AmplifyELA

ELA Anywhere Planning Guide

Unit 6C: The Chocolate Collection

ELA Anywhere Planning Guide

Using Amplify ELA in all learning scenarios

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

Learning Scenarios and Resources

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

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

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

Learning Scenario	**Scenario 1:** Classroom Use	**Scenario 2:** Classroom Use	**Scenario 3:** Distance Learning	**Scenario 4:** Distance Learning
	Teacher: Digital Student: Digital	Teacher: Digital and Print Student: Print	Teacher: Digital Student: Digital	Teacher: Digital and Print Student: Print/Mostly offline

* For writing assignments where students revise a piece of writing or work to complete a longer piece of writing over multiple sessions, Amplify advises that students continue working within the medium in which they began the writing assignment.

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Teacher Materials	**Curriculum App** • 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 **Printable Resources** • Mastering Conventions Grammar lesson PDFs	**Curriculum App** • 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 **Printable Resources** • Unit Reading Assessments • Solo Activities workbook and Solo Answer Key • Mastering Conventions Grammar lesson PDFs • Essay Rubric PDFs • Printable Teacher Guide	**Curriculum App** • 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	**Curriculum App** • 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) **Printable Resources** • 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** • 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)** • Lesson activities • Formative Writing Prompts **Printable Resources** • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions **Other Resources:** • Mobile Solos • Classroom copy of grade novel * 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.	**Curriculum App** • 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** • Unit and Sub-unit Overviews • Lesson Overviews and Prep • Lesson activities • Formative Writing Prompts **Lesson Texts** (can be accessed any of the following ways) • eReader texts downloaded from Amplify Library onto home device for offline use • Amplify ELA Anthology **Printable Resources** • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions **Other Resources:** • 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 and 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
Lesson 1: Evaluating Sources: Part 1 **Research:** Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing reliable sources from unreliable sources.	**NOAA website** **Earth and Planetary Science, University of California, Berkeley website** **Marine Life Protection Act, Wikipedia** **The Ocean Foundation website** **Missouri Botanical Garden website** *The Guardian*		**Curriculum App:** Activities 2–7* * Create breakout rooms for student pairs.	**Preparation:** Review the Preparation section of your digital Lesson Brief for suggestions about which websites to use during this lesson. **Download the Unit Texts:** Help students with devices download the text onto their preferred home learning device. (Activity 2) **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. **Instruction:** Students using ELA Anywhere are able to complete this lesson without visiting any websites. You may have the option to try out Amplify's beta teaching experience as you teach this unit. Feel free to try this option; your students' experiences will not be impacted. **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.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: Evaluating Sources: Part 2 **Research:** Students will review several Internet sources, working collaboratively to assess their trustworthiness with a credibility checklist. **Writing:** Students will use evidence from the reviewed sources and the credibility checklist to explain which sources are the most and least credible.	**NASA website** **MIT News website** **CNN** **Terravivos website** **Solo** • "Two Ways of Seeing a River" by Mark Twain (1–3)	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.	**Curriculum App:** Activities 2–4* * In Activity 2, have links to previously selected websites (one reliable and one unreliable) available for students. Create a Google doc or Zoom whiteboard with the Source Dependability Chart from Activity 4. Have students add information during discussion.	**Preparation:** Consult the Preparation section of your digital Lesson Brief for guidance in selecting online articles for student exploration during this lesson. **Materials:** For students using the print Anthologies, let them know your expectations for annotation in the text. **Instruction:** Due to the extensive use of internet research, students using ELA Anywhere skip this lesson. 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. (*SEL: Relationship skills*) Review the Rules for Writing and Rules for Sharing (in the Materials section of your digital Lesson Brief in Unit 6A, Sub-unit 2, Lesson 2) to establish clear expectations.
Lesson 3: Avoiding Plagiarism **Research:** Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.	**Solo** • "Two Ways of Seeing a River" by Mark Twain (1–3)		**Curriculum App:** Activities 2–T1* * Create breakout rooms for student pairs. Create a Google doc or Zoom whiteboard with the Paraphrase Chart in Teacher Activity 1. Have students add their paraphrases and discuss.	**Preparation:** 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.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 4: Flex Day 1 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.	**Teacher choice:** Activities to support a range of skills, determined by student need.	**Teacher choice:** Grammar, Revision Assignments, and Writing Prompts determined by student need.		**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. **Instruction:** 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. Students using ELA Anywhere will skip Flex Days. Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.

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
Lesson 1: Scavenger Hunt: Introducing the Collection **Reading:** Students will explore a selection of texts and images in The Chocolate Collection, practicing skimming a source for relevance and close reading a source for key information. **Writing:** Students will explain how chocolate is portrayed as a luxury or a necessity by analyzing details from an image. **Videos:** ▶ The History of Chocolate	The Chocolate Collection • "Pilot Dropped Candy into Hearts of Berlin" • Excerpt from *Chocolat* • "Letter from Lord Rothschild to Laurence Fish" • "No Hot Chocolate for You!" Act I, Scene Eight from *Così fan tutte: English National Opera Guide 22* • "Chocolate" from *American Smooth* • "Is It Fair to Eat Chocolate?" from *Skipping Stones* • Excerpt: *The Dharma Bums* • Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz • The Daily Ration for Robert Falcon Scott's Trek to the South Pole • *The Penthievre Family or The Cup of Chocolate* by Jean-Baptiste Charpentier • Appendix C Statement from *Labour in Portuguese West Africa* (Cadbury Letter)	Choose one of the images to study again. Using details from the image, describe whether this image makes you think chocolate is a luxury or a necessity for humans.	**Curriculum App:** Activities 2–6* * Prepare to share your screen in Teacher Activity 1 to project the video. Capture student ideas regarding what they would like to learn about the history of chocolate for use in Lesson 3 when students create research questions. Create breakout rooms for student pairs in Activity 5.	**Preparation:** Consider rewards for students working on devices who win the scavenger hunts. **Differentiation:** Review your reading comprehension reports to consider which students may benefit from added supports, particularly during Solo reading. **Instruction:** In each scavenger hunt activity, students should 1) skim each article quickly to find whether it contains the information needed to answer the scavenger hunt question, then 2) only closely read the article containing the correct answer. They do not need to answer the questions associated with the other articles. A Scavenger Hunt Answer Key is included in Teacher Activity 2. In Lesson 1, Scavenger Hunt 2, students using ELA Anywhere search for the correct answer in only four texts, as opposed to the five texts students scan in the digital lesson. (The omitted text is *Chocolat*.) **Feedback:** 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. (continued)

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Scavenger Hunt: Introducing the Collection (continued)	**Solo** • "Early History of Chocolate"			**Connections to Other Lessons:** Students generate ideas in Activity 2 about what they want to learn about the history of chocolate. 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.
Lesson 2: Scavenger Hunt: Exploring the Collection **Reading:** Students will explore a selection of texts and images in The Chocolate Collection, practicing skimming a source for relevance and close reading a source for key information.	**The Chocolate Collection** • "The Sweet Lure of Chocolate" • "The Tropics" from *The Story of Chocolate* • "Eat More Chocolate, Win More Nobels?" from *Associated Press* • "Dark Chocolate: A Bittersweet Pill to Take" from *USA Today* • "Can Chocolate Be Good for My Health?" • Excerpt from *Chocolat* • Appendix C Statement from *Labour in Portuguese West Africa* (Cadbury Letter) **Solo** • "Pilot Dropped Candy into Hearts of Berlin"		**Curriculum App:** Activities 2–6* * Consider meeting briefly for Activity 2 and an introduction to Activities 3–5 before having students work asynchronously, then returning to the meet-up session to share findings and complete Activity 6. Create a Google doc or Zoom whiteboard to capture student responses in Activity 6.	**Preparation:** This lesson includes an Additional Text Writing Prompt in Activity 8. This extra Writing Prompt asks learners to read a new text at a similar level of complexity, and provides practice writing activities for multiple texts. Consider whether assigning this writing might be appropriate for some or all of your students. **Instruction:** Use the Scavenger Hunt Answer Key in Teacher Activity 1 to help guide discussion and check student work. In Lesson 2, Scavenger Hunts 2 and 3, students using ELA Anywhere work with different close reading questions for "Dark Chocolate: A Bittersweet Pill to Take" than those found in the digital lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 3: Internet Research **Research:** Students will generate a research question about chocolate, identify credible internet sources, and conduct internet research to find the answer. **Writing:** Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.	**The Chocolate Collection** • Appendix C Statement from *Labour in Portuguese West Africa* (Cadbury Letter)	Using the sources you chose, write the answer to your question. Write one or two paragraphs providing key information you discovered about your topic. Make sure to include at least two framed quotes from at least two sources.	**Curriculum App:** Activities 2 & 3* * In Activity 2, have a few students share their ideas for research questions with the class, providing an opportunity for a discussion of which questions may be too general or too specific. 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.	**Preparation:** Have the list of what students would like to learn about chocolate (from Activity 2 in Lesson 1) ready to display. Students should use this list to generate research questions in Activity 2 of this lesson. Consider whether the Additional Text Writing Prompt in Activity 7 might be appropriate for students ready for an additional challenge. **Differentiation:** The text in this lesson's Solo is complex. We've provided four versions for differentiation purposes: original, adapted, paraphrased, and Spanish. Assign specific versions to students according to their reading abilities. **Instruction:** Due to the extensive use of internet research, students using ELA Anywhere skip this lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 4: Flex Day 2 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.	**Teacher choice:** Activities to support a range of skills, determined by student need.	**Teacher choice:** Grammar, Revision Assignments, and Writing Prompts determined by student need.		**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. 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. Review the printable writing revision assignments in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere. **Instruction:** Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.

Sub-unit 3: Argumentative 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
Lesson 1: Argumentative Writing **Skill Practice:** Students will examine how informational texts can provide compelling evidence that can be used to develop a persuasive argument. **Writing:** Students will establish a claim and use evidence from the texts to develop their own persuasive argumentative letters.	**The Chocolate Collection** • "Is It Fair to Eat Chocolate?" from *Skipping Stones* • Appendix C Statement from *Labour in Portuguese West Africa* (Cadbury Letter)	Write your own argumentative letter informing a local candy store owner about issues involved in chocolate production. Be sure your letter includes a claim and at least two pieces of evidence to support the claim. Use your pre-writing outline to guide your response.	**Curriculum App:** Activities 2–5* * If you're short on time, you can have students complete the writing in Activity 2 asynchronously prior to the meet-up session. Create a Google doc or Zoom whiteboard for the Claim and Evidence chart in Activity 4. Add student responses about the two excerpts to the chart to help students distinguish between claims and evidence. Consider creating breakout rooms during Activities 3 and 5 to meet with students struggling to craft claims or identify appropriate evidence.	**Instruction:** Remind students working on devices that they must click Hand In to ensure their writing carries from Activity 2 into the revision assignment in Activity 3. **Differentiation:** We've provided four versions of the second text in Activity 4: original, adapted, paraphrased, and Spanish. Assign specific versions to students according to their reading abilities. Direct students using devices to scroll down to find these alternate versions; students using the Amplify ELA Grade 6 Anthology will find them on the pages following the original passages. **Solos:** Students have the option to complete any Solo using the **Amplify Mobile Solos**.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: Collection Research **Reading:** Students will independently read one text and examine one image for understanding, then work with a group to identify and summarize the central idea and key findings from the text. **Writing:** Students will select the sensory language and details that create images of chocolate in a poem, then analyze these images to argue whether the author finds chocolate irresistible. **Videos:** ▶ Rita Dove reading her poem, "Chocolate"	**The Chocolate Collection** • "Early History of Chocolate" • "Prehistoric Americans Traded Chocolate for Turquoise?" from *National Geographic News* • "The Sweet Lure of Chocolate" • "The Tropics" from *The Story of Chocolate* • "Pilot Dropped Candy into Hearts of Berlin" • "Dark Chocolate: A Bittersweet Pill to Take" from *USA Today* • Excerpt from *Chocolat* • Excerpt from *The Dharma Bums* **Solo** • "Good Harvest" from *All Animals* magazine/The Humane Society of the United States	Does Dove find chocolate irresistible? Describe two or three details from the poem to support your answer.	**Curriculum App:** Activities 4–T1* * Create breakout rooms for student groups in Activities 4 and 5. Be ready to share your screen to show the video included in Teacher Activity 1. Create a Google doc or Zoom whiteboard for use during the class discussion in Activity 5. As students share, enter the name of the image being discussed, one interesting fact about it, and the central idea of the image.	**Instruction:** Students using ELA Anywhere summarize the central idea independently. In Activities 4 and 5, plan to group students with others who chose the same image to explore in Activity 3. Teacher Activity 1 includes a video recitation of Rita Dove's poem "Chocolate," to be shared with students before they write about that text in Activity 6. Use the Collection Research Answer Key (Teacher Activity 2) to check student responses to the Close Reading Questions, both during class and in the Solo. **Feedback:** If possible, provide targeted feedback that identifies a skill the student uses and describes the impact of that skill. (e.g., "*When you explain how Dove uses 'crumble to ruin' to describe the power of chocolate, I am convinced that she finds it irresistible. Good work describing your evidence.*") If possible, collect students' ELA Anywhere resource at the end of a sub-unit or unit to assess and provide feedback on key writing activities.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 3: Flex Day 3 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.	**Teacher choice:** Activities to support a range of skills, determined by student need.	**Teacher choice:** Grammar, Revision Assignments, and Writing Prompts determined by student need.		**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. 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. Review the printable writing revision assignments in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere. **Instruction:** Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.

Sub-unit 4: Debate 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
Lesson 1: Preparing for the Debate **Reading:** Students will work collaboratively to select and prepare the most persuasive evidence to support their arguments for a debate about chocolate.	**The Chocolate Collection** • "Can Chocolate Be Good for My Health?" • "Eat More Chocolate, Win More Nobels?" from *Associated Press* • "Is It Fair to Eat Chocolate?" from *Skipping Stones* • "Dark Chocolate: A Bittersweet Pill to Take" from *USA Today* **Solo** • "Prehistoric Americans Traded Chocolate for Turquoise?" from *National Geographic News*		**Curriculum App:** Activities 2–4* * Students complete Activity 3 independently. If students do not need guidance in collecting evidence, you may opt to have them complete this activity asynchronously, resuming the meet-up session for group work in Activity 4. Create breakout rooms for student group discussion during Activity 4. Circulate throughout the rooms to help with evaluation of evidence.	**Preparation:** This sub-unit revolves around a class debate. You will assign half the class to argue that chocolate should be added to school lunches every day, and the other half to argue that chocolate should not be added to school lunches every day. Decide which students will argue each side prior to Lesson 1. Students using ELA Anywhere will prepare their arguments independently, then debate with a classmate over the phone or present their arguments to someone at home. If possible, tell these students which side to argue, coordinate pairs of students arguing opposite sides, and provide instructions on how they should carry out their phone debate. **Instruction:** A Possible Debate Responses PDF is available in the Materials section of your digital Lesson Brief to help guide students during collection of evidence.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: The Debate **Writing:** Students will prepare for each phase of the debate by writing the opening statement, explanations of key evidence, counterarguments, and closing statement. **Speaking and Listening:** Students will present their argument and evidence clearly, and consider the key evidence of their opponent when presenting a counterargument.	**The Chocolate Collection** • Excerpt from *Chocolat*		**Curriculum App:** Activities T1–6* * See Preparation note about the length of this lesson. Create breakout rooms for student group work in Activities 2 and 4. Circulate throughout the rooms to assess progress and offer assistance.	**Preparation:** Students using ELA Anywhere are instructed to debate a classmate over the phone or present their arguments to a peer or caregiver. If possible, communicate with these students to make sure they have someone to debate with or present to in this lesson. If you're able to coordinate student partners to debate over the phone, be sure to instruct them about the order in which they should complete these activities. This lesson is longer than usual, as the debate activity is divided into Debate Part 1 (opening arguments) and Debate Part 2 (counterarguments and closing statements). Consider breaking it up into two sessions, completing Activities T1–3 in the first class and Activities 4–6 in the second class. **Instruction:** Students using ELA Anywhere do not work with a group for this activity. Assign each debate group a number for identification purposes. Determine the order in which groups will present for Activities 3 and 5.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 3: Internet Research **Research:** Students will generate a research question about chocolate, identify credible internet sources, and conduct internet research to find the answer. **Writing:** Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.	**The Chocolate Collection** • "The Tropics" • "No Hot Chocolate for You!" Act I, Scene Eight from *Così fan tutte English National Opera Guide 22*	Using the sources you chose, write the answer to your question. Write one or two paragraphs providing key information you discovered about your topic. Make sure to include at least two framed quotes from at least two sources.	**Curriculum App:** Activities 2 & 3* * In Activity 2, have a couple of students share their ideas for research questions with the class, providing an opportunity for a discussion of which questions may be too general or too specific. 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.	**Preparation:** Retrieve student-generated questions from the first Scavenger Hunt lesson (Lesson 1 in Sub-unit 2). You may wish to allow students to use these to determine the research question they will pursue. **Instruction:** Due to the extensive use of internet research, students using ELA Anywhere skip this lesson. **Solo:** 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.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 4: Flex Day 4 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.	**Teacher choice:** Activities to support a range of skills, determined by student need.	**Teacher choice:** Grammar, Revision Assignments, and Writing Prompts determined by student need.		**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. 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. Review the printable writing revision assignments in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere. 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. **Instruction:** Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.

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
Lesson 1: Gathering Evidence **Research:** 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.	**The Chocolate Collection**	**Research Option 1: Informative Essay** Chocolate and slavery? When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate. 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. **Research Option 2: Argumentative Essay** Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the Internet to find the information you need. Be ready to make a claim and cite sources.	**Curriculum App:** Activities 2-4* * 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 for student questions or concerns.	**Preparation:** Students should have completed the Information Literacy lessons (Sub-unit 1) before starting this internet research project. **Materials:** 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. **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. Students using ELA Anywhere conduct their research exclusively in the Collection. 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.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: Making a Claim and Writing a Body Paragraph **Skill Practice:** Students will analyze a sample essay and identify where the writer describes and explains evidence and makes transitions between paragraphs. **Writing:** Students will write a claim statement about their research topic and draft a body paragraph that uses textual evidence to support their claim.	**The Chocolate Collection**	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities 3–5* * Provide breakout rooms for student pairs in Activity 4. 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. If you opt to have students complete Activity 5 asynchronously, consider staying in the meet-up space to address questions or offer help.	**Instruction:** Students using ELA Anywhere do not work with the sample essay. Review Wrap-Up (Activity 6) responses to note student progress and plan accordingly.
Lesson 3: Writing a Body Paragraph and an Introduction **Skill Practice:** Students will analyze the introduction to a sample essay and identify the lead, key background information, and claim. **Writing:** Students will select and describe textual evidence to draft a second body paragraph and then write an introduction to their essay.	**The Chocolate Collection**	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities 4–6* * 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. While students write during Activity 4, consider having breakout rooms available for individual or small-group conferences.	**Instruction:** Students using ELA Anywhere do not work with the sample essay. Use the Check-In: Status Update in Activity 3 to determine which students need additional support. Use the On-the-Fly conference guides in Activities 4 and 7 to provide feedback for students who are on track or need support.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 4: Revising and Writing a Conclusion **Revision:** Students will revise their body paragraphs to add or describe evidence further to support their claims. **Writing:** Students will review the Elements of a Conclusion and write a conclusion to their essay.	**The Chocolate Collection**	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities T1–T2* * As students work independently during Activity 4, consider breakout rooms for small-group or individual conferences. 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.	**Preparation:** 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. **Instruction:** Students using ELA Anywhere do not work with the sample essay.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 5: Finishing and Editing the Essay **Writing:** Students will edit their essays for clarity, cohesion, spelling, and punctuation.	**The Chocolate Collection**	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities 4–6* * Create breakout rooms for conferences with individual students. 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.	**Differentiation:** If students seem overwhelmed by the list of editing tasks, consider focusing them on just one or two things. **Feedback:** Find a way to celebrate your students' accomplishments by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere.
Lesson 6: Creating Citations and a Works Cited List **Revision:** Students will revise their essays to include in-text citations for their sources. **Writing:** Students will create a Works Cited page for their sources.	**The Chocolate Collection**	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities T1–4* * Create breakout rooms to meet with students and provide assistance.	**Preparation:** 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.
Lesson 7: Media Project **Research:** Students will create a media project of an interactive timeline to show key events from their research about chocolate.	**The Chocolate Collection**	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities 2–4* * Create breakout rooms for student groups.	**Preparation:** Select a sample timeline from the MyHistro website to project and discuss with students in Activity 2. **Instruction:** Students using ELA Anywhere skip Lessons 7 and 8 due to the need for access to the MyHistro website to complete the lesson activities.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 8: Timeline Presentations **Speaking and Listening:** Students will present their final media projects to the class and explain their choices of key events.	**The Chocolate Collection**	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activity 2* * Create breakout rooms for student groups to prepare for their presentations. * Prepare students to share their screens during the presentation of their timelines.	**Instruction:** Students using ELA Anywhere skip Lessons 7 and 8 due to the need for access to the MyHistro website to complete the lesson activities.