



ELA Anywhere Planning Guide

Unit 6B: Tom & Sherlock

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

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Student Materials	Curriculum App <ul style="list-style-type: none"> Unit and Sub-Unit Overviews Lesson Overviews and Materials Lesson activities Any teacher-assigned differentiated supports Vocab App Global Navigation (Apps, Quests, Amplify Library) Digital or Mobile Solos My Work eReader with Reveal Word definitions 	Amplify ELA Anthology Amplify ELA Unplugged lessons* (or ELA Anywhere) Printable Resources <ul style="list-style-type: none"> Solo Activities workbook Unit Reading Assessments Mastering Conventions Other Resources: <ul style="list-style-type: none"> Mobile Solos Classroom copy of grade novel <p>* Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p>	Curriculum App <ul style="list-style-type: none"> Unit and Sub-Unit Overviews Lesson Briefs and Materials Lesson activities Any teacher-assigned differentiated supports Vocab App Global Navigation (Apps, Quests, Amplify Library) Digital or Mobile Solos My Work eReader with Reveal Word definitions 	ELA Anywhere <ul style="list-style-type: none"> Unit and Sub-Unit Overviews Lesson Overviews and Prep Lesson activities Formative Writing Prompts Lesson Texts (can be accessed any of the following ways) <ul style="list-style-type: none"> eReader texts downloaded from Amplify Library onto home device for offline use Amplify ELA Anthology Printable Resources <ul style="list-style-type: none"> Solo Activities workbook Unit Reading Assessments Mastering Conventions Other Resources: <ul style="list-style-type: none"> Mobile Solos

How to Use This Planner

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

What's in each column:

Lesson Objectives

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

Reading

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

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

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

Writing Prompt

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

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

Meet-up Activities

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

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

Notes

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

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

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

Sub-unit 1: *The Adventures of Tom Sawyer* by Mark Twain

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

NOTE: This unit is accompanied by the *Tom Sawyer, Treasure Hunter* Quest, to be completed after lesson 12 of Sub-Unit 1. Adapted from the work of Mark Twain, this quest gives students a piece of a treasure map and challenges them to locate the other six pieces. You can preview this Quest in your Global Navigation Menu to decide whether you will assign it.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Ever Heard of Tom Sawyer?</p> <p>Reading: Students will select text evidence that illustrates Tom's character traits to use in the Character Matrix app. Students will compare his degree of trickiness and likability in three different scenes.</p> <p>Audio:</p> <ul style="list-style-type: none">  Dramatic Reading, Pt. 1 Jam Scene  Dramatic Reading, Pt. 2 Swimming Scene  Dramatic Reading, Pt. 3 Fight Scene <p>App:</p> <ul style="list-style-type: none">  Character Matrix app 	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> • Chapter 1 (1–47, 50–110) <p>Solo</p> <ul style="list-style-type: none"> • Chapter 1 (25–47) 		<p>Curriculum App: Activities T1–T4*</p> <p>*In Teacher Activity 1, read aloud or play the audio for paragraphs 1–23 before polling students to see whether they initially find Tom likable or unlikeable.</p>	<p>Download the Unit Texts: Help students with devices download the text onto their preferred home learning device.</p> <p>Accessibility: Remind students that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p>Preparation: The Lesson Overview contains useful information about key concepts students work with in the Tom Sawyer lessons.</p> <p>Consider using two class periods for this lesson to allow time for students to complete the initial Solo activity as well as the class activities. If splitting the lesson, complete activities 3–5 in the first class, and T2–T4 in the second class.</p> <p>Practice using the Character Matrix app to be prepared to model it in Activity 5.</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
				<p>Instruction: Students using the digital lessons will work with the custom Character Matrix app, accessible via the Global Navigation Menu for teachers or the link embedded in the lesson for students. Classrooms using a cart model will need to procure devices for this lesson, or you can facilitate a whole class discussion by projecting the app from your own device.</p> <p>Students using ELA Anywhere will work with a Character Matrix activity adapted for print, rather than the app.</p> <p>Solos: ELA Anywhere and Unplugged lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: What Did He Just Say?</p> <p>Reading: Students will analyze the dialect in Tom Sawyer and write paraphrases to show their understanding of the dialect.</p> <p>Speaking and Listening: Students will compare two paraphrases of the dialect to help further their understanding of what Twain really means.</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 1 (1–110) <p>Solo</p> <ul style="list-style-type: none"> Chapter 1 (1–23) 		<p>Curriculum App: Activities 3–5*</p> <p>*Complete the paraphrases in Activity 3 as a class.</p>	<p>Preparation: Review the Preparation section of your digital Lesson Brief to prepare for the Silent Conversation activity (Teacher Activity 1 and Activity 3).</p> <p>Students using ELA Anywhere will not compare two paraphrases.</p> <p>Differentiation: Review the Differentiation section of your digital Lesson Brief to review the supports available for Activity 4 and assign students the level that best targets their needs.</p> <p>Instruction: Communicate the expectation that students use the link in each lesson to independently access the Vocab App and practice vocabulary for 5–7 minutes every day. You can check Classwork to see whether students are completing these activities.</p> <p>For students using the print Anthologies, let them know your expectations for annotation in the text.</p> <p>Connections to Other Lessons: If your students are remote, review Lesson 3, Activity 2 and assign students pairs in which to rehearse their readings before the next meet-up session—they can even rehearse over the phone.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Who Is This Guy, Really?</p> <p>Speaking and Listening: Students will act out two scenes to contrast Tom's behavior in relation to different characters.</p> <p>Writing: Students will focus on one of the passages of text that the dramatizations brought to their attention and describe what they noticed about it and what it shows about Aunt Polly or Tom.</p> <p>Audio:</p> <p> Tom Sawyer - Inflections</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 1 (25–70) <p>Solo</p> <ul style="list-style-type: none"> Chapter 2 (1–48) 	<p>Compare the way Tom acts with Aunt Polly and with the new boy. Use textual evidence to support your comparison.</p>	<p>Curriculum App: Activities T1 & 3*</p> <p>*See Lesson 2 and Lesson 3 notes about student pairs and readings in Activity 2.</p>	<p>Preparation: Review Activity 2 to decide how you might assign students pairs for each reading. If current classroom conditions prevent students from grouping in pairs to rehearse, consider skipping the rehearsal and instead choosing two pairs of confident readers to do their best unrehearsed performance.</p> <p>Instruction: Students using ELA Anywhere will read the two scenes to themselves rather than acting them out.</p> <p>It's important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Spend time on the Rules for Writing and Rules for Sharing to establish clear expectations.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: “Life to him seemed hollow.”</p> <p>Reading: Students will select dialogue and other text details that show Tom’s traits in two scenes from Chapter 2. Students will then compare their analysis of Tom’s character at different points in the story to note how his behavior changes depending on his surroundings.</p> <p>Audio:</p> <ul style="list-style-type: none">  Whitewashing Part 1: Chapter 2, Paragraph 1  Whitewashing Part 2: Chapter 2, Paragraph 14 <p>App:</p> <ul style="list-style-type: none">  Character Matrix app 	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> • Chapter 2 (1–48) <p>Solo</p> <ul style="list-style-type: none"> • Chapter 2 (14–48) 		<p>Curriculum App: T1–T3*</p> <p>*Consider using two meet-up periods for this lesson: Teacher Activity 1–Activity 3 for the first class (the Beautiful Scene), and Teacher Activity 2–Teacher Activity 3 in the second class (the Fence Scene).</p>	<p>Instruction: It is important to note for students that this book takes place before the end of legalized slavery. Jim is enslaved by Aunt Polly. Tom never comments on the injustice of Jim’s situation. In Activity 2, you might point out that Tom is particularly ignorant when he disregards Jim’s fear of being punished for fooling around.</p> <p>Students using the digital lessons will work with the custom Character Matrix app. Classrooms using a cart model will need to procure devices for this lesson, or you can facilitate a whole class discussion by projecting the app from your own device.</p> <p>Students using ELA Anywhere will work with a Character Matrix activity adapted for print, rather than the app.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: “Why, it’s you, Ben, I warn’t noticing.”</p> <p>Reading: Students will compare Tom’s motivation and reaction to playing the whitewashing trick to the way Dahl describes his own motivation and reaction to his mouse plot inspiration.</p> <p>Writing: Students will write about Tom’s character by selecting relevant details showing Tom’s “trickiness” and explaining how the evidence shows this trait.</p> <p>Revision: Students will select their strongest descriptors of Tom’s character for “posing” to begin to identify their own stronger analytic sentences.</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 2 (14–46) <p><i>Boy: Tales of Childhood</i></p> <ul style="list-style-type: none"> “The Great Mouse Plot” (3–8) 	<p>Find a moment when Tom shows his trickiness at work. Describe what is happening.</p>	<p>Curriculum App: Activities 2–4*</p> <p>*Complete the Writing Prompt Warm-Up (Activity 4) to ensure that all students are ready to write before ending the meet-up session. Then, tell students to complete Activities 4, 6, 7, and 8 independently.</p>	<p>Assessment: If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth toward productivity expectations of 120 words.</p>
<p>Lesson 6: Flex Day 1</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Flex Days occur every 4–6 lessons. You’ll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief.</p> <p>Instruction: You may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p> <p>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 7: “The fresh-crowned hero fell.”</p> <p>Reading: Students will read closely to identify key details of Tom’s behavior and actions with Becky, then analyze what those details reveal about his character.</p> <p>Writing: Students will describe how Tom acts when he sees Becky and what this shows about his character. Students will choose a few of their strongest sentences to “post” to Spinnr and share with the class.</p> <p>Audio:</p> <p> Tom Sees a New Girl: Chapter 3, Paragraph 11</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 3 (11–14) <p>Solo</p> <ul style="list-style-type: none"> Chapter 3 (15–28) 	<p>Do the lines you highlighted show you something about Tom that you didn’t know before? Explain your answer.</p>	<p>Curriculum App: Activities T1–4*</p> <p>*Assign Activity 6 as part of independent work; then begin your next meet-up session with the Wrap-Up (Teacher Activity 2) from this lesson.</p>	<p>Instruction: Students have now written about Tom’s character in Lessons 3 and 5. Create Spotlights of short 2- or 3-sentence exemplars of strong use of textual evidence to discuss before the Writing Prompt (Activity 7) to support this skill.</p> <p>Students using ELA Anywhere will not complete the Spinnr activity (Activity 6).</p>
<p>Lesson 8: “An agony of pleasurable suffering”</p> <p>Reading: Students will select text that shows Tom’s responses to his aunt’s wrongful accusation and then compare how he acts with Aunt Polly to how he acts with Becky.</p> <p>Writing: Students will develop a claim about whether Tom continues to demonstrate trickiness or whether they identify a new character trait in these scenes.</p> <p>Audio:</p> <p> The Sugar Bowl: Chapter 3, Paragraph 15</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 3 (15–28) <p>Solo</p> <ul style="list-style-type: none"> Chapter 6 (1–113) 	<p>Is Tom still trying to be “tricky” in these scenes with Becky or Aunt Polly or do his actions and thoughts give you a new idea about his character?</p>	<p>Curriculum App: Activities T1–4, T3*</p> <p>*See Preparation note about Activity T3.</p>	<p>Preparation: If you’ve decided to have students do the <i>Tom Sawyer, Treasure Hunter Quest</i> at the end of this sub-unit, make time to introduce it at the end of this lesson (Teacher Activity 3).</p> <p>Feedback: Review students writing regularly in Classwork, and use the Reporting app to check your students’ patterns of skill progress. Provide targeted feedback by highlighting a place they use a skill, naming the skill, and describing the impact of that skill. (“When you <u>describe your quoted text evidence about Tom’s actions as ‘self-centered,’</u> I understand why his character is not likable.”)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 9: “The juvenile pariah of the village”</p> <p>Reading: Students will analyze Tom’s and Huck’s character traits and compare their similarities and differences.</p> <p>Audio:</p> <p> Tom and Huck: Excerpt from Chapter 4, Paragraph 42</p> <p>App:</p> <p> Character Matrix app</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 6 (42–113) <p>Solo</p> <ul style="list-style-type: none"> Chapter 6 (114–158) 		<p>Curriculum App: Activities T1–5*</p> <p>*If students complete the t-shirt activity (Activity 6) independently, provide them with an opportunity to share their illustrations at the beginning of your Lesson 10 meet-up session.</p>	<p>Preparation: Review the Preparation section of your digital Lesson Brief to prepare materials for Activity 6. Remote students can use plain white paper instead of the t-shirt handout.</p> <p>Students using ELA Anywhere will work with a Character Matrix activity adapted for print, rather than the app.</p>
<p>Lesson 10: “Now, sir, go and sit with the girls!”</p> <p>Reading: Students will select dialogue and other text details that show Tom’s traits in a scene with Becky. Students will then compare their analysis of Tom’s character at different points in the story to note which of his identified character traits remains constant.</p> <p>Audio:</p> <p> Tom Meets Becky: Chapter 6, Paragraph 114</p> <p> The Treasure Hunt: Chapter 25</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 6 (114–158) Chapter 25 (1–24) <p>Solo</p> <ul style="list-style-type: none"> Chapter 35 (1–34) 		<p>Curriculum App: Activities 2–5</p>	<p>Instruction: Students using the digital lessons will work with the custom Character Matrix app. Classrooms using a cart model will need to procure devices for this lesson, or you can facilitate a whole class discussion by projecting the app from your own device.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 11: “Tom Sawyer’s Gang”</p> <p>Reading: Students will identify details of Tom’s dialogue and action in a scene with Huck to analyze Tom’s type of trickiness toward Huck.</p> <p>Writing: Students will compare the way Tom acts in the scene with Huck to how he acts with another character in an earlier scene to analyze whether the scenes reveal similar or different character traits in Tom.</p> <p>Audio:</p> <p> Tom Sawyer’s Gang</p> <p>App:</p> <p> Character Matrix app</p>	<p><i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> Chapter 35 (5–34) <p>Solo</p> <ul style="list-style-type: none"> Chapter 35 (5–34) 	<p>Compare the way Tom acts in the scene with Huck to how he acts with another character in an earlier scene. Explain whether Tom is showing the same traits in each scene.</p>	<p>Curriculum App: Activities T1–7</p>	<p>Preparation: Review your digital Lesson Brief and your students’ Lesson 10 Solo results to decide whether your class will complete Activities T1, 4, and 5, which are optional.</p> <p>Instruction: Students using the digital lessons will work with the custom Character Matrix app. Classrooms using a cart model will need to procure devices for this lesson, or you can facilitate a whole class discussion by projecting the app from your own device.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 12: Flex Day 2</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class's comprehension reports and Embedded Assessment Measures to identify struggling readers who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>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>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 2: “The Speckled Band” by Sir Arthur Conan Doyle

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: “...there are widespread rumours...”</p> <p>Reading: Students will analyze lines of text as clues to what the story is about. Students will work together to combine their clues with other clues to predict what might happen in the story.</p> <p>Audio:</p> <ul style="list-style-type: none">  Making a Prediction: The Speckled Band  Introducing Sherlock Holmes 	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Speckled Band” (1) <p>Solo</p> <ul style="list-style-type: none"> • “The Speckled Band” (1–94) 		<p>Curriculum App: Activities T1–4*</p> <p>*You could modify Activity 2 by posting all clues with numbers to a shared Google doc or Zoom whiteboard and putting students into breakout groups to work with a small set of clues.</p>	<p>Instruction: Students using ELA Anywhere will work independently to combine their clues and make predictions about the story.</p>
<p>Lesson 2: “I am all attention, madam.”</p> <p>Reading: Students will identify details of Sherlock’s behavior, dialogue, or actions that show he is suspicious of something. Students will then make a list of those details that aroused his suspicion.</p> <p>Writing: Students will make a claim about the details Holmes finds suspicious and develop text evidence to support their claim.</p>	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Speckled Band” (1–94) <p>Solo</p> <ul style="list-style-type: none"> • “The Speckled Band” (95–194) 	<p>What details about Helen and her story does Holmes think might be suspicious? How do you know he finds them suspicious? Use textual evidence to support your answer.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>*Discuss students’ responses in Activity 2 to ensure they understand the sequence of events in Helen’s story.</p>	

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: “We shall see if the inside throws any light...”</p> <p>Reading: Students will read closely to accurately map details about the setting highlighted in Doyle’s description, then use text evidence to identify which of these details will be key to solving the mystery.</p> <p>App:</p>  Scene of the Crime: Sherlock Holmes app	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Speckled Band” (95–194) <p>Solo</p> <ul style="list-style-type: none"> • “The Speckled Band” (195–251) 			<p>Preparation: Read the Preparation section of your digital Lesson Brief for important information about using the Scene of the Crime: Sherlock Holmes app.</p> <p>Instruction: Students using the digital lessons will work with the Scene of the Crime: Sherlock Holmes app in this lesson and Lesson 4. Classrooms using a cart model will need to procure devices for this lesson, or you can facilitate a whole class discussion by projecting the app from your own device.</p> <p>Students using ELA Anywhere work with screenshots from the app in their lessons.</p>
<p>Lesson 4: What Does the Furniture Say?</p> <p>Reading: Students will close read the end of the story to identify which setting details Holmes used to solve the crime, then revise their “maps” to accurately match Holmes’s description of the clues to the crime setting.</p> <p>Speaking and Listening: Students will share and compare their room layouts in pairs to discuss and defend their layout and quote choices.</p> <p>Audio:</p>  The Adventure of the Speckled Band - The Ending <p>App:</p>  Scene of the Crime: Sherlock Holmes app	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Speckled Band” (196–251) <p>Solo</p> <ul style="list-style-type: none"> • “The Speckled Band” (33–55) 		<p>Curriculum App: Activities 3–5</p>	<p>Instruction: Help your students appreciate the moment of discovery when they find that portion of text that clarifies exactly where a piece of furniture must be for the crime to work.</p> <p>We recommend that students using ELA Anywhere have access to the room “maps” they drew in Lesson 3 for their work in this lesson.</p> <p>Students using ELA Anywhere complete Activity 4 as a graphic organizer during the Close Read. Encourage them to share, compare, and defend their choices with a classmate partner if possible.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Which Clues Does Holmes Use?</p> <p>Reading: Students will reread the text and identify the clues Holmes uses to solve the case.</p> <p>Writing: Students will identify and explain how a text detail was developed as a key clue in the story and then identify and explain how a detail from the story misled them.</p>	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Speckled Band” (248–251) 	<p>Write about two details:</p> <ol style="list-style-type: none"> 1. Pick one detail and describe how it turned out to be a useful clue for Sherlock Holmes. 2. Pick another detail in the story that you or someone else thought might be important, but turned out not to be, and explain why. 	<p>Curriculum App Activities 2 & 3*</p> <p>*As students share the details they focused on in the Lesson 2 Writing Prompt (Activity 3), post their details in a shared Google doc or Zoom whiteboard under two headings: Details used to solve the case / Details NOT used to solve the case.</p>	<p>Instruction: In this lesson, students will review their response to the Lesson 2 Writing Prompt (Activity 3). Students who were using print or ELA Anywhere for that lesson should refer to those materials to find their response.</p> <p>Feedback: The Writing Prompts in this sub-unit explicitly focus on explaining the significance of particular text details in the case. Focus your comments on places where students effectively explain a text detail.</p>
<p>Lesson 6: Flex Day 3</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class’s comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students’ recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>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>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 3: “The Red-Headed League” by Sir Arthur Conan Doyle

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: “Share my love of all that is bizarre.”</p> <p>Reading: Students will examine the details of Wilson’s story (a red herring) in order to identify important clues and suspicious details. Students will explain why they think a clue is important or suspicious.</p>	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Red-Headed League” (1–215) <p>Solo</p> <ul style="list-style-type: none"> • “The Red-Headed League” (89–162) 		<p>Curriculum App: Activities 2–4</p>	<p>Instruction: For students using the print Anthologies, let them know your expectations for annotation in the text.</p> <p>Solos: Students have the option to complete any Solo using the Amplify Mobile Solos.</p> <p>Connections to Other Lessons: Plan to begin your Lesson 2 meet-up session by sharing and discussing poll results from the Lesson 1 Wrap-Up (Activity 6).</p>
<p>Lesson 2: Case Notes</p> <p>Reading: Students will continue to examine the details of Wilson’s story (a red herring) in order to identify important clues and suspicious details. Students will explain why they think a clue is important or suspicious.</p> <p>Writing: Students will make a claim about which details are key clues in the case and use text details to develop their claim.</p>	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Red-Headed League” (89–162) <p>Solo</p> <ul style="list-style-type: none"> • “The Red-Headed League” (155–215) 	<p>Which details from the text seem ordinary but actually might be suspicious? Using textual evidence, explain why.</p>	<p>Curriculum App: Activities 2–4*</p> <p>*Begin the meet-up by sharing and discussing poll results from the Lesson 1 Wrap-Up.</p>	<p>Feedback: This Lesson’s Writing Prompt can be fun to share, as students are acting the parts of detectives and identifying their own suspicious details.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Red-Handed</p> <p>Reading: Students will examine five key details from Wilson’s story about the Red-headed League and the three key details Holmes discovers in Saxe-Coburg Square to identify how they succeeded in identifying these clues or why they were misdirected by Doyle.</p> <p>App:</p>  Caught Red-Handed app	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Red-Headed League” (163–215) <p>Solo</p> <ul style="list-style-type: none"> • “The Red-Headed League” (1–215) 		<p>Curriculum App: Activities 2–4</p>	<p>Instruction: Consider extending this lesson across two class periods, providing students with an entire class period to complete Activities 5 and 6.</p> <p>Students using the digital lessons will work with the Caught Red-Handed app in this lesson. Classrooms using a cart model will need to procure devices for this lesson, or you can facilitate a whole class discussion by projecting the app from your own device.</p> <p>Students using ELA Anywhere work with a graphic organizer to evaluate clues.</p>
<p>Lesson 4: Flex Day 4</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class’s comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students’ recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>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>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 4: Write an Essay

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: How Does That Trick Work?</p> <p>Reading: Students will find red herrings in “The Red-Headed League” to prepare for writing their first body paragraph.</p> <p>Writing: Students will draft the first body paragraph in their essays.</p>	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> “The Red-Headed League” 	<p>In his stories, Sir Arthur Conan Doyle includes false clues (or “red herrings”) that are either not important or that point you in the wrong direction. Write an essay in which you identify one of the false clues or red herrings Doyle uses in “The Red-Headed League” and do the following:</p> <ol style="list-style-type: none"> 1. Explain why this detail seemed important and what it led you to predict. 2. Explain what in fact was true about this detail. 	<p>Curriculum App: Activity 2–4*</p> <p>*Confirm that students have identified some red herrings as they highlight in Activity 4. Have them share and discuss some possible red herrings before they begin drafting their essay independently in Activity 5.</p>	<p>Instruction: We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they’ve completed all steps.</p> <p>Solos: It is important that students complete the writing activity in this lesson’s Solo, as they will need it for Lesson 3.</p> <p>Feedback: Read Teacher Activity 1 (Before Next Lesson) to review how to prepare Spotlights of student writing for use in Lesson 2.</p>
<p>Lesson 2: Revising to Improve the Work</p> <p>Skill Practice: Students will identify and discuss places where evidence is explained in the sample essay.</p> <p>Revision: Students will revise their body paragraph by adding details from the text as evidence to support their ideas.</p>	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> “The Red-Headed League” 	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 2–4*</p> <p>*Once you confirm that students are able to begin their revisions in Activity 4, you can instruct them to complete this writing independently.</p>	<p>Instruction: Students using ELA Anywhere will not work with a sample essay.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: A Polished Essay</p> <p>Writing: Students will draft their second body paragraphs and write an introduction for their essays.</p> <p>Revision: Students will edit their essays for punctuation, grammar, and spelling and ensure all quotes are cited correctly.</p>	<p><i>The Adventures of Sherlock Holmes</i></p> <ul style="list-style-type: none"> • “The Red-Headed League” 	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 2 & 3* (or 2–7**)</p> <p>*Make sure students understand the work they should complete independently in Activities 4 and 5 before the session ends.</p> <p>**If time allows, you may choose to use breakout sessions in Activities 4–7 so that students are able to write and edit their essays with a partner.</p>	<p>Instruction: You might decide to provide students with a walk-through of this lesson’s activity sequence. You can then run the lesson like a writer’s workshop, facilitating work for individual students as they move through the activities.</p> <p>Feedback: 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>