

Amplify.

Amplify ELA in a Remote/Hybrid Setting





Deb Sabin
CAO, Amplify 6-8

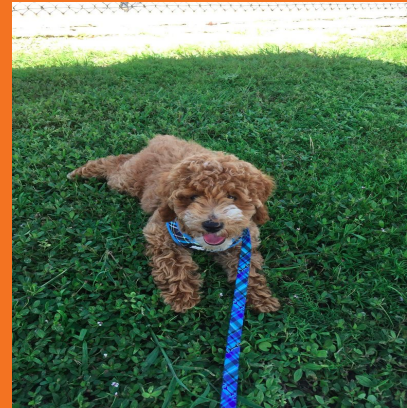
- Reading geek
- Developing into a women's soccer fan
- Cannot wait to visit ELA classrooms





Natalie Reid
Professional Development
*Partnership Manager, Amplify
ELA*

- Loves to learn new things
- Passionate about family, especially the latest edition
- Excited to support districts using Amplify ELA



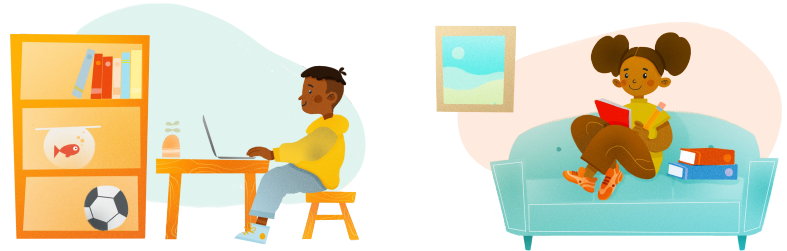
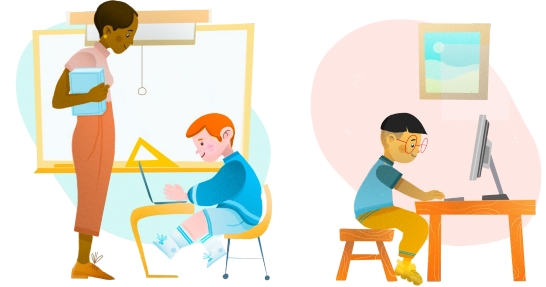
POLL

What is your back to school plan?

- a. In-person using digital devices
- b. In-person using print curriculum
- c. Distance learning with synchronous learning time
- d. Asynchronous distance learning
- e. Hybrid with in-person and synchronous distance learning
- f. Hybrid with in-person and asynchronous

Amplify ELA= ALL Scenarios

- Scenario 1: In person; Teacher and students on digital devices
- Scenario 2: Distance learning; Teacher and students on digital devices
- Scenario 3: In person; Teacher using digital and print resources, student on print
- Scenario 4: Distance learning; Students on print



New Resources were created to support All Scenarios

Amplify^{ELA}



ELA Anywhere Planning Guide
Unit 7A: Red Scarf Girl & Narrative

Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang

LESSON 1 OVERVIEW
Red Scarf Girl is the story of a middle school student whose world was turned upside down. You'll enter that world today.


Prep
Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 12 Solo.

LESSON 1 Working with the Text

Work Visually: Reading an Image

1. Examine the poster below.



From the Collection of Dennis Hickey, IGH/State © Lumbinger Collections (Propaganda Post)

Posters like this were hung in public spaces across China during the 1960s and 1970s, and filled the world of the book you're about to start reading, *Red Scarf Girl*. The narrator of the book, Ji-li Jiang, saw posters like this one all the time.

This poster depicts Mao Zedong, who was the leader of China's Communist Party while Ji-li was growing up.

48 Unit 7A, Red Scarf Girl & Narrative

Amplify Digital Resource

All Units > 6D: The Greeks



25 Lessons

6D: The Greeks

▼ JUMP DOWN TO UNIT GUIDE

 GENERATE PRINTABLE TEACHER'S GUIDE ▼



SUB-UNIT 1
Prometheus



SUB-UNIT 2
Odysseus



SUB-UNIT 3
Arachne

Red Scarf Girl: A Memoir of the Cultural Revolution

by Ji-li Jiang

Prologue

- 1 I was born on Chinese New Year.
- 2 Carefully, my parents chose my name: Ji-li, meaning lucky and beautiful. They hoped that I would be the happiest girl in the world.
- 3 And I was.
- 4 I was happy because I was always loved and respected. I was proud because I was able to excel and always expected to succeed. I was trusting, too. I never doubted what I was told: "Heaven and earth are great, but greater still is the kindness of the Communist Party; father and mother are dear, but dearer still is Chairman Mao."
- 5 With my red scarf, the emblem of the Young Pioneers, tied around my neck, and my heart bursting with joy, I achieved and grew every day until that fateful year, 1966.
- 6 That year I was twelve years old, in sixth grade.
- 7 That year the Cultural Revolution started.

The Liberation Army Dancer

Paragraphs 1-76

- 1 Chairman Mao, our beloved leader, smiled down at us from his place above the blackboard. The sounds and smells of the tantalizing May afternoon drifted in through the window. The sweet breeze carried the scent of new leaves and tender young grass and rippled the paper slogan below Chairman Mao's picture: **STUDY HARD AND ADVANCE** everyday. In the corner behind me the breeze also rustled the papers hanging from the Students' Garden, a beautifully decorated piece of cardboard that displayed exemplary work. One of them was my latest perfect math test.
- 2 We were having a lesson on the teacher's direction. The teacher directed the Young Pioneers to sing the Communist song. I sang over, trying to be louder and squeaked. Dayong burst out laughing.
- 3 Just then Principal Long came. He was a serious man, a former Army soldier, and he had a deep voice that was not a sound in the room.
- 4 Principal Long spoke. She was a woman, she finished, she said, "Ji-li," Principal Long rose behind us and we were all in wonder.
- 5 The gym was empty.
- 6 "I want to see you dance like an Army woman. I want to see your head in front of you, your feet pointing backward as if you were walking backward. I want to see you grab my ankle and swing with excitement."

The World of
Red Scarf Girl

Lesson 1—The World of Red Scarf Girl

Watch the video your teacher will present to understand the world of the novel you are about to read.



From the Collection of Dennis Healy; iGor Stefanik; Landstamper Collections (Pages 64-65)

Amplify Print Student Edition

The World of
Red Scarf Girl

1. Look carefully at the following poster.



Mao Ze-dong was the leader of China's Communist Party while Ji-li was growing up. Posters like this one of Chairman Mao were all around her.

2. Tell your partner what you think the artist wanted people to feel about Chairman Mao when they saw this image?
3. Share with your partner which details the artist included in this image to get people to feel that way.

iGor Stefanik; Landstamper Collections

Think of a detail in the poster that you think the artist included for a specific reason. How do you think that detail might have shaped the way people felt when they saw this poster?

Be prepared to share your thoughts on the detail you noticed in the class discussion.

Work Visually: Reading an Image I

Students analyze a propaganda poster of Mao to explore his influence and to practice the same attention to details they'll soon start applying to text in *Red Scarf Girl*. Then, students hear classmates' different ideas about the details in the poster, noticing which details got the most attention. (10 min)



1 2 3

Mao Zedong was the leader of China's Communist Party while Ji-li was growing up. Posters like this one of Chairman Mao were all around her.

How do you think the artist wanted people to feel about Chairman Mao when they saw this image?

DIFFERENTIATION INSTRUCTIONAL GUIDE

The Warmth of Red Scarf Girl

1. Look carefully at the following poster:

Mao Zedong was the leader of China's Communist Party while Ji-li was growing up. Posters like this one of Chairman Mao were all around her.

2. Tell your partner what you think the artist wanted people to feel about Chairman Mao when they saw this image?

3. Share with your partner which details the artist included in this image to get people to feel that way.

© 2013 by Linda Ward Beech, Scholastic Teaching Resources

4. Think of a detail in the poster that you think the artist included for a specific reason. How do you think that detail might have shaped the way people felt when they saw this poster? Be prepared to share your thoughts on the detail you noticed in the class discussion.

LESSON 1 OVERVIEW

Red Scarf Girl is the story of a middle school student whose world was turned upside down. You'll enter that world today.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
- Complete the Sub-Unit 2, Lesson 12 Solo.

LESSON 1 Working with the Text

Work Visually: Reading an Image

- Examine the poster below.



From the Collection of Dennis Healy, EdD (Edwin S. Lindbergh Collection, Chicago, Ill.)

Posters like this were hung in public spaces across China during the 1960s and 1970s, and filled the world of the book you're about to start reading, *Red Scarf Girl*. The narrator of the book, Ji-li Jiang, saw posters like this one all the time.

This poster depicts Mao Zedong, who was the leader of China's Communist Party while Ji-li was growing up.

© Red Scarf Girl Narrator

B Lesson 1 (continued)

Standard: *RI.7.7*

Work Visually: Students analyze a propaganda poster of Mao.

Assign partners.

Partners work together to complete Activities 1–3 on page 149 of the Student Edition to analyze the poster.

C Lesson 1 (continued)

Discuss: Students hear classmates' different ideas about the details in the poster.

Project: Poster of Mao as the Sun.

Call on several students to come up to the board one at a time.

Point to a detail, and tell us why you think the artist included it. How do you think that detail might have shaped the way people felt when they saw this poster?

Let students know that artists include details to stir up specific feelings and have an impact on the viewer.

Post Answers. Keep track of what students say in a T-chart with 2 headings: "Detail" and "Impact."

Discuss responses.

Lesson Brief
(11 Activities)

1

VOCABULARY
Vocabulary Activities

2

CLASS
Present: Download the Unit
Texts

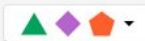
3

CLASS
Introduce: Ji-li's World

4

READING
Work Visually: Reading an
Image I

5

READING
Work Visually: I
Image II

Work Visually: Reading an Image I



Students analyze a propaganda poster of Mao to explore his influence and to practice the same attention to details they'll soon start applying to text in *Red Scarf Girl*. Then, students hear classmates' different ideas about the details in the poster, noticing which details got the most attention. (10 min)



DIFFERENTIATION

INSTRUCTIONAL
GUIDE

Mao Zedong was the leader of China's Communist Party while Ji-li was growing up. Posters like this one of Chairman Mao were all around her.

How do you think the artist wanted people to feel about Chairman Mao when they saw

1

2

3

Next



Student Level Assignments

Cancel

Save

Organize your students below so they will see the differentiated activity you believe is most appropriate for them. This grouping will be saved and applied to all differentiated activities students see going forward in this unit.



Class:

6th Grade CC Kinney

Levels:

▲ SUBSTANTIAL (0)	● ELL DEV (1)	■ MODERATE (2)	▲ LIGHT (2)	◆ CORE (6)	◆ CHALLENGE (1)
<div style="border: 1px dashed gray; padding: 5px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">+</div>	<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 3</div>	<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 12</div>	<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 10</div>	<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student</div>	<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 5</div>
		<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 7</div>	<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 8</div>	<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 11</div>	
				<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 2</div>	
				<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 4</div>	
				<div style="border: 1px solid gray; padding: 5px;">≡ Kinney, Student 6</div>	

Planning for the Unit

Unit Overview 

Reading and Writing Assignments 

Contracting the Unit 

Unit Formative and Summative Assessments 

Apps in This Unit 

Differentiation 

Teacher References

Lesson at a Glance Compilation 


Lesson Standards 


Vocabulary 

Additional Reading Opportunities 

Materials


 **Grade 7 Solo Activities**

 **Solo Answer Key**

 **Grammar Pacing Guide**

 **Mastering Conventions - One**


 **Mastering Conventions - Two**


 **Mastering Conventions - Three**

 **Mastering Conventions - Spelling**


 **Mastering Conventions - Spelling (Student)**

 **Grade 7 Essay Rubric**

 **Writing Prompts: ELL Dev (For students using print)**

 **Writing Prompts: Moderate (For students using print)**

 **Solo Text Previews: English**

 **Writing Journal (For students using**



Name: _____

Date: _____

7A: Red Scarf Girl & Narrative

Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution*

● Lesson 1 Writing Prompt

To write your response, use the Prologue, paragraphs 1–7.

1. Look at the details you highlighted that show how Ji-li is feeling.
2. Do these details show that Ji-li is feeling hopeful? _____

Definition:

Hopeful: thinking or wishing good things are going to happen

3. Write three or four sentences explaining how hopeful Ji-li is at this moment in her story.

Choose one or two of these sentence starters to help you get started writing.

- I think that Ji-li is (hopeful/not hopeful) because _____.
- In the Prologue, it says _____, which makes me think _____.

Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang

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Red Scarf Girl is the story of a middle school student whose world was turned upside down. You'll enter that world today.

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This poster depicts Mao Zedong, who was the leader of China's Communist Party while Ji-li was growing up.

Present: Download the Unit Texts

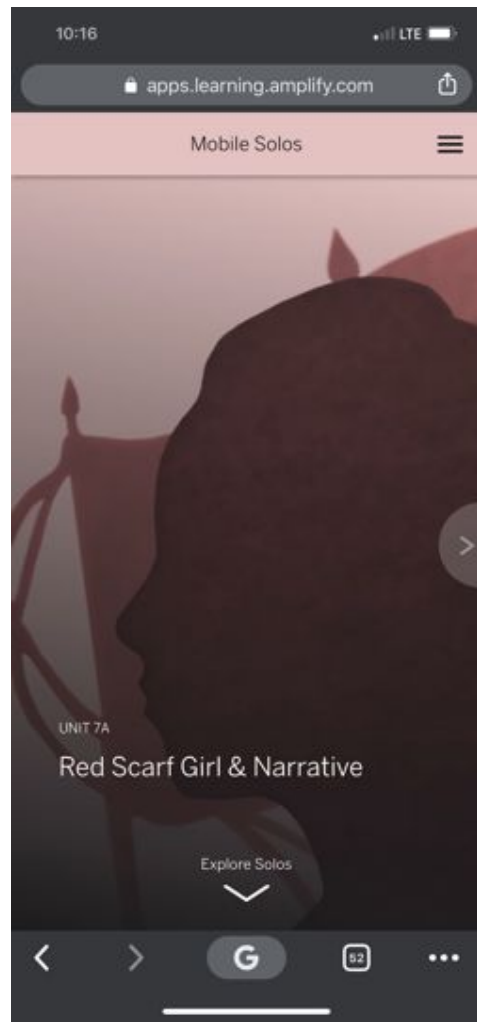
Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home. (3 min)

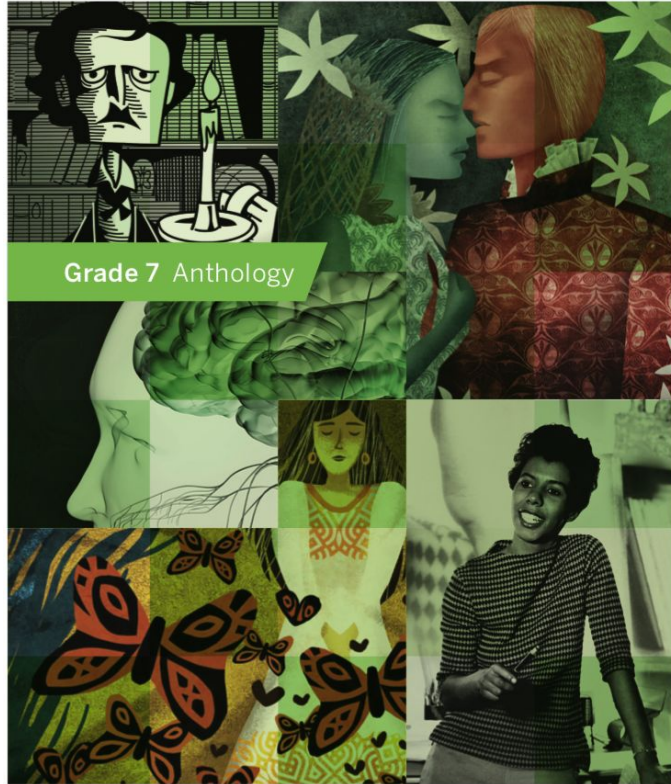


1. Go to the Amplify Library.
2. If you have not set up your PIN, enter four letters or numbers when prompted.
3. Search for *Red Scarf Girl: A Memoir of the Cultural Revolution*.
4. Download the text.
5. If you have not bookmarked the library, open the [Amplify Library](#) and bookmark the page that opens.
6. If you use a different device at home or for your Solo work, make sure to download these same texts onto that device.

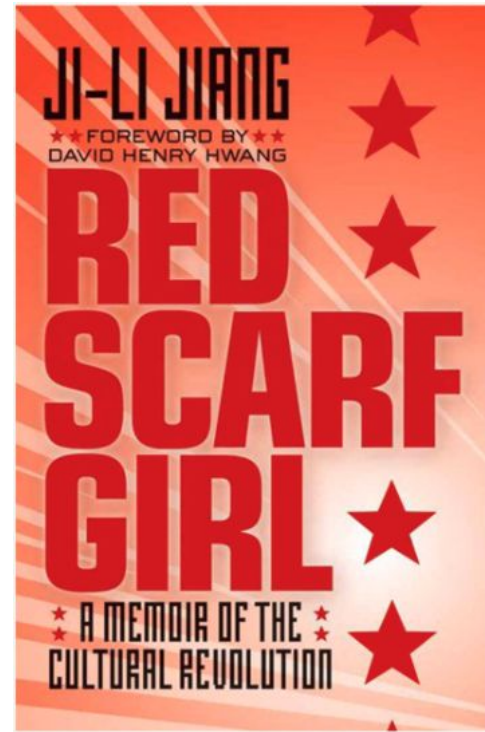
Next Up: 3 Introduce: Ji-li's World

Next Activity





Grade 7 Anthology





Hello Student Kinney

s.kinney@tryamplify.net

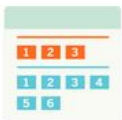
Log Out

Go To My Account

Tools



CKLA Hub



Elementary Student Apps



Library



My Work

ELA Apps



Black, White, & Blues in Chicago



Caught Red-Handed



Design Profile

Student Kinney

HOME

All Work

Show: Handed In In Prog

UNIT	SUB-UNIT	LESSON	ACTIVITY TYPE
6D: The Greeks	1 Prometheus	All	All

ACTIVITY	STATUS	SCORE
Select Text: Zeus and Prometheus 6D: The Greeks Sub-unit 1 Lesson 1	Handed In 12/10/19, 11:23 AM	
Exit Ticket 6D: The Greeks Sub-unit 1 Lesson 1	Handed In 12/10/19, 11:23 AM	
Solo 6D: The Greeks Sub-unit 1 Lesson 1	Handed In 12/10/19, 11:23 AM	
Exit Ticket 6D: The Greeks Sub-unit 1 Lesson 2	Handed In 12/10/19, 11:23 AM	
Solo 6D: The Greeks Sub-unit 1 Lesson 2	Handed In 12/10/19, 11:23 AM	

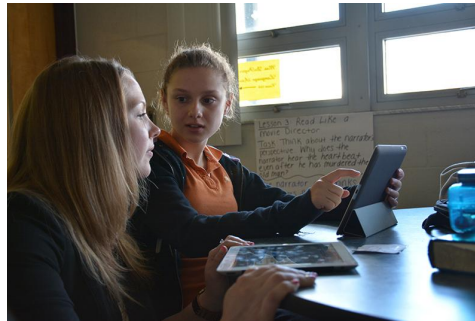
Print

ELA Anywhere Planning Guide

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: Getting the Verb Right</p> <p>Skill practice: Students will identify and analyze the impact of strong verbs.</p> <p>Writing: Students will write about one funny moment, using strong verbs to capture the image, emotion, and impact of the action.</p>		<p>Think about a funny moment that lasted for fewer than three minutes. Use strong verbs to show what happened.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>* For synchronous learning, consider a possible alternative for Activity 2.</p>	<p>Feedback:</p> <p>Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 4 writing, for use in Lesson 7.</p> <p>Assessment: Writing reports are accessed through the Global Navigation Menu and provide a view of student growth in focus. Classes where 80% of students score 3 or above in focus may decide to skip from lesson 6 to lesson 11.</p>
<p>Lesson 7: Experiments in Revision</p> <p>Revision: Students will revise their writing by adding precise details to strengthen the focus of the moment and then assess the impact of these changes.</p> <p>Writing: Students will apply the skills of focus and showing to write about one moment when they were exhausted.</p>		<p>Write about a moment when you were exhausted. <i>Show</i> the reader how exhausted you were.</p>	<p>Curriculum App: Activities 3–5</p>	<p>Instruction: Support students as they revise independently by identifying one moment in their writing and using precise details to focus further. (<i>SEL: Self-management</i>)</p> <p>Feedback: Spotlight a variety of student work as focus skill exemplars to build a strong writing community. (<i>SEL: Relationship skills</i>)</p> <p>For students using Amplify Anywhere, be sure to review and assess revision efforts when you collect work.</p>
<p>Lesson 8: Focusing on the Details</p> <p>Skill practice: Students will practice the skill of Focus by zeroing in on, and describing, the small details within a larger painting.</p> <p>Writing: Students will apply the idea of "painting a picture for the reader" by using focus and showing to describe a moment when they ate outside.</p>		<p>Write about a <i>brief</i> moment when you ate outside.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>* Differentiation in Activity 2 provides useful discussion starters.</p>	<p>Instruction: "Close reading" an image for details can support narrative writing and close reading text.</p> <p>Feedback:</p> <p>The Lesson Brief provides guidance on using On-the-Fly support strategically.</p> <p>Review Preparation in the Lesson Brief for directions on how to prepare a Revision Assignment of students' Lesson 8 writing, for use in Lesson 12.</p>

Back to School 2020 will be Unique

- Students may have missed up to three months' instruction
- Students have been out of school routines for 6+ months, and learning plans for fall are still being finalized
- Students need strong SEL skills and relationships more than ever



Starting Points

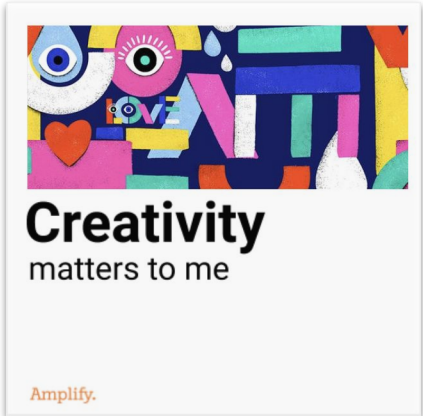
Increase **social well-being** and **academic engagement**

Research-backed activities that

- value lived experience
- build relationships
- spur personal writing



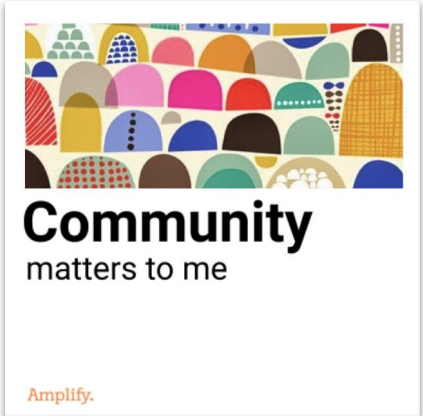
Value Cards



Creativity
matters to me

Amplify.

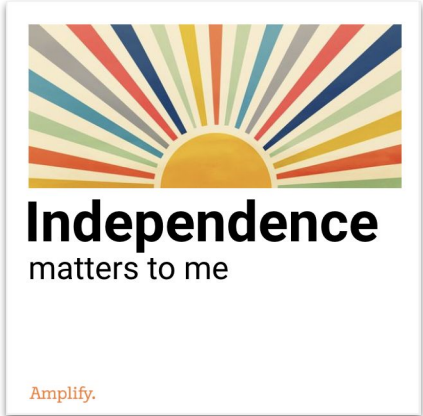
This card features a vibrant, abstract collage of colorful shapes and patterns, including a large eye, a heart, and various geometric forms in shades of blue, pink, yellow, and green.



Community
matters to me

Amplify.

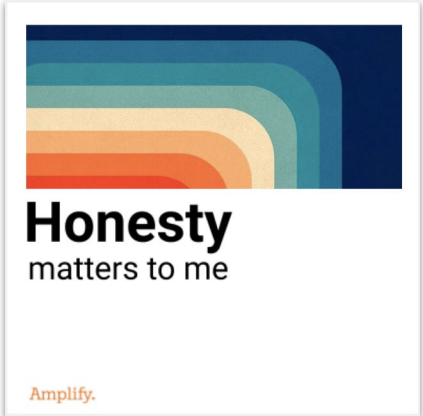
This card features a colorful, abstract pattern of overlapping, rounded shapes in various colors like blue, pink, yellow, and green, creating a sense of unity and diversity.



Independence
matters to me

Amplify.

This card features a stylized sun with rays in various colors (red, orange, yellow, green, blue) rising over a horizon line.

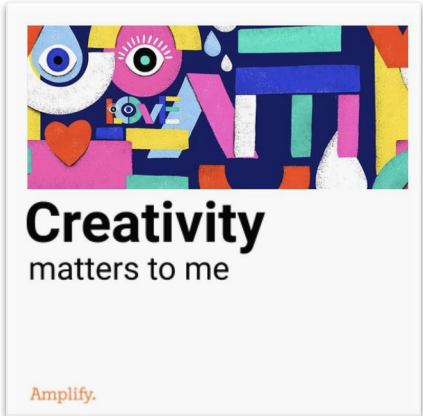


Honesty
matters to me

Amplify.

This card features a series of horizontal, curved bands in shades of blue, green, orange, and red, creating a sense of depth and movement.

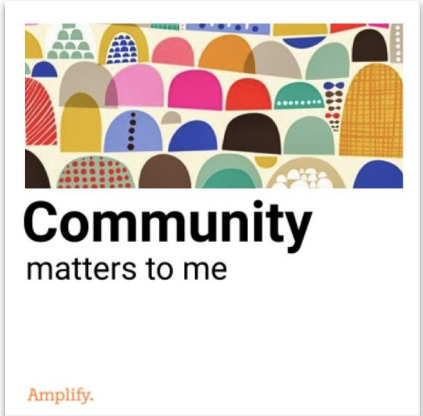
Value Cards



Creativity
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Amplify.

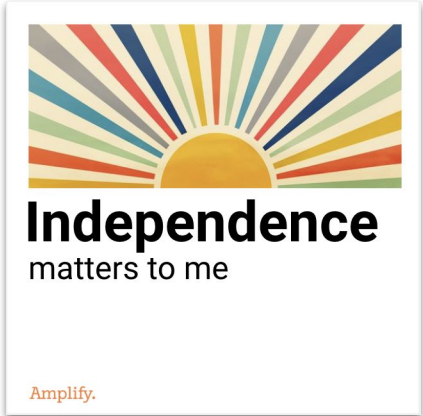
This card features a vibrant, abstract collage of colorful shapes, including a large eye, a heart, and various geometric forms in shades of blue, pink, yellow, and green.



Community
matters to me

Amplify.

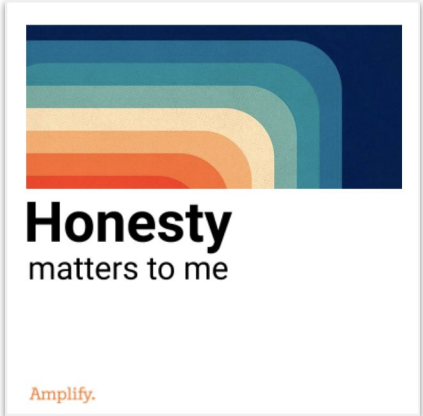
This card features a colorful pattern of stylized, rounded shapes resembling buildings or domes in various colors like blue, pink, yellow, and green.



Independence
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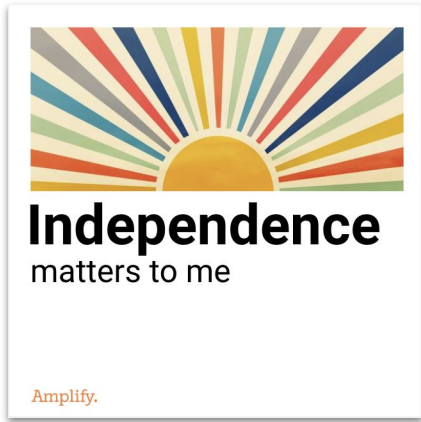
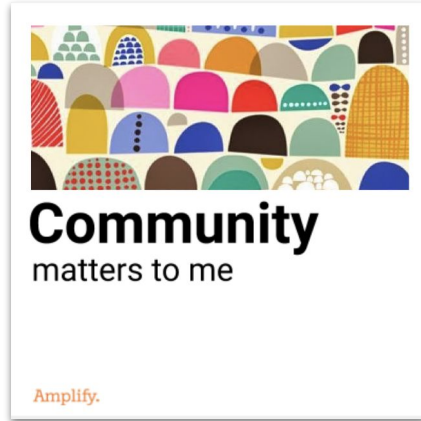
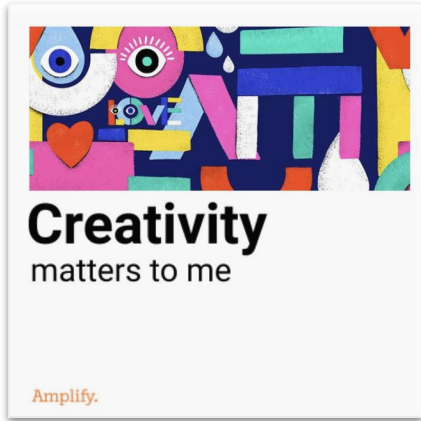
This card features a stylized sun with rays in various colors (red, orange, yellow, green, blue) rising over a yellow semi-circle.



Honesty
matters to me

Amplify.

This card features a series of horizontal, curved bands in shades of blue, teal, orange, and red, creating a sense of depth and movement.



Most Important



NOT Important

Here's a COLLAGE that shows what CREATIVITY means to me:

that shows what FAMILY means to me:

PERFECT

sh
wh
y o
cu
l te
bu
sh
do
a s
a s
wa
re
in
bu
I d
yo



ne:

COURAGE

Thursdays my grandma takes me to the pool for free swim. It used to be fun, but some of my friends started going on the high dive. I love to swim but I HATE the high dive. Every time I even go near it my heart starts beating like crazy.

FAMILY

People think I'm snobby because I don't talk a lot in class. But that is because I don't really know how to talk to people. When I open my mouth I get nervous and stumble all over my words. I'm OK when it's with my family or the friends I have outside school, but when I'm at school it's different.

HARD WORK

I want to be a pilot. The problem is you need to be really good at math and I get really nervous during math tests. I want to study harder, or find ways to not get nervous just because it's a test.

friendship

I am a great friend. I make friends wherever I go. I've changed schools twice because of my mom's job. And now I'm starting at a new school with new people and switching classes. At each new school, I've made friends. I like doing things with other people. Usually if I ask someone to play or join a game - they do. I ask everyone and then they will ask me. And that's how I know I'm a good friend. I like having friends!
I really want to make friends with someone (at least) in all my classes.

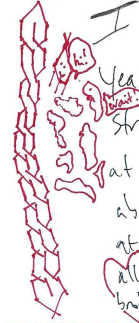


soooooo many classes!!!!!!

6.20.20

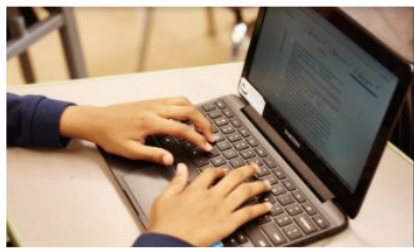
honesty

I value honesty. I've definitely learned that this year. Actually, my brother has always told it to me straight. I learned that after my cousin put my grandma at risk. Where we live, everyone has a different opinion about what should be open for business. I miss our dinners at Friday's and my allowance for the arcade. These places are all closed because they are not safe. My mom says that, and my brother, but a lot of people want these places open. We wear masks but

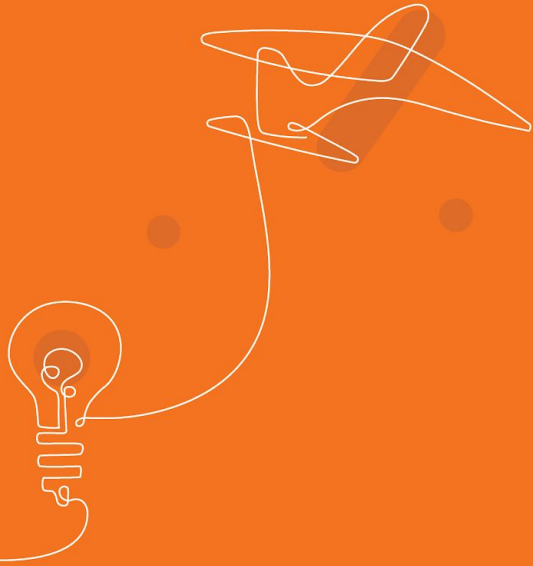


Starting Points

Starting Points will be available beginning in August in both print and digital formats through the Amplify Professional Learning Site



Professional Development Support



1st Edition/ CA Edition



27 Lessons
6A: Dahl & Narrative

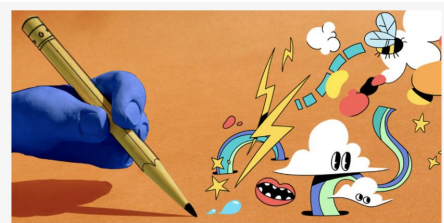


30 Lessons
7A: Red Scarf Girl & Narrative



24 Lessons
8A: Dahl, World War II & Narrative

2nd Edition



28 Lessons
6A: Dahl & Narrative



31 Lessons
7A: Red Scarf Girl & Narrative



27 Lessons
8A: Perspectives & Narrative

Hello Teacher Kinney
t.kinney@tryamplify.net

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Classroom Language Settings

Additional Resources



Benchmark Assessments



ELA Professional Learning



ELA Resources



Help

Professional Learning Website 2nd Edition



Hello, Teacher!

Search

Welcome ELA Teachers!

[Program Overview](#)

[Navigation and Materials](#)

[Planning](#)

[Accessing Student Work](#)

Remote and Hybrid Learning

[Amplify ELA 6-8 Remote & Hybrid Learning Office Hours:](#)

[ELA Remote and Hybrid Learning Guide](#)

[Starting Points](#)

[ELA Anywhere Planning Guide](#)

[ELA Anywhere Remote Resource](#)

[100-day pathway](#)

[Mobile Solos](#)

[Targeted data and skills support](#)

[Amplify Learning Resources](#)

Remote and Hybrid Learning:

What resources support Back to School 2020–21?

We're excited to share new resources to support you in preparing for a Back to School that will look different from any other year. We are releasing new enhancements and resources to support teaching and learning, whether your students will be at home, attending school in a hybrid or staggered schedule, or transitioning back into classrooms.

Amplify ELA 6-8 Remote & Hybrid Learning Office Hours:

We will be offering two live sessions for Middle School ELA leaders and teachers focused on teaching ELA in a remote and hybrid back to school environment. Click on the links to enroll in this free online webinar:

- [July 27, 2020 at 2pm EST](#)
- [August 13, 2020 at 4pm EST](#)

Amplify ELA Teacher Resources and Support

As a truly blended program, Amplify ELA can work well in whatever scenario you encounter this fall. Amplify ELA has also developed a variety of resources to ensure you have the tools to make continuous learning even easier and support students in developing reading and writing skills – no matter where learning is happening.

Hello Teacher Kinney
t.tkinney@tryamplify.net

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Classroom Language Settings

Additional Resources



Benchmark Assessments



ELA Professional Learning



ELA Resources



Help

Teacher Resources Website 1st Edition

Amplify.

ELA 1st Edition

Introduction

- Getting Started with Amplify
- Onboarding: What to Expect
- Pre-launch Checklist

Pedagogy

Instruction

Assessments

Differentiation

Amplify ELD

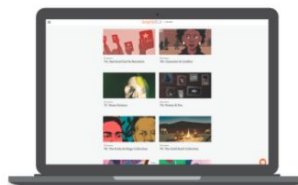
Tutorials

Customer Support

Introduction

Amplify ELA provides an engaging digital program with comprehensive print materials for grades 6–8. The lessons follow a structure that is grounded in regular routines but flexible enough to allow a variety of learning experiences. Lesson structures vary from day to day, ensuring that students are always engaged.

Digital Navigation



1 Sub-Unit



2 Lesson



3 Activity/Learning Object



ACCESS THE DIGITAL CURRICULUM

Support

Amplify Help Center
1-800-823-1969
elahelp@amplify.com

California Reviewer Resources

Teacher Program Guide

Connect



Stay informed and connect with other Amplify ELA educators:

Amplify ELA Facebook Group
Amplify ELA Pinterest

More about Amplify Education:

Twitter
Facebook
Pinterest

Search Site ...

	ELA Anywhere Planning Guide	ELA Anywhere Remote Resource	Starting Points	Where are the Resources?
Edition 2 customer	<p>7th Grade Unit A: Available Now</p> <p>6th and 8th Grade Unit A: Aug 15</p>	<p>7th Grade Unit A: Available Now</p> <p>6th and 8th Grade Unit A: Aug 15</p>	<p>Student: Available now</p> <p>Teacher Guide: Aug. 7</p>	<p>PL site in Glob. Nav</p>  <p>ELA Professional Learning</p>
CA/ Edition 1 customers	<p>Unit A for all grades: 1 Sept 1</p>	<p>7th Grade Unit A: Available Now</p> <p>6th and 8th Grade Unit A: Sept. 10</p>	<p>Student: Available now</p> <p>Teacher Guide: Aug. 7</p>	<p>Resource Site in Glob. Nav.</p>  <p>ELA Resources</p>

Ongoing Professional Support

Future Office Hours

August 6, 2020 at 2:00-3:00 EST

- Navigation Refresher & Top 3 Planning Resources

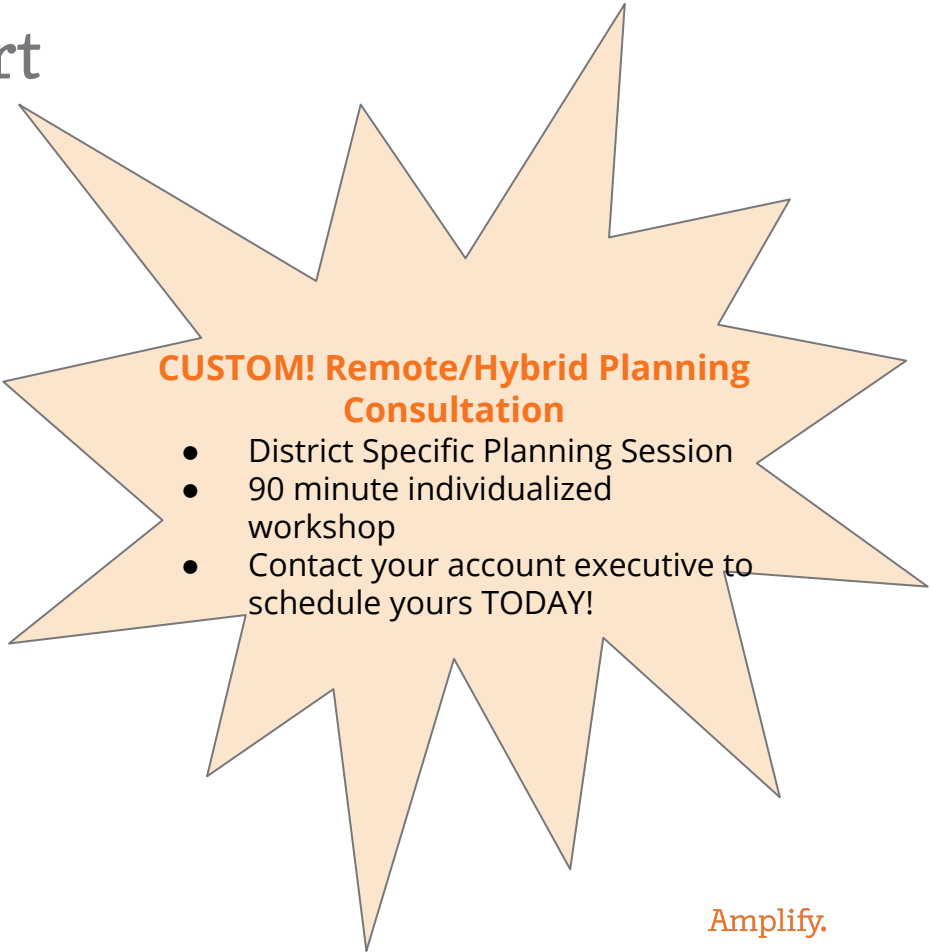
August 13, 2020 at 4:00-5:00 EST

- Encore Live Session

Weekly, dates and times TBD

Topics to include:

- Navigation
- Planning for remote/ hybrid learning
- Remote resources
- Teaching close reading or writing remotely
- Assessment and differentiation



CUSTOM! Remote/Hybrid Planning Consultation

- District Specific Planning Session
- 90 minute individualized workshop
- Contact your account executive to schedule yours TODAY!

Ongoing Professional Support: Feedback

Feedback to support what
we share next!



[Survey Link](#)

Amplify.

Thank you!

