



# ELA Anywhere Planning Guide

Unit 8E: Frida & Diego

# 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 & Print Student: Print	Teacher: Digital Student: Digital	Teacher: Digital & 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
<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>	<p><b>Curriculum App</b></p> <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>	<p><b>Amplify ELA Anthology</b></p> <p><b>Amplify ELA Unplugged lessons* (or ELA Anywhere)</b></p> <ul style="list-style-type: none"> <li>• Lesson activities</li> <li>• Formative Writing Prompts</li> </ul> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>• Solo Activities workbook</li> <li>• Unit Reading Assessments</li> <li>• Mastering Conventions</li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• Mobile Solos</li> </ul> <p>* Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p>	<p><b>Curriculum App</b></p> <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>	<p><b>ELA Anywhere</b></p> <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> <p><b>Lesson Texts</b> (can be accessed any of the following ways)</p> <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> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>• Solo Activities workbook</li> <li>• Unit Reading Assessments</li> <li>• Mastering Conventions</li> </ul> <p><b>Other Resources:</b></p> <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 this unit—whether your students remain in one learning scenario throughout the unit, or move between different scenarios. In it, you can quickly access high-level lesson information, useful call-outs, instructional reminders (with links), or a heads-up about activities or routines that may need to be adapted for a particular scenario. The planner is a companion to the digital and print teacher materials, though much of its contents represent a significantly stripped-down version of the rich teacher planning and lesson resources available in the ELA program itself.

*What's in each column:*

### Lesson Objectives

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

### Reading

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

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

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

## Writing Prompt

- A 12–15-minute writing activity followed by a sharing routine in which students share their writing and provide feedback to their peers
  - Writing activities are formative—students focus on one moment, idea, or claim and use textual evidence or narrative observations to develop it. If students complete writing in the digital lesson, you can use Classwork to review Amplify’s automated assessment of that writing and send written feedback to students. You can also track student writing performance over time using [Reporting](#) (accessed through the Global Navigation Menu).
  - If students complete writing in the print ELA Anywhere lessons, Amplify recommends that you collect, assess, and provide feedback on this writing.
  - Writing activities are differentiated, and you can assign a level of differentiated support to students in the digital lesson or in print.
  - When possible, provide distance learners with a way to complete the sharing routine with peers, a teacher, or a caregiver.
  - To find EXTRA Challenge Writing Prompts, review the Reading and Writing Assignments in the Planning for the Unit section of your digital Unit Guide.
- Revision Assignments
  - During Flex Days, the Writing: Revision Assignment activity asks students to complete a Revision Assignment in which they revise a small piece of writing generated during a previous writing activity by applying a taught skill such as Focus (focusing on one moment or idea) or Use of Evidence (including and developing text evidence to support a claim or idea). Students switching from print or ELA Anywhere lessons to the digital lessons would need to identify a completed writing activity in their print resource.

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

## Meet-up Activities

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

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

## Notes

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

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

For additional support, please visit the [Amplify Help Center](#).



## Sub-unit 1: Information Literacy

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: Evaluating Sources: Part 1</b></p> <p><b>Research:</b> Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing reliable sources from unreliable sources.</p>	<p>NOAA website</p> <p>Earth and Planetary Science, University of California, Berkeley website</p> <p>Marine Life Protection Act, Wikipedia</p> <p>The Ocean Foundation website</p> <p>Missouri Botanical Garden website</p> <p>The Guardian</p>		<p><b>Curriculum App:</b> Activities 2–9*</p> <p>*Provide a link for students to allow them to access the website they will evaluate in Activities 3–5.</p> <p>Create breakout rooms for student pairs in Activities 5 and 6 or plan to complete these activities as whole-class discussions.</p>	<p><b>Preparation:</b> Review the Preparation section of your digital Lesson Brief for guidance about selecting a website for student exploration in Activities 3–5.</p> <p><b>Differentiation:</b> Distribute the Background and Context documents to ELL students. (This printable resource is available in English and Spanish in the Materials section of your Unit Overview.)</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>Accessibility:</b> 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><b>Instruction:</b> Students using ELA Anywhere are able to complete this lesson without visiting any websites.</p> <p><b>Solos:</b> ELA Anywhere lessons and the Amplify print Student Edition 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: Evaluating Sources: Part 2</b></p> <p><b>Research:</b> Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing credible sources from those that are not credible.</p> <p><b>Writing:</b> Students will use evidence from the reviewed sources to explain which sources are the most and least credible.</p>	<p>NASA website</p> <p>MIT News website</p> <p>CNN</p> <p>Terravivos website</p>	<p>Which of the four sources (discussed in class) do you think is the most dependable? Which source do you think is the least dependable? Support your thinking using evidence from one or more of the websites.</p>	<p><b>Curriculum App:</b> Activities 2–4*</p> <p>*In Activity 2, have links to previously selected websites (one reliable and one unreliable) available for students.</p> <p>Create breakout rooms for student pairs or small groups in Activity 3. However, you may opt to have students complete this activity individually.</p> <p>Create a Google doc or Zoom whiteboard with the Source Dependability Chart from Activity 4. Have students add information during discussion.</p>	<p><b>Preparation:</b> Consult the Preparation section of your digital Lesson Brief for guidance in selecting online articles for student exploration during this lesson.</p> <p>Consider whether you will have students complete the optional Extension Activity 7.</p> <p><b>Differentiation:</b> Review the descriptions of the levels of differentiated scaffolds for the Writing Prompt in this lesson.</p> <p>Printable versions of Moderate and ELL(Dev) Writing Prompts for all writing activities in the unit are available in the Materials section of your Unit Guide. These can be distributed to students using print or ELA Anywhere.</p> <p><b>Instruction:</b> Spend time reviewing the Rules for Writing and Sharing to establish clear expectations.</p> <p>Due to the extensive use of internet research, students using ELA Anywhere skip this lesson.</p>
<p><b>Lesson 3: Avoiding Plagiarism</b></p> <p><b>Research:</b> Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.</p>			<p><b>Curriculum App:</b> Activities 2–T2*</p> <p>*Create breakout rooms for student pairs in Activity 4.</p> <p>Create a Google doc or Zoom whiteboard with the Paraphrase Chart in Teacher Activity 1. Have students add their paraphrases and discuss.</p>	<p><b>Preparation:</b> Consider ways to eliminate plagiarism in the example given in Activity 5 to help guide discussion and promote student understanding of how to avoid plagiarism.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: Flex Day 1</b></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><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> 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><b>Materials:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p><b>Instruction:</b> Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, 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>

## Sub-unit 2: Scavenger Hunt and Internet Research

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: Scavenger Hunt: Introducing the Collection</b></p> <p><b>Reading:</b> Students will explore a selection of texts and images in The Frida &amp; Diego Collection, practicing skimming and scanning a source for relevance and close reading a source for key information.</p> <p><b>Writing:</b> Students will analyze two paintings and compare and contrast the elements in each.</p> <p><b>Video:</b>   Frida &amp; Diego</p>	<p><b>The Frida &amp; Diego Collection</b></p> <ul style="list-style-type: none"> <li>Excerpt from “Frida Becomes My Wife” from <i>My Art, My Life: An Autobiography</i> by Diego Rivera</li> <li>“Detroit Industry: The Murals of Diego Rivera” from NPR.org by Don Gonyea</li> <li>“Letter to Ella and Bertram Wolfe” from <i>The Letters of Frida Kahlo: Cartas Apasionadas</i></li> <li>Excerpt from “Statement by Frida Kahlo” from <i>My Art, My Life: An Autobiography</i> by Diego Rivera</li> <li>Excerpt from <i>Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo</i> “Life With Frida”</li> <li>Excerpt from <i>Smithsonian: “Frida Kahlo”</i></li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>“Detroit Industry: The Murals of Diego Rivera”</li> </ul>	<p>Compare the feeling you get from <i>Flower Day</i> by Diego Rivera to the feeling you get from <i>Self-Portrait with Thorn Necklace and Hummingbird</i> by Frida Kahlo. Refer to two elements in each painting (color, depiction of humans, nature imagery) to explain how the painting generates that feeling.</p>	<p><b>Curriculum App:</b> Activities T1, 2, 3, &amp; 6–8*</p> <p>*Prepare to share your screen in Teacher Activity 1 to project the video.</p> <p>Capture student ideas regarding what they would like to learn about Frida Kahlo and Diego Rivera for use in Lesson 3 when students create research questions.</p> <p>As you complete the meet-up with Activity 8, remind students to complete the writing (Activity 4) independently.</p>	<p><b>Preparation:</b> Consider rewards for students working on devices who win the scavenger hunts.</p> <p><b>Differentiation:</b> Review your reading comprehension reports to consider which students may benefit from added supports, particularly during Solo reading.</p> <p><b>Instruction:</b> In each scavenger hunt activity, students should 1) review each image or skim each text quickly to determine whether a document contains the information needed to answer the scavenger hunt question, then 2) only closely examine the image or closely read the article containing the correct answer. Students only need to answer the close reading questions associated with that one image or text.</p> <p>Scavenger hunt answers can be found in the Possible Responses tab of your Instructional Guide for each scavenger hunt activity.</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 partnerships or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p><b>Connections to Other Lessons:</b> Students generate ideas in Activity 2 about what they want to learn about Frida Kahlo and Diego Rivera. These ideas will be used to create research questions in Lesson 3 of this sub-unit. You may use this list again in Sub-unit 4, Lesson 3, to help students generate research questions.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Scavenger Hunt: Exploring the Collection</b></p> <p><b>Reading:</b> Students will explore a selection of texts and images in The Frida &amp; Diego Collection, practicing skimming and scanning a source for relevance and close reading a source for key information.</p>	<p><b>The Frida &amp; Diego Collection</b></p> <ul style="list-style-type: none"> <li>• “Life with Frida” from <i>Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo</i></li> <li>• “Detroit Industry: The Murals of Diego Rivera” from NPR.org</li> <li>• “Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera” from <i>The New York Times</i></li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• “Life With Frida” from <i>Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo</i></li> </ul>		<p><b>Curriculum App:</b> Activities 2–6*</p> <p>*Create breakout rooms for student pairs in Activity 2 or consider completing this activity as a whole group.</p> <p>You might also decide to have students work in small groups to complete the scavenger hunt activities (3 and 4).</p>	<p><b>Preparation:</b> This lesson includes an Extra Writing Prompt in Activity 8. This extra Writing Prompt asks learners to compare an image from <i>Red Scarf Girl</i> (Unit 7A) to a painting by Diego Rivera. It is designed for additional practice with reading and writing skills from this lesson.</p> <p>Consider rewards for students working on devices who win the scavenger hunts.</p>
<p><b>Lesson 3: Internet Research</b></p> <p><b>Reading:</b> Students will generate a research question about Frida and Diego, identify credible internet sources, and conduct internet research to find the answer.</p> <p><b>Writing:</b> Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.</p>	<p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• “Letter to Ella and Bertram Wolfe” from <i>The Letters of Frida Kahlo: Cartas Apasionadas</i></li> </ul>	<p>Write 1–2 paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.</p>	<p><b>Curriculum App:</b> Activities 2 &amp; 3*</p> <p>*In Activity 2, have a few students share their ideas for research questions with the class, providing an opportunity for a discussion about which questions may be too general or too specific.</p> <p>As students work to assess websites in Activity 3, you may wish to meet in breakout rooms with small groups or individuals to check that they are listing reputable sources.</p>	<p><b>Preparation:</b> Have the list of what students would like to learn about Frida Kahlo and Diego Rivera (from Activity 2 in Lesson 1) ready to display. Students should use this list to generate research questions in Activity 2 of this lesson.</p> <p><b>Instruction:</b> Due to the extensive use of internet research, students using ELA Anywhere skip this lesson.</p> <p><b>Feedback:</b> If students are missing sharing sessions due to remote learning, provide regular written comments that target a place they are developing an idea using evidence from the text, and describe the impact of their writing.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: Flex Day 2</b></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><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> Review your class's comprehension reports and Embedded Assessment Measurements 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 <a href="#">AWE</a> 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>Review the printable writing revision assignments in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>


## Sub-unit 3: Descriptive Writing and Collection Research

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: Descriptive Language</b></p> <p><b>Reading:</b> Students will analyze and discuss “Statement by Frida Kahlo” and “Sonnet 130” by William Shakespeare to compare the descriptive language in each text.</p>	<p><b>The Frida &amp; Diego Collection</b></p> <ul style="list-style-type: none"> <li>• “Statement by Frida Kahlo” from <i>My Art, My Life: An Autobiography</i></li> <li>• “Sonnet 130” by William Shakespeare</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• “Statement by Frida Kahlo” from <i>My Art, My Life: An Autobiography</i></li> </ul>		<p><b>Curriculum App:</b> Activities 2–5*</p> <p>*Create breakout rooms for student pairs in Activity 3.</p> <p>Create a Google doc or Zoom whiteboard for Activities 3 and 4. Include a chart where you can capture the comparisons that students notice in “Sonnet 130” on one side (Activity 3) and descriptions that Frida uses for Diego on the other (Activity 4). You will also use this chart during discussion in Activity 5.</p>	<p><b>Differentiation:</b> Because the excerpted “Statement by Frida Kahlo” from <i>My Art, My Life: An Autobiography</i> is complex, we have provided a paraphrased version in Spanish for ELL support. This differentiated version of the text can be found below the original text. Direct students to scroll down to find it. Students should be encouraged to read the original passage after reading the Spanish translation. This will help with their English language development.</p> <p><b>Instruction:</b> Students using ELA Anywhere will not discuss key ideas with classmates.</p> <p>Take time to ensure that students have a grasp on the descriptive language in each text (Activity 5); this will help students to try out their own descriptive language in the following lesson.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Descriptive Writing</b></p> <p><b>Writing:</b> Students will write their own description of an animal in the style of Kahlo or Shakespeare.</p>	<p><b>The Frida &amp; Diego Collection</b></p> <ul style="list-style-type: none"> <li>• “Statement by Frida Kahlo” from <i>My Art, My Life: An Autobiography</i></li> <li>• “Sonnet 130” by William Shakespeare</li> </ul>	<p>Write a description of the animal you chose.</p> <ol style="list-style-type: none"> <li>1. Decide whether you will write prose (3–4 paragraphs) or a poem with at least eight lines.</li> <li>2. Decide whether to write using Kahlo’s style (comparing the animal to unusual things) or Shakespeare’s style (saying the animal is not like beautiful things).</li> <li>3. Use the notes from your chart.</li> </ol>	<p><b>Curriculum App:</b> Activities 2–5*</p> <p>*Create breakout rooms for student pairs in Activity 4. Consider maintaining one as a space to work with small groups or individual students who are struggling in Activity 5. If students are confident in their writing during Activity 5, you may wish to have them complete the task asynchronously.</p>	<p><b>Preparation:</b> This lesson includes an Extra Writing Prompt in Activity 8. This extra Writing Prompt is designed for additional practice with reading and writing skills from this lesson. Consider whether assigning this prompt might be appropriate for some or all of your students.</p> <p><b>Instruction:</b> Students using ELA Anywhere will not brainstorm in pairs. They will, however, share their Writing Prompt response with a family member or caregiver.</p> <p><b>Feedback:</b> Students often enjoy a public venue to share these types of creative writing assignments. Consider using your Spotlight app or some other venue to showcase your students’ writing.</p> <p><b>Solos:</b> Students have the option to complete any Solo using the <a href="#">Amplify Mobile Solos</a>.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Collection Research</b></p> <p><b>Reading:</b> Students will independently read one text and examine one image for understanding, then work with a group to identify and summarize key findings from the text.</p> <p><b>Video:</b></p> <p> Frida Kahlo and Diego Rivera at the Blue House</p>	<p><b>The Frida &amp; Diego Collection</b></p> <ul style="list-style-type: none"> <li>• “Letter to Ella and Bertram Wolfe” from <i>The Letters of Frida Kahlo: Cartas Apasionadas</i></li> <li>• “Frida Becomes My Wife” from <i>My Art, My Life: An Autobiography</i></li> <li>• “Life with Frida” from <i>Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo</i></li> <li>• “Detroit Industry: The Murals of Diego Rivera” from NPR.org</li> </ul>		<p><b>Curriculum App:</b> Activities T1–6*</p> <p>*You may opt to have students complete Activities 2 and 4 asynchronously, returning to the meet-up session to share their findings by participating in Activities 3 and 5 with small groups or as a whole class.</p> <p>Have students raise their hand to indicate which image and text they worked with, allowing you to put them in appropriate groups.</p> <p>If you opt to have students work in groups for Activities 4 and 6, provide breakout rooms.</p>	<p><b>Preparation:</b> Be prepared to project and play the video in Teacher Activity 1.</p> <p><b>Materials:</b> Remind students that they can access the images and video from this lesson in the Materials section of their digital Lesson Brief.</p> <p><b>Instruction:</b> Students using ELA Anywhere will not complete Teacher Activity 1.</p> <p>You may choose to allow students who are reading below grade level to reread a text they are already familiar with as opposed to read a new text for Activity 4.</p>
<p><b>Lesson 4: Flex Day 3</b></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><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> Review your class’s comprehension reports 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 <b>AWE</b> 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>Review the printable writing revision assignments in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

## Sub-unit 4: Socratic Seminar and Internet Research

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: Preparing for the Socratic Seminar</b></p> <p><b>Speaking and Listening:</b> Students will review the format and goals of a Socratic seminar. Then, they will collaborate to develop discussion guidelines that meet goals and to generate open-ended questions.</p>	<p><b>The Frida &amp; Diego Collection</b></p> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• “Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera” from <i>The New York Times</i></li> <li>• “Detroit Industry: The Murals of Diego Rivera” from NPR.org</li> </ul>		<p><b>Curriculum App:</b> Activities 2–T1*</p> <p>*Create a Google doc or Zoom whiteboard to capture “Rules for Seminar” that are discussed in Activity 3. Save these rules to make available for students during Lesson 2.</p> <p>Create breakout rooms for student groups in Activities 3–5.</p> <p>Circulate through breakout rooms during Activity 5 to assign each group a text from The Frida &amp; Diego Collection.</p>	<p><b>Preparation:</b> The texts “Frida Becomes My Wife” and “Statement by Frida Kahlo” from <i>My Art, My Life: An Autobiography</i> are complex, so we have provided Spanish versions that are a translation of a paraphrased version for ELL support. Students should be encouraged to read the original passage after reading the Spanish translation. This will help with their English language development.</p> <p><b>Feedback:</b> Plan to review student responses to the Wrap-Up poll in Activity 6 to help inform what aspects of the Socratic seminar you might review or alter during the next lesson.</p> <p><b>Connections to Other Lessons:</b> In the next lesson, students using ELA Anywhere will prepare their seminar materials based on an image selection (rather than a text selection) independently, then either take part in a discussion with a classmate over the phone, or with a friend, family member, or caregiver. If possible, tell these students which image to review, coordinate pairs of students, and provide instructions on how they should carry out their phone discussion.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Conducting the Socratic Seminar</b></p> <p><b>Speaking and Listening:</b> Students will use the Socratic method to discuss Frida and Diego, following class-established protocol.</p> <p><b>Research:</b> Students will work in pairs to generate an open-ended research question about Frida and Diego, identify credible internet sources, and conduct internet research to answer the question using two sources.</p>	<p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• “Letter to Ella and Bertram Wolfe” from <i>The Letters of Frida Kahlo: Cartas Apasionadas</i></li> <li>• “Frida Becomes My Wife” from <i>My Art, My Life: An Autobiography</i></li> </ul>		<p><b>Curriculum App:</b> Activities 2–5*</p> <p>*Share the “Rules for Seminar” document from Lesson 1 with students.</p> <p>See Preparation note about the length of this lesson.</p> <p>Create breakout rooms for students to work in groups or pairs for Activities 4 &amp; 5. Circulate through the rooms to help any students who are struggling to create a question. Students may need to continue their research (Activity 5) after the meet-up before drafting their response to their research question (Activity 6).</p> <p>Provide time at the start of the next meet-up session to discuss Activity 6, which includes the students’ answers to their research questions.</p>	<p><b>Preparation:</b> Make the seminar rules that students brainstormed in Lesson 1 available for student review during this lesson.</p> <p>The texts “Frida Becomes My Wife” and “Statement by Frida Kahlo” from <i>My Art, My Life: An Autobiography</i> are complex, so we have provided Spanish versions that are a translation of a paraphrased version for ELL support. Students should be encouraged to read the original passage after reading the Spanish translation. This will help with their English language development.</p> <p>Students using ELA Anywhere will prepare their seminar materials based on an image selection (rather than a text selection) independently, then either take part in a discussion with a classmate over the phone, or with a friend, family member, or caregiver. If possible, tell these students which image to review, coordinate pairs of students, and provide instructions on how they should carry out their phone discussion.</p> <p>This lesson is longer than usual with students participating in a Socratic seminar, brainstorming a research question, and conducting research. Consider breaking it up into two sessions, completing Activities 2 and 3 in the first class and Activities 4–7 in the second class.</p> <p><b>Instruction:</b> Students using ELA Anywhere do not participate in the group work included in Activity 4.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Internet Research</b></p> <p><b>Research:</b> Students will generate a research question about Frida and Diego, identify credible internet sources, and conduct internet research to find the answer.</p> <p><b>Writing:</b> Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.</p>		<p>Write 1–2 paragraphs, providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.</p>	<p><b>Curriculum App:</b> Activities 2 &amp; 3*</p> <p>*In Activity 2, have a couple of students share their ideas for research questions with the class, providing an opportunity for a discussion about which questions may be too general or too specific.</p> <p>As students work to assess websites in Activity 3, you may wish to meet in breakout rooms with small groups or individuals to check that they are listing reputable sources.</p>	<p><b>Preparation:</b> Consider beginning this lesson with some of the responses students drafted to their research questions in the previous lesson.</p> <p>Retrieve student-generated questions from the first Internet Research lesson (Lesson 3 in Sub-unit 2). You may wish to allow students to use these questions to determine the research question they will pursue.</p> <p>Identify a sample website for students to practice determining the credibility of a site in Activity 4.</p> <p><b>Instruction:</b> Due to the extensive use of internet research, students using ELA Anywhere skip this lesson.</p> <p><b>Solo:</b> ELA Anywhere students skip this lesson, but should still be instructed to complete the Lesson 3 Solo either during this class period or the next.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: Flex Day 4</b></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><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> Review your class's comprehension reports and Embedded Assessment Measurements 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 <b>AWE</b> 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>Review the printable writing revision assignments in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere.</p> <p>ELA Anywhere students skip Lesson 3, but should still be instructed to complete the Solo in that lesson. If students have not completed the Solo for Lesson 3, you may consider giving them time during this Flex Day to work on it.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

## Sub-unit 5: 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: Gathering Evidence</b></p> <p><b>Research:</b> Students will select their essay research topic from two options (argumentative or informative), and then identify credible sources and collect relevant information from those sources.</p>	<p>The Frida &amp; Diego Collection</p>	<p><b>Research Option 1: Informative Essay</b></p> <p>Frida Kahlo: The Early Years</p> <p>Why did Frida Kahlo begin painting? How did this circumstance affect the type of paintings that she did? What did that mean for her long-term career? Write an informative essay about the beginning and development of Frida’s artistic work. As you conduct your research in both the Collection and on the Internet, be sure to look for relevant facts, concrete details, and clear evidence to support your claim.</p> <p><b>Research Option 2: Argumentative Essay</b></p> <p>Who was right—Rivera or Rockefeller?</p> <p>Nelson Rockefeller dismissed Diego Rivera while he was in the middle of working on a grand mural in the RCA Building in Rockefeller Center. Was Mr. Rockefeller right to cancel the project? Was Diego Rivera right to hold to his artistic vision? Research the texts in the Collection and on the internet to find the information you need. Be ready to make a claim about these men and to cite sources.</p> <p style="text-align: right;">(continued)</p>	<p><b>Curriculum App:</b> Activities 2–4*</p> <p>*After establishing that students have a clear understanding of the essay prompts and how to gather evidence, you may opt to have students complete Activity 4 asynchronously. Consider staying in the meet-up space to be available to respond to student questions or concerns.</p>	<p><b>Preparation:</b> Review the two possible essay questions to determine whether you will select one or allow students to choose.</p> <p>Students should have completed the Information Literacy lessons (Sub-unit 1) before starting this internet research project.</p> <p><b>Differentiation:</b> Download and distribute the Essay Graphic Organizer for students who can benefit from this support. In addition, review the Frida and Diego Collection Essay Sentence Starters as a support for print students.</p> <p><b>Materials:</b> Consult the Essay Rubric included in the Materials section of your digital Lesson Brief to become familiar with the skills emphasized in this sub-unit.</p> <p><b>Instruction:</b> 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>Students using ELA Anywhere conduct their research exclusively in the Collection.</p> <p>Review responses to the Wrap-Up in Activity 5 to determine whether students are ready to start writing during the next lesson. If any students are not ready to start writing, assign the Solo at the end of this lesson.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Gathering Evidence</b> (continued)</p>		<p>You will write an argumentative essay stating your claim that either Rivera was right or Rockefeller was right. Be sure to identify at least 2 sources you can use in your work. As you conduct your research in both the Collection and on the Internet, be sure to look for relevant facts, concrete details, and clear evidence to support your claim.</p>		
<p><b>Lesson 2: Making a Claim and Writing a Body Paragraph</b></p> <p><b>Skill Practice:</b> Students will analyze a sample essay and identify where the writer describes and explains evidence and makes transitions between paragraphs.</p> <p><b>Writing:</b> Students will write a claim statement about their research topic and draft a body paragraph that uses textual evidence to support their claim.</p>	<p><b>The Frida &amp; Diego Collection</b></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 3–5*</p> <p>*Provide breakout rooms for student pairs in Activity 4.</p> <p>During discussion in Activity 4, project your screen with the text of the sample essay open to highlight as students suggest explanations of textual evidence and transitions.</p> <p>If you opt to have students complete Activity 5 asynchronously, consider staying in the meet-up space to address questions or offer help.</p>	<p><b>Instruction:</b> Students using ELA Anywhere do not work with the sample essay.</p> <p>Review Wrap-Up (Activity 6) responses to note student progress and plan accordingly.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Writing a Body Paragraph and an Introduction</b></p> <p><b>Skill Practice:</b> Students will analyze the introduction to a sample essay and identify the lead, key background information, and claim.</p> <p><b>Writing:</b> Students will select and describe textual evidence to draft a second body paragraph and then write an introduction to their essay.</p>	<p>The Frida &amp; Diego Collection</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 4–6*</p> <p>*Be prepared to share your screen to project the Elements of a Research Essay at the start of Activity 4 and the pre-highlighted Introduction for students to check their answers in Activity 6.</p> <p>While students write during Activity 4, consider having breakout rooms available for individual or small-group conferences.</p>	<p><b>Instruction:</b> Students using ELA Anywhere do not work with the sample essay.</p> <p>Use the Self-Assess: Status Update in Activity 3 to determine which students need additional support.</p> <p>Use the On-the-Fly conference guides in Activity 7 to provide feedback for students who are on track or need support.</p>
<p><b>Lesson 4: Revising and Writing a Conclusion</b></p> <p><b>Revision:</b> Students will review Spotlight examples of strong Use of Evidence, then revise their body paragraphs to add or describe evidence further to support their claims.</p> <p><b>Writing:</b> Students will review the Elements of a Conclusion and write a conclusion to their essay.</p>	<p>The Frida &amp; Diego Collection</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 T1–T2*</p> <p>*As students work independently during Activity 4, consider breakout rooms for small-group or individual conferences.</p> <p>Be prepared to project the claim statement and conclusion from the sample research essay (found in the Instructional Guide of Teacher Activity 2) to facilitate discussion.</p>	<p><b>Preparation:</b> Prepare to project 2–4 Spotlights that show where students provided strong evidence to support their claims. You may also choose to mark a place for revision in struggling students' writing.</p> <p><b>Instruction:</b> Students using ELA Anywhere do not work with the sample essay.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 5: Finishing and Editing the Essay</b></p> <p><b>Writing:</b> Students will edit their essays for clarity, cohesion, spelling, and punctuation.</p>	<p>The Frida &amp; Diego Collection</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 4–6*</p> <p>*Create breakout rooms for conferences with individual students.</p> <p>If you're short on time and unable to complete Activity 6 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><b>Differentiation:</b> If students seem overwhelmed by the list of editing tasks, consider focusing them on just one or two things.</p> <p><b>Feedback:</b> 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>
<p><b>Lesson 6: Creating Citations and a Works Cited List</b></p> <p><b>Revision:</b> Students will revise their essays to include in-text citations for their sources.</p> <p><b>Writing:</b> Students will create a Works Cited page for their sources.</p>	<p>The Frida &amp; Diego Collection</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 3 &amp; 4*</p> <p>*Create breakout rooms to meet with students and provide assistance.</p>	<p><b>Preparation:</b> Prepare four Spotlights featuring student introductions and conclusions with the Spotlight app. Two should provide examples of strong lead sentences and two should provide examples of strong restatements of the claim.</p>
<p><b>Lesson 7: Media Project</b></p> <p><b>Research:</b> Students will work collaboratively to create a digital multimedia collage based on their research and essay</p>	<p>The Frida &amp; Diego Collection</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>*Create breakout rooms for student groups. Circulate through the rooms to provide support.</p>	<p><b>Preparation:</b> Familiarize yourself with the Photovisi website to project and discuss with students in Activity 2.</p> <p>Plan to group students with classmates who wrote their essays about similar subjects.</p> <p><b>Instruction:</b> Students using ELA Anywhere skip Lessons 7 and 8 due to the need for access to the Photovisi and Loupe websites to complete the lesson activities.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 8: Media Presentation</b></p> <p><b>Speaking and Listening:</b> Students will present their final media projects to the class.</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> Activity 2*</p> <p>*Create breakout rooms for student groups to prepare for their presentations.</p> <p>Prepare students to share their screens during the presentation of their collage.</p>	<p><b>Instruction:</b> Students using ELA Anywhere skip Lessons 7 and 8 due to the need for access to the Photovisi and Loupe websites to complete the lesson activities.</p>