li> <li>Lesson activities</li> <li>Any teacher-assigned differentiated supports</li> <li>Vocab App</li> <li>Global Navigation (Apps, Quests, Amplify Library)</li> <li>Digital or Mobile Solos</li> <li>My Work</li> <li>eReader with Reveal Word definitions</li> </ul>	<b>ELA Anywhere</b> <ul style="list-style-type: none"> <li>Unit and Sub-Unit Overviews</li> <li>Lesson Overviews and Prep</li> <li>Lesson activities</li> <li>Formative Writing Prompts</li> </ul> <b>Lesson Texts</b> (can be accessed any of the following ways) <ul style="list-style-type: none"> <li>eReader texts downloaded from Amplify Library onto home device for offline use</li> <li>Amplify ELA Anthology</li> </ul> <b>Printable Resources</b> <ul style="list-style-type: none"> <li>Solo Activities workbook</li> <li>Unit Reading Assessments</li> <li>Mastering Conventions</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>Mobile Solos</li> </ul>

## How to Use This Planner

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

*What's in each column:*

### Lesson Objective

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

### Reading

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

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

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

## Writing Prompt

- A 12–15-minute writing activity followed by a sharing routine in which students share their writing and provide feedback to their peers
  - Writing activities are formative—students focus on one moment, idea, or claim and use textual evidence or narrative observations to develop it. If students complete writing in the digital lesson, you can use Classwork to review Amplify’s automated assessment of that writing and send written feedback to students. You can also track student writing performance over time using Reporting (accessed through the Global Navigation Menu).
  - If students complete writing in the print ELA Anywhere lessons, Amplify recommends that you collect, assess, and provide feedback on this writing.
  - Writing activities are differentiated, and you can assign a level of differentiated support to students in the digital lesson or in print.
  - When possible, provide distance learners with a way to complete the sharing routine with peers, a teacher, or a caregiver.
  - To find EXTRA Challenge Writing Prompts, review the Reading and Writing Assignments in the Planning for the Unit section of your digital Unit Guide.
- Revision Assignments
  - In a number of lessons, students will be asked to complete a Revision Assignment in which they revise a small piece of writing generated during a previous writing activity by applying a taught skill such as Focus (on one moment or idea), Showing (describing a narrative moment with more precision and detail), or Use of Evidence (including and developing text evidence to support a claim or idea).
  - Students work with a previous piece of writing in the Revision Assignment; therefore, they will need to complete it in the same format in which they completed the original Writing Prompt (either print or digital). Students using ELA Anywhere are given an optional Writing Prompt (not included in the curriculum app) following Revision Assignments, which you should assign only if they cannot access their previous writing to complete the Revision Assignment.

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

## Meet-up Activities:

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

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

**Notes:**

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

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

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

## Sub-unit 1: Welcome!


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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Welcome				<p><b>Instruction:</b> This lesson is recommended for in-class, digital learning scenarios.</p> <p>Use the discussion during the puzzle activities to point out instances of strong individual and team problem solving. (SEL: Self-awareness, relationship skills)</p> <p>Consider using Amplify ELA's Starting Points Activity to foster a sense of belonging. (SEL: Self-awareness, self-management)</p>






## Sub-unit 2: Get Started

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


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Focus on a Moment</b></p> <p><b>Writing:</b> Students will use details to focus on one moment, to practice observing details, and to make their writing more powerful.</p>		<p>Write about one time you were doing something you really enjoyed.</p>	<p><b>Curriculum App:</b> Activities 3–7</p>	<p><b>Vocabulary:</b> The <a href="#">Vocab App</a> will allow students with access to devices to begin to work with the key vocabulary within the unit texts.</p> <p><b>Instruction:</b> The library navigation activities in Lessons 1 and 2 provide students with a playful introduction to the Amplify Library and its 700+ texts. The activities can be completed independently or with partners.</p> <p>Spend time on the Rules for Writing and Rules for Sharing to establish clear expectations.</p> <p>Students will find the definition of Focus in the Materials section of their Lesson Brief: In the Amplify ELA lessons, students will move from focusing on one moment in narrative writing to focusing on one claim or idea in text analysis.</p> <p>The “10 Minute Writing” <a href="#">teacher tip video</a> provides guidance on the role of formative writing in Amplify ELA.</p> <p><b>Feedback:</b> Use <a href="#">Classwork</a> to review student writing and use the <a href="#">Spotlight app</a> to post two or three samples (2–4 sentences each) that use precise observations and vivid details. Receiving written feedback will be an important support for remote students.</p> <p>Use <a href="#">On-the-Fly supports</a> (look for the hummingbird icon ) within the digital writing activity to support students using either digital or print lessons as they write for 12 minutes. (<i>SEL: Self-management</i>)</p> <p><b>Solos:</b> The ELA Anywhere lessons and Unplugged lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: What Details Grab Your Attention?</b></p> <p><b>Skill practice:</b> Students will review the skill of Focus.</p> <p><b>Revision:</b> Students will revise a specific part of their writing by adding vivid details to focus in on the moment more clearly.</p>		<p><b>Revision Assignment:</b> Write about one time you were doing something you really enjoyed. (Lesson 1)</p>	<p><b>Curriculum App:</b> Activities 3–5, 7, 9, &amp; 10</p>	<p><b>Instruction:</b> Revision activities ask students to apply a taught skill to a small section of writing and evaluate the results.</p> <p>In the discussion of the Student’s Mindset, encourage students to use precise observations to communicate and appreciate the variety of unique perspectives in the class. <i>(SEL: Self-awareness, social awareness)</i></p> <p>Establish an effective sharing routine (Activities 9 and 10) and encourage students to build a supportive and productive writing community by teaching them to use the Response Starters.</p> <p>Consider establishing partners or small-group sharing cohorts for remote students. <i>(SEL: Relationship skills)</i></p> <p>Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons.</p> <p><b>Feedback:</b> Use <a href="#">Classwork</a> to review writing from Lessons 2 and 3. Follow the directions in the preparation section of the Lesson Brief to create another two or three <a href="#">Spotlights</a> where students used vivid details to focus on one moment in their narratives.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Show Your Emotion</b></p> <p><b>Skill Practice:</b> Students will learn how vivid details can convey the author’s tone (overall feeling).</p> <p><b>Writing:</b> Students will work in groups to add and act out details of action and dialogue from writing to convey the author’s tone/feeling.</p>			<p><b>Curriculum App:</b> Activities T2–6*</p> <p>*If your video platform supports breakout sessions, you might try grouping remote digital students in synchronous learning scenarios to prepare and perform their skits.</p>	<p><b>Instruction:</b> Find one or two moments in class where you can emphasize the Student’s Mindset by congratulating students on their willingness to take an academic and social risk. (<i>SEL: Self-awareness</i>)</p> <p>Review the ELA Anywhere lessons to provide remote students—both online and offline—with an alternate assignment for the skit in Activities 5 and 6 that allows them to write their skit independently. They can act out their skit with a peer or caregiver.</p> <p>This lesson in ELA Anywhere has an optional Writing Prompt not included in the curriculum app. If students using ELA Anywhere do not have access to their Lesson 1 writing to complete the skit activity, direct them to complete this Writing Prompt instead.</p> <p><b>Feedback:</b> Use <a href="#">Classwork</a> to review writing from Lessons 2 and 3 and provide targeted feedback that students will review in Lesson 4, e.g., “<i>The details ‘my feet and my heart pumping fast and furiously’ help me understand how exciting your bike racing feels.</i>”</p> <p>Use <a href="#">On-the-Fly supports</a> (look for the hummingbird icon ) to support students as they focus on one moment and meet productivity goals of 140 words. (<i>SEL: Self-management</i>)</p> <p><b>Assessment:</b> If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth towards productivity expectations of 140 words.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: Establishing Tone</b></p> <p><b>Revision:</b> Students will review how vivid details can convey the author's tone (overall feeling) and revise a piece of writing to develop focus and convey feeling.</p> <p><b>Writing:</b> Students will write about one moment from school, using vivid details to focus and convey the tone of the moment.</p>		<p>Write about one awful moment from a recent day at school (or one great moment).</p> <p><b>Revision Assignment:</b> Write about one time you were doing something you really enjoyed. (Lessons 1 &amp; 2)</p>	<p><b>Curriculum App:</b> Activities T2–4</p>	<p><b>Instruction:</b> Activity 3 asks students to choose details that both describe the moment and convey the emotion of that moment.</p> <p>In Activity 4, students compare their initial writing to their current writing to assess progress and set goals. (SEL: Self-management)</p> <p><b>Feedback:</b> As students use <b>My Work</b> to review your written feedback, let them know your goal is to show them where they are beginning to use a skill effectively. (SEL: Self-awareness)</p> <p>Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 4 writing, for use in Lesson 7. Writing rubrics and student exemplars for the rubric can be accessed <a href="#">here</a>.</p>
<p><b>Lesson 5: Slowing Down &amp; Zooming In</b></p> <p><b>Reading:</b> Students will analyze how an author focuses on specific moments to convey character and setting.</p> <p><b>Writing:</b> Students will write about one person they live with, focusing on the vivid details from one moment with this person to convey character.</p> <p><b>Audio:</b></p> <p> "The Battle of Athens" Audio 1</p>	<p><b>Going Solo:</b></p> <ul style="list-style-type: none"> <li>• "The Voyage Out" (42–52, 86)</li> <li>• "The Battle of Athens — the Twentieth of April" (18–20)</li> </ul>	<p>What's the name of one of the most interesting people you live with? What's a word that describes them? Write about one moment that shows this person acting that way.</p>	<p><b>Curriculum App:</b> Activities 3–4</p>	<p><b>Accessibility:</b> Point out to students using digital lessons that there is audio available for each lesson reading or Solo passage. Direct them to click on the  icon next to the text passage as it appears in lesson.</p> <p><b>Instruction:</b> Students identify Focus and Showing in text passages to harness the reading/ writing connection.</p> <p><b>Feedback:</b> <b>Spotlight</b> two or three passages from student writing that demonstrate use of strong verbs, e.g., "He dangles his chubby little feet over his tray, plucks a grape from the bunch and plunks it into his mouth."</p> <p>Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 4 writing, for use in Lesson 7.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 6: The Just-Right Verb</b></p> <p><b>Skill practice:</b> Students will review the impact of strong verbs as a way to show, not tell.</p> <p><b>Writing:</b> Students will use strong verbs in their writing to focus on one moment when they took a risk.</p>		<p>Write about a moment when you took a risk.</p>	<p><b>Curriculum App:</b> Activities 2–5*</p> <p>* Complete the Warm-Up in Activity 6 as a meet-up activity as well, if possible, to support students in understanding the prompt.</p>	<p><b>Instruction:</b> A word wall of strong verbs (e.g., a variety of precise verbs to replace “said” when writing dialogue) can be a great writing and vocabulary resource, particularly for ELL students.</p> <p>The Response Starters in today’s lesson are new; they prompt students to listen for the strong verbs used in peer writing. Students using ELA Anywhere will use the standard Response Starters.</p> <p><b>Feedback:</b> Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students’ Lesson 4 writing, for use in Lesson 7.</p> <p><b>Assessment:</b> <a href="#">Writing reports</a> are accessed through the Global Navigation Menu and provide a view of student growth in Focus. Classes where 80% of students score 3 or above in Focus for their writing from Lesson 4 may decide to skip from Lesson 6 to Lesson 9.</p>
<p><b>Lesson 7: Revising to Develop Showing</b></p> <p><b>Revision:</b> Students will revise their writing by adding vivid details to strengthen the focus and show tone.</p> <p><b>Writing:</b> Students will write about another moment from their past, using vivid details to focus and show tone.</p>		<p>Write about a moment during elementary school when something went really wrong—or really right—for you.</p> <p><b>Revision Assignment:</b> Write about one awful moment from a recent day at school (or one great moment). (Lesson 4)</p>	<p><b>Curriculum App:</b> Activities 3*–5</p> <p>* Consider having students share their showing sentences from Activity 2 as you begin the meet-up.</p>	<p><b>Instruction:</b> Support students as they revise independently by identifying one moment in their writing and using precise details to focus further. Emphasize their ability to set and meet this revision goal. (<i>SEL: Self-management</i>)</p> <p>The poll in the Wrap-Up activity can be extended into a discussion of how our understanding of an experience can change over time. (<i>SEL: Self-awareness</i>)</p> <p><b>Feedback:</b> <a href="#">Spotlight</a> a variety of Showing skill exemplars (see the Preparation section of your Lesson Brief) to showcase the unique contributions of all students in your classroom. (<i>SEL: Social awareness</i>)</p> <p>For students using ELA Anywhere, be sure to review and assess revision efforts when you collect work.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 8: Varieties of Showing</b></p> <p><b>Skill practice:</b> Students will use dialogue, sensory details, and precise actions to practice showing, not telling.</p> <p><b>Writing:</b> Students will use focus and showing details (dialogue, sensory details, and precise actions) to write about one moment, conveying character and tone.</p>		<p>Write about a moment when you met someone who was very different from what you expected them to be.</p> <p><b>Revision Assignment:</b> Write about a moment when you met someone who was very different from what you expected them to be. (Lesson 8)</p>	<p><b>Curriculum App:</b> Activities T1–3</p>	<p><b>Instruction:</b> You may need to spend extra time on the Warm-Up to ensure students understand the intention of the prompt.</p> <p>Students will complete an independent Revision Assignment directly after completing the Writing Prompt.</p> <p>Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 8 writing, for use in Lesson 9.</p>
<p><b>Lesson 9: Experiments in Revision: The Power of Dialogue</b></p> <p><b>Reading:</b> Students will select vivid details, with a focus on dialogue, and analyze how those details convey character.</p> <p><b>Revision:</b> Students will revise a previous writing assignment by applying vivid details to develop focus and help the reader picture the moment.</p> <p><b>Audio:</b></p> <p> "The Voyage Out"</p>	<p><b>Going Solo:</b></p> <ul style="list-style-type: none"> <li>• "The Voyage Out" (53–83)</li> </ul>	<p><b>Revision Assignment:</b> Write about one awful moment from a recent day at school (or one great moment). (Lesson 4)</p> <p>OR</p> <p>Write about a moment during elementary school when something went really wrong—or really right—for you. (Lesson 7)</p>	<p><b>Curriculum App:</b> Activities T1–T2</p>	<p><b>Instruction:</b> This lesson contains two distinct Revision Assignments to accommodate classes that skipped Lessons 7 and 8 and classes that did not. Direct students using Amplify print or ELA Anywhere to revise their Lesson 7 writing if their class completed Lessons 7 and 8. If their class skipped Lessons 7 and 8, direct them to revise their Lesson 4 writing.</p> <p>This lesson in ELA Anywhere has an optional Writing Prompt not included in the curriculum app. If students using ELA Anywhere do not have access to their Lesson 4 or Lesson 7 writing to complete the Revision Assignment, direct them to complete this Writing Prompt instead.</p> <p>Celebrate students' progress with narrative writing by asking them to share 1–3 sentences they feel effectively conveyed one moment from their experience. (<i>SEL: Relationship skills</i>)</p> <p><b>Solos:</b> The Solo directs students to find a book in the Amplify Library and complete an independent reading activity. Consider establishing groups for remote students to discuss a shared book.</p>


## Sub-unit 3: Going Solo

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><b>Lesson 1: The Voyage Out</b></p> <p><b>Reading:</b> Students will paraphrase and compare their paraphrases to the original text in order to examine the impact of the author’s specific word choices on the reader.</p>	<p>Excerpt from <i>The Glass Castle</i> by Jeanette Walls</p> <p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “The Voyage Out” (1–23)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• “The Voyage Out” (1–151)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–T2</p>	<p><b>Accessibility:</b> Point out to students using digital lessons that there is audio available for each lesson reading or Solo passage. Direct them to click on the  icon next to the text passage as it appears in lesson activities.</p> <p><b>Vocabulary:</b> Students will begin linking to the <a href="#">Vocab App</a> during the vocabulary activities in the digital lessons to work with text-based and academic vocabulary. Students can only access the Vocab App through this link; they do not have the Vocab App icon in their Global Navigation Menu.</p> <p><b>Download the Unit Texts:</b> Help students with devices download the text onto their preferred home learning device (Activity 2).</p> <p><b>Solos:</b> Students have the option to complete any Solo using the <a href="#">Amplify Mobile Solos</a>.</p> <p>The print 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><b>Lesson 2: The View from the Porthole</b></p> <p><b>Reading:</b> Students will select, compare, and contrast strong verbs from the text to help them interpret how the author portrays the Major and himself.</p> <p><b>Writing:</b> Students will focus on one moment from the text and use text details to explain what that moment reveals about Dahl.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “The Voyage Out” (1–151)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• “The Voyage Out” (1–151)</li> </ul>	<p>Reread the passage you selected that described the most interesting thing Roald Dahl said or did.</p> <p>What does this passage show you about what Roald Dahl is like?</p>	<p><b>Curriculum App:</b> Activities T1–3</p>	<p><b>Feedback:</b> Use <a href="#">On-the-Fly supports</a> (look for the hummingbird icon ) to help students use text evidence as they transition to text-based prompts.</p> <p>Amplify begins providing activities for direct grammar instruction in the B units, which is when students start using the Amplify Flex Days and grammar materials. While Amplify AWE provides an assessment of students' use of conventions, we recommend that your feedback and Revision Assignments in Unit A target Focus, Use of Evidence, and writing productivity, as well as introduce basic conventions expectations such as use of capitals and end punctuation.</p>
<p><b>Lesson 3: Two Kinds of Hot</b></p> <p><b>Reading:</b> Students will compare and contrast the words and phrases Dahl uses in two descriptions of the same moment and explain how Dahl’s word choice reveals his purpose and impacts the reader.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “The Voyage Out” (147–151)</li> <li>• “Dar es Salaam” (1)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• “The Voyage Out” (87–151)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–5*</p> <p>*Activity 3 will ask you to group students; if you have break-out rooms, groups could work collaboratively.</p>	<p><b>Materials:</b> Most teacher projections are available to students in the Materials section of their digital Lesson Brief.</p> <p><b>Vocabulary:</b> Make sure students using the digital lessons understand how to click on the blue Reveal Words in the text to access a brief synonym definition for challenging vocabulary.</p> <p><b>Instruction:</b> Students using the digital lessons will be divided into groups to complete Activity 3, in which half of them will try on Dahl’s writing style in a letter, and the other half will try on Dahl’s style as if they were writing the beginning of a book chapter. Students using ELA Anywhere will not be divided into groups, and will complete the book chapter exercise as a Writing Prompt.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: Experiments in Revision: Focusing More Deeply</b></p> <p><b>Reading:</b> Students will collaborate to refine their interpretation of Dahl based on one passage.</p> <p><b>Revision:</b> Students will revise their writing by selecting additional text evidence to further develop their analysis of Dahl from one moment in the text.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “The Voyage Out” (1–151)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• “The Beginning of the War” (1–112)</li> </ul>	<p><b>Revision Assignment:</b></p> <p>Reread the passage you selected that described the most interesting thing Roald Dahl said or did. What does this passage show you about what Roald Dahl is like? (Lesson 2)</p>	<p><b>Curriculum App:</b> Activities 3–T1</p>	<p><b>Instruction:</b> Activity 2 helps students see the ways in which each reader may see something distinct in the text. (<i>SEL: Relationship skills</i>)</p> <p>If possible, determine a way for remote students to share their writing in partners in Activity 4 to support a classmate in strengthening their writing. (<i>SEL: Relationship skills</i>)</p> <p>Students begin reading from a new section of the book in the Solo. The Wrap-Up asks you to set the context for this new section.</p> <p><b>Feedback:</b> Use <a href="#">On-the-Fly supports</a> (look for the hummingbird icon ) to support students as they add details from one moment in the text to develop their claim further.</p>
<p><b>Lesson 5: What War Means</b></p> <p><b>Reading:</b> Students will compare and contrast two characters’ attitudes towards war, then refine their understanding by selecting and connecting additional evidence.</p> <p><b>Writing:</b> Students will make a claim about the difference between two characters, then select and describe evidence to develop and support that claim.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “The Beginning of the War” (1–112)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• “The Beginning of the War” (60–112)</li> </ul>	<p>Describe one difference between the ways that Mdisho and Roald think about war. Use details from the text to show what you mean.</p>	<p><b>Curriculum App:</b> Activities 2 &amp; 3</p>	<p><b>Instruction:</b> Help students understand that Mdisho must live under the colonial rule of England during this period in Tanzania.</p> <p>Considering the perspectives of a variety of characters can help students learn to consider the various perspectives around them. (<i>SEL: social awareness</i>)</p> <p>This lesson contains EXTRA Challenge Writing Prompts at the end of the digital lesson. Review these prompts to determine if they will be helpful for any of your students.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 6: Warriors and War Stories</b></p> <p><b>Reading:</b> Students will select evidence from discrete moments in the text and use the Magnificator app to analyze, interpret, and rank Dahl's heroism in each moment.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• "The Beginning of the War" (84–112)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• "Mdisho of the Mwanumwezi" (1–83)</li> </ul>		<p><b>Curriculum App:</b> Activities 2*–4</p> <p>*Adapt the continuum (Activity 2) into a poll for remote students.</p>	<p><b>Vocabulary:</b> Students returning to a digital lesson format after using ELA Anywhere will need to click on the Vocab App link in all lessons they completed using print or ELA Anywhere to cause vocabulary words from those lessons to drop into that individual student's stream in the Vocab App.</p> <p><b>Instruction:</b> Students using ELA Anywhere will work with a modified Magnificator activity designed to resemble the Magnificator app.</p> <p>Project your Magnificator app to plot two or three phrases and the ratings students assigned them during discussion (Activity 3), helping the class review the text details to see whether they can come to an agreement, or remain with distinct interpretations of Dahl's heroism. These types of discussions support students as they try to use reasoning and evidence in their analytic writing.</p> <p><b>Solos:</b> Review your comprehension reports to determine which students may be struggling with the independent reading Solos.</p>
<p><b>Lesson 7: Exactly Equal</b></p> <p><b>Reading:</b> Students will select evidence in Mdisho's war story to explain his heroism, then connect Dahl's and Mdisho's war stories to analyze the theme of heroism.</p> <p><b>Writing:</b> Students will make a claim about who acted more heroically (Dahl or Mdisho), then select and explain evidence to support and develop their claim.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• "Mdisho of the Mwanumwezi" (26–42)</li> <li>• "The Beginning of the War" (1–112)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• "First Encounter with a Bandit" (1–114)</li> </ul>	<p>Who do you think acted more heroically in his encounter with the Germans, Mdisho or Roald? Compare the two characters by using a specific detail from each of their stories.</p>	<p><b>Curriculum App:</b> Activities 2–T1</p>	<p><b>Instruction:</b> Students using ELA Anywhere will work with a modified Magnificator activity designed to resemble the Magnificator app.</p> <p>Mdisho describes a graphic attack on a German in this lesson's reading. Certain students may comment on the graphic violence of this attack; note that Dahl is beginning to develop the theme of war and its violence.</p> <p>As students compare Dahl and Mdisho's actions, make sure to point out that both incidents are told by Dahl—Mdisho's experience is told through Dahl's point of view.</p> <p><b>Feedback:</b> Consider preparing 2–4 Spotlights of student writing exemplars that show both using and developing text details to support the claim.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 8: Experiments in Revision: Use of Evidence</b></p> <p><b>Skill Practice:</b> Students will review the impact of using evidence and explain how evidence connects to claims.</p> <p><b>Revision:</b> Students will revise their writing by adding new relevant supporting evidence to strengthen their claims.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “The Beginning of the War” (1–112)</li> <li>• “Mdisho of the Mwanumwezi” (1–83)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• “First Encounter with a Bandit” (1–114)</li> </ul>	<p><b>Revision Assignment:</b> Who do you think acted more heroically in his encounter with the Germans, Mdisho or Roald? Compare the two characters by using a specific detail from each of their stories. (Lesson 7)</p>	<p><b>Curriculum App:</b> Activities 2–4</p>	<p><b>Instruction:</b> Charting and discussing the specific passages students identify as illustrative of heroism can help push students beyond reasoning like, “This shows that” to describing what they observe in the details, e.g., “<i>The detail ‘murderous’ points out how violent....</i>,” etc. (Activity 2)</p> <p>The final part of the writing activity (Activity 4) asks students to consider the effectiveness of their revision and can help them set goals for their next writing. (<i>SEL: Self-management</i>)</p>
<p><b>Lesson 9: Alone in the Sky</b></p> <p><b>Reading:</b> Students will select evidence and use the Magnificator app to analyze how two moments convey the theme of hopelessness.</p> <p><b>Writing:</b> Students will develop a claim about one difference between two encounters, use evidence (including direct quotes) to compare and contrast the two passages.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “First Encounter with a Bandit” (1–114)</li> </ul> <p><b>Solo:</b></p> <ul style="list-style-type: none"> <li>• “The Battle of Athens—the Twentieth of April” (1–32)</li> </ul>		<p><b>Curriculum App:</b> Activities T1–5</p>	<p><b>Instruction:</b> In this lesson, the Magnificator app is used to compare Dahl’s tone in two scenes. In the class discussion, support students as they collaborate and refine their interpretations of the details, which will strengthen their analytic skills.</p> <p>Students using ELA Anywhere will work with a modified Magnificator activity designed to resemble the Magnificator app.</p>
<p><b>Lesson 10: A Bit of Water in the Jug</b></p> <p><b>Reading:</b> Students will select and discuss specific words and phrases Dahl uses in three passages to analyze how a writer chooses words and structure to have a deliberate impact on the reader.</p>	<p><b>Going Solo</b></p> <ul style="list-style-type: none"> <li>• “The Battle of Athens—the Twentieth of April” (1–32)</li> </ul>		<p><b>Curriculum App:</b> Activities 1–5</p>	<p><b>Instruction:</b> The Wrap-Up can help students make connections to their own experiences and understandings of war. (<i>SEL: Responsible decision-making; social awareness</i>)</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><b>Lesson 1: Describe the People Dahl Meets</b></p> <p><b>Writing:</b> Students will select text that shows Dahl's descriptive details and then use that evidence to draft a body paragraph that explains Dahl's overall impression of one specific character.</p>	<p><i>Going Solo</i></p>	<p><b>Essay Prompt:</b> Compare two of the people Dahl meets during his travels. What is Dahl's overall impression of each person?</p>	<p><b>Curriculum App:</b> Activities 2–3</p>	<p>We recommend that students continue using the same format—digital, print, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they've completed all steps.</p> <p>Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p> <p><b>Instruction:</b> Review the Overview in the digital Lesson Brief to understand the goals and expectations for the essay.</p> <p><b>Feedback:</b> Use the <a href="#">Spotlight app</a> to prepare two or three Spotlights (2–3 sentences each) where a student a) describes what they noticed about a detail from the text, b) explains how a detail from the text conveys an impression/idea about the character. These will be used as exemplars for students to revise their use of evidence as they develop their essays.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Staking a Claim: How Do These People Compare?</b></p> <p><b>Revision:</b> Students will revise their first body paragraph to strengthen their evidence.</p> <p><b>Writing:</b> Students will select and describe text evidence about a second character to draft another body paragraph. Students will establish a claim that compares or contrasts the two characters.</p>	<p><i>Going Solo</i></p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p><b>Curriculum App:</b> Activities 2–4*</p> <p>*If students write their claims independently (Activity 6), you may want to quickly review them to note anyone in need of additional support.</p>	<p><b>Feedback:</b> Use <a href="#">On-the-Fly supports</a> (look for the hummingbird icon ) to support students using either digital or print lessons as they draft their body paragraphs.</p> <p>Review student writing to prepare three or four Spotlights of strong Use of Evidence and identify students who will need support identifying a place in their writing where they can strengthen their Use of Evidence. Use the feedback tools within <a href="#">Classwork</a> to identify a place for those students in advance.</p>
<p><b>Lesson 3: Introducing Your Essay: Grabbing the Reader</b></p> <p><b>Revision:</b> Students will revise their body paragraphs to strengthen their evidence.</p> <p><b>Writing:</b> Students will write an introduction to their essays that leads into the topic and presents the claim.</p>	<p><i>Going Solo</i></p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p><b>Curriculum App:</b> Activities 2–4</p>	<p><b>Instruction:</b> For students using the digital lessons to complete this essay process, there may be times when they cannot view the writing they completed in a previous activity. In those cases, remind students to navigate back to that activity and click HAND IN. Their writing will then be pulled into the current activity.</p> <p><b>Feedback:</b> Review the <a href="#">On-the-Fly supports</a> in Activities 3 and 5 to support students as they draft and revise their essays.</p>
<p><b>Lesson 4: A Strong Finish: Conclusions and Editing</b></p> <p><b>Writing:</b> Students will revise to include transitions, write conclusions to their essays, edit their essays, and format their direct quotes.</p>	<p><i>Going Solo</i></p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p><b>Curriculum App:</b> Activities 2 &amp; 5</p>	<p><b>Instruction:</b> Make sure students understand your key priorities for the final editing of their essay. (Activity 6)</p> <p><b>Feedback:</b> Find a way to celebrate your students' accomplishment by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect and include students who wrote their lessons within ELA Anywhere.</p> <p><b>Assessment:</b> Review the Essay Rubrics found in the Materials section of your Lesson Brief so you are aware of the skills that will be emphasized through the essay writing process in this Sub-Unit. You will also see these rubrics in Classwork when you assess each completed essay.</p>