



ELA Anywhere Planning Guide

Unit 6D: The Greeks

ELA Anywhere Planning Guide

Using Amplify ELA in all learning scenarios

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

Learning Scenarios and Resources

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

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

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

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

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

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
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) <ul style="list-style-type: none"> Lesson activities Formative Writing Prompts 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 <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 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: Prometheus

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: The *Myth World* Quest accompanies this unit. In it, students explore mythological Greece, encountering characters turned to stone by Medusa and searching for hidden artifacts that will help them end Medusa’s rampage. If you decide to have students work with this Quest, it should be completed prior to Sub-unit 1. Review the Quest, accessible via the Global Navigation Menu, to decide whether you will assign this immersive activity.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Zeus vs. Prometheus</p> <p>Reading: Students will learn the common facts of the Prometheus myth and read Evslin’s version, focusing on the positions Zeus and Prometheus take when they argue and analyzing the evidence each character uses to substantiate his argument.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> “Prometheus” (1–18) <p>Solo</p> <ul style="list-style-type: none"> “Prometheus” (1–18) 		<p>Curriculum App: Activities 5–7*</p> <p>* Create a Google doc or Zoom whiteboard with the headings “More interesting” and “More dangerous.” Capture student responses during discussion in Activity 6.</p>	<p>Preparation: Students complete a Solo at the start of this lesson to familiarize themselves with the text. Instruct students using ELA Anywhere to complete this activity (using the print Solo Activities PDF) prior to starting Lesson 1.</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>Download the Unit Texts: Help students with devices download the text onto their preferred home learning device. (Activity 2)</p> <p>Connections to Other Lessons: The question of whether or not humans should have fire hinges, in Evslin’s telling, on a much larger question concerning the proper identity of humankind. One way to help students understand this concept is to link to the <i>Myth World</i> Quest, in which students identified the defining character trait of certain gods or goddesses. As students focus on the arguments made by Zeus and Prometheus, they may also infer how each character views humans and their purpose.</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Zeus vs. Prometheus (continued)</p>				<p>Solos: ELA Anywhere and print lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities workbook linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p> <p>Students also have the option to complete any Solo using the Amplify Mobile Solos.</p>
<p>Lesson 2: Should Humans Have Fire?</p> <p>Reading: Students will connect the arguments Prometheus and Zeus make about whether or not humans should have fire to later events in the text and then analyze who they think is right and why.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • “Prometheus” (1–18) 		<p>Curriculum App: Activities 3–5*</p> <p>*Create a shared Google doc or Zoom whiteboard to record student brainstorming ideas as they share in Activity 3. This space should also include the chart, which you’ll complete during discussion using student ideas.</p> <p>Create breakout rooms for groups in Activities 4 and 5. If you opt to assign roles, circulate throughout the rooms to do so and, later, to check student progress.</p>	<p>Instruction: This lesson includes prep time (Teacher Activity 1 and Activities 4 and 5) where students get ready for a performance in Lesson 3. Students using ELA Anywhere complete a drawing exercise instead.</p> <p>Activity 3 challenges students to make dramatic interpretive leaps, moving from concrete actions (how humans use fire) to intangible ideas and ideals (what fire represents). Encourage students to brainstorm creatively and playfully and to suggest a wide range of ideas.</p> <p>Consider either providing or encouraging students to find costume and prop items to use when performing their scene.</p> <p>Connections to Other Lessons: Students will perform the scenes they prepare in this class at the start of Lesson 3.</p> <p>This lesson sequence (and those found in the other sub-units of The Greeks) focus on character traits and their consequences. Consider ways to incorporate opportunities for students to reflect on their own character traits and how they affect their lives. (SEL: Self-awareness)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Is Zeus Correct?</p> <p>Speaking and Listening: Student groups will act out a scene to show the different characteristics of fire and to demonstrate an assigned attitude of the humans.</p> <p>Writing: Students will argue if Zeus is correct that humans should not have fire, using evidence from the text to support their opinions.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • “Prometheus” (1–18) 	<p>Is Zeus correct that humans should not have fire? Make sure to use textual evidence to help support your answer.</p>	<p>Curriculum App: Activities 2, 3, & 6*</p> <p>*Consider having students who are not presenting turn off their cameras to help others focus on those who are acting out the scene.</p> <p>Review Guidelines for Citing and Punctuating a Direct Quote From a Book, which can be found in the Materials section of the student and teacher Lesson Briefs, prior to ending your meet-up session. Let students know that they will use this resource to review their work after responding to the Writing Prompt in Activity 4.</p> <p>As the Share routine is not included in this meet-up session, consider setting aside time at the start of your next meet-up session for sharing.</p>	<p>Instruction: This lesson has students act out the scene they practiced in Lesson 2 (Activity 2). Students using ELA Anywhere skip this activity.</p> <p>It’s important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>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.</p> <p>Differentiation: The Challenge level Writing Prompt (Activity 4) asks students to add a counterargument to their claim. As Activity 3 asks students to consider both sides of the argument, many students may be ready for this challenge.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Prometheus's Punishment</p> <p>Writing: Students will stake a claim about whether they think Zeus's punishment of Prometheus is fair or unfair, using evidence from the text to support their ideas.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • "Prometheus" (1–18) 	<p>Is Zeus's punishment of Prometheus fair or unfair? Use at least three reasons to support your claim.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>*Activity 3 is optional in this meet-up session. You may want students to complete and discuss Activity 3 if you feel they need this added support to successfully complete the Writing Prompt (Activity 4).</p>	<p>Differentiation: This lesson includes Additional Text Writing Prompts (Activity 8). Review these prompts to determine whether to assign them to students who may be ready for an additional challenge.</p> <p>Feedback: Use Classwork to access students' writing and find tools to provide written feedback. Your goal is to provide targeted comments by highlighting a place where a student is developing a skill, naming that skill, and describing the impact of that skill on you as a reader. (e.g., "When you quote Zeus's words 'long, twisted game' and explain how these words apply to your claim that Zeus is not interested in being fair, I feel convinced.")</p> <p>Connections to Other Lessons: As students consider whether Zeus's punishment of Prometheus is fair, they are developing skills they will implement in Sub-unit 4, in which they write an essay evaluating the role of pride in the lives of humans.</p>
<p>Lesson 5: Prometheus in Your Own Words</p> <p>Reading: Students will summarize the most important events from "Prometheus."</p> <p>Writing: Students will write their own version of the Prometheus myth that reflects their perspective on the myth.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • "Prometheus" (1–18) 	<ol style="list-style-type: none"> 1. Using your answers to the previous questions as a guide, write your own one-page version of the Prometheus myth. 2. If you want to challenge yourself, think about the attitude you want each character to show. Add two more details to every character to help show that attitude. 	<p>Curriculum App: Activities 2–4*</p> <p>*You may opt to have students complete Activity 2 individually and asynchronously. If you do, discuss student summaries at the start of this meet-up session.</p> <p>Tell students to signal when they've completed Activity 4; then, use Classwork to quickly review a student's response to determine if they are ready to log off to begin writing their version of the myth in Activity 5.</p>	<p>Preparation: Students using ELA Anywhere are instructed to compare their work with the work of one of their classmates if possible (Working With the Text, question 1). Plan how you will help students facilitate these conversations.</p> <p>Feedback: Praise students for writing their own versions of the Prometheus myth and remind them that people have been retelling myths for centuries. Consider allowing more than two or three volunteers to share. (<i>SEL: Relationship skills</i>)</p> <p>Solos: Students begin reading a new text in this Solo. Preview the text (<i>The Odyssey</i>) before assigning to students.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<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>Solo</p> <ul style="list-style-type: none"> • <i>The Odyssey</i> by Homer <ul style="list-style-type: none"> ◦ Book 9 “The Cyclops” (16–21) 	<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>Materials: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p>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.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>

Sub-unit 2: Odysseus

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: The Cave</p> <p>Reading: Students will read the Cyclops encounter within <i>The Odyssey</i> and discuss characters' differing wants. Students will then highlight evidence about what the cave owner is like and discuss if the description is something Odysseus knows or infers about the cave owner.</p>	<p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> Book 9 "The Cyclops" (16–21) <p>Solo</p> <ul style="list-style-type: none"> Book 9 "The Cyclops" (21–27) 		<p>Curriculum App: Activities 2, 4, & 5*</p> <p>*Instruct students to complete Activity 3 before the meet-up session begins. Students will discuss their responses with the class in Activity 4. Use this opportunity to gauge student comprehension of the passage and offer the opportunity for longer discussion to clarify any confusion.</p> <p>Consider creating a shared Google doc or Zoom whiteboard to capture some of your students' predictions from Activity 6 to return to in Lesson 2.</p>	<p>Differentiation: Review your reading comprehension reports to consider which students may benefit from added supports, particularly during Solo reading.</p> <p>Instruction: As students continue to consider character traits and the consequences they carry in this sub-unit, you may provide opportunities for them to consider and discuss their own traits and how they impact their lives. (<i>SEL: Self-awareness</i>)</p> <p>Remind students that they should have downloaded the unit texts (including <i>The Odyssey</i>) in Sub-unit 1, Lesson 1, Activity 2.</p> <p>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. Describe the effect of their choices in their writing.</p> <p>Connections to Other Lessons: Students make predictions about the Cyclops in this lesson; they will evaluate how accurate these predictions were in Lesson 2.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Meet Polyphemus</p> <p>Reading: Students will analyze how foreshadowing is used in one passage from the text to set up what the Cyclops will do in another.</p> <p>Writing: Students will describe how Odysseus used a detail to foreshadow what would come later in his story.</p>	<p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> Book 9 “The Cyclops” (17–20, 22–39) <p>Solo</p> <ul style="list-style-type: none"> Book 9 “The Cyclops” (28–39) 	<p>Pick one of the details you highlighted and describe how Odysseus used it to foreshadow what came later in his story. Make sure to explain how this detail helps Odysseus hint at what kind of character the Cyclops is and how he will react to finding strangers in his cave.</p>	<p>Curriculum App: Activities 2 & 5*</p> <p>*It may be beneficial to work through Activity 2 as a class—reading the passage aloud, answering questions in whole-class discussion, and having students record notes in the available writing spaces.</p> <p>Before the end of this session, be sure students have a firm grasp on the meaning of foreshadowing, as they will need to understand that concept to successfully complete the Writing Prompt in Activity 3.</p> <p>Review the Wrap-Up (Activity 5) to decide whether you want to complete and discuss the poll before students complete the Writing Prompt (Activity 3).</p>	<p>Preparation: Students completed predictions in Lesson 1. Make sure they have access to these predictions for Lesson 2, where they will evaluate their accuracy.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Tricksters</p> <p>Reading: Students will analyze the behavior of both Odysseus and Polyphemus, gathering textual evidence to show how each character tries to trick the other.</p>	<p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> Book 9 “The Cyclops” (30–39) <p>Solo</p> <ul style="list-style-type: none"> Book 9 “The Cyclops” (40–43) 		<p>Curriculum App: Activities 3 & 4*</p> <p>*Determine whether you will create breakout rooms for student pairs in Activity 3, or work through the activity as a whole-class discussion. Plan to share your screen and record student ideas onto the charts as you discuss Polyphemus’s and Odysseus’s trickiness.</p>	<p>Differentiation: The Additional Text Writing Prompt (Activity 5) may be popular with a range of students. Preview the prompt to identify whether you want to find additional time for this activity.</p> <p>Instruction: Consider having students complete the poll in Activity 4 both before and after you facilitate the discussion in Teacher Activity 1.</p> <p>It’s okay if students disagree on their evaluations of Odysseus and Polyphemus— as long as they are using logical evidence to support their claims, they are accomplishing the goals of the lesson.</p>
<p>Lesson 4: 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 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>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Escape</p> <p>Reading: Students will put the parts of Odysseus’s escape plan in order and identify the clues that could have signaled to Polyphemus that something was abnormal.</p>	<p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> Book 9 “The Cyclops” (40–53) <p>Solo</p> <ul style="list-style-type: none"> Book 9 “The Cyclops” (44–52) 		<p>Curriculum App: Activities 4–6*</p> <p>*Instruct students to complete Activity 2 before the meet-up session begins.</p> <p>You may opt to have students skip Activity 3, moving from individually listing the events of Odysseus’s escape to the class discussion in Activity 4.</p>	<p>Preparation: Students using ELA Anywhere are instructed to compare their work with the work of one of their classmates if possible (Working With the Text, question 2). Plan how you will help students facilitate these conversations.</p> <p>Connections to Other Lessons: In the Lesson 5 Solo, students select a sentence that shows which of Odysseus’s character traits most grabs their attention. Students will refer to their answers in Lesson 6 (Activity 3 in the digital curriculum; Close Read in ELA Anywhere).</p>
<p>Lesson 6: Pride</p> <p>Reading: Students will conclude the story, paying particular attention to Odysseus’s boasting from his boat to understand his defining character traits.</p> <p>Writing: Students will write about Odysseus’s defining character trait and support their answer with textual evidence.</p>	<p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> Book 9 “The Cyclops” (44–52) 	<p>What is Odysseus’s defining character trait? Be sure to give three reasons based on the text that explain your answer.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>*Consider having students complete the questions in Activity 2 prior to your meet-up session and starting with a discussion of their responses.</p> <p>Create breakout rooms for student pairs in Activity 3, or consider working through the activity as a whole-class discussion.</p> <p>Plan to have students share the traits that they assigned Odysseus in Activity 4 during your next meet-up session.</p>	<p>Preparation: In this lesson, students refer to their Lesson 5 Solos. Make sure they are able to access these materials.</p> <p>Students using ELA Anywhere are instructed to compare their work with the work of one of their classmates if possible (Close Read). Plan how you will help students facilitate these conversations.</p> <p>Differentiation: Preview the Additional Writing Prompt (Activity 8) to determine whether to assign it to students who may be ready for an additional challenge.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 7: 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>Solo</p> <ul style="list-style-type: none"> • <i>Tales from Ovid</i> by Ted Hughes <ul style="list-style-type: none"> ◦ “Arachne” (1–66) 	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class’s comprehension reports to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students’ recent writing, including their 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> <p>Solos: Students begin reading a new text in this Solo. Preview the text (“Arachne”) before assigning to students.</p>

Sub-unit 3: Arachne

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: A Gift From the Gods?</p> <p>Reading: Students will read the first part of the Arachne myth, identify the central conflict between Minerva and Arachne, and find evidence to support each character’s position.</p>	<p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” (1–66) 		<p>Curriculum App: Activities T1, 3, & 4*</p> <p>*You may opt to have students complete Activity 2 asynchronously prior to the meet-up session. If you do so, plan to follow Teacher Activity 1 with a discussion of student responses.</p> <p>Create breakout rooms for student pairs in Activity 3.</p> <p>In a Google doc or Zoom whiteboard, create a three-column chart, labeling the three columns “Character,” “Character’s Argument,” and “Evidence.”</p> <p>Record student ideas on the chart during discussion in Activity 4. You will refer to this list in the next lesson, so be sure to preserve it.</p>	<p>Instruction: Remind students that they should have downloaded the unit texts (including “Arachne”) in Sub-unit 1, Lesson 1, Activity 2. If students are using a new device, they should download this text onto their new device.</p> <p>Solos: Students have the option to complete any Solo using the Amplify Mobile Solos.</p> <p>Connections to Other Lessons: Students complete a three-column chart in this lesson (Activity 4 in the digital curriculum; Close Read in ELA Anywhere). They will reference the chart in Lesson 2.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Confronting Minerva</p> <p>Reading: Students will summarize Arachne’s and Minerva’s stances.</p> <p>Writing: Students will write about one of Arachne’s behaviors or actions and describe which character trait motivates it.</p>	<p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” (1–66) <p>Solo</p> <ul style="list-style-type: none"> • “Arachne” (67–195) 	<p>Choose one of Arachne’s behaviors or actions from the table and describe which trait motivates it. Why does she do what she does? Include at least two details from two different moments in the text to support your idea.</p>	<p>Curriculum App Activities 2 & 3*</p> <p>*Create breakout rooms for student pairs in Activity 2, or conduct it as a whole-class discussion. Make sure students have access to the three-column chart from Lesson 1 during this activity.</p> <p>You may choose to have students complete Activity 3 in pairs, or as a whole-class discussion.</p> <p>Before ending the meet-up session, preview the Guidelines for Citing and Punctuating a Direct Quote From Poetry, available in the Materials section of the student and teacher digital Lesson Briefs. Students should use this resource to check that their citations are correct in Activity 6.</p>	<p>Preparation: Make sure you can access and display the three-column chart you created during Lesson 1.</p> <p>Students using ELA Anywhere are instructed to compare their work with the work of one of their classmates if possible (Working With the Text). Plan how you will help students facilitate these conversations.</p> <p>The Lesson 2 Solo passage contains sensitive content describing the tapestry Arachne weaves and her depiction of the god’s misdeeds. Review your digital Lesson Brief and the assigned text to decide how to present it. You may decide to skip this Solo and have students first work with the tapestry passage in class during Lesson 3.</p> <p>Feedback: If possible, provide targeted feedback that identifies a skill the student uses and describes the impact of that skill. (e.g., “I like how you explain that when Arachne ‘reared like a cobra’ (52), it shows that she is acting like she wants to hurt Minerva, which connects to your claim that Arachne’s behavior comes from her character trait of cruelty.”)</p> <p>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.</p> <p>Connections to Other Lessons: Students complete a Writing Prompt in this lesson where they identify one of Arachne’s character traits. They will use this character trait when writing their own version of the Arachne myth in Lesson 5.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Telling Stories</p> <p>Reading: Students will analyze each character’s tapestry, understand the central argument each character makes through her weaving, and relate that to the overall conflict of the myth.</p> <p>Writing: Students pick a character—Arachne or Minerva—to create an alternative version of that character’s tapestry.</p>	<p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” (26–80, 96–195) <p>Solo</p> <ul style="list-style-type: none"> • “Arachne” (196–240) 	<ol style="list-style-type: none"> 1. How would Minerva represent Arachne’s (and humans’) key character traits? 2. How would Arachne represent her (and humans’) key character traits? 3. Choose one character, Minerva or Arachne, and think of the tapestry pictures your character would weave to show Arachne’s key character trait. 4. Your teacher may ask you to draw your tapestry. Otherwise, use the space below to describe your tapestry. 	<p>Curriculum App: Activities 2–5*</p> <p>*To save time, you may choose to have students complete Activities 3 and 4 as a whole-class discussion.</p> <p>For the discussion in Teacher Activity 1, create a Google doc or Zoom whiteboard following the instructions in the digital instructional guide.</p> <p>Plan to introduce the assignment in Activity 5 before having students complete the work asynchronously.</p> <p>If you opt to have students draw a tapestry in Activity 5, plan how you will have them share these images with you and with the class during the next meet-up session.</p>	<p>Preparation: Arachne’s tapestry depicts her argument that the gods abuse and take from humans more than they give; to do so, she depicts some of the god’s violent and deceitful acts. Review the Overview and Preparation sections of your digital Lesson Brief for guidance on how to approach the material included in Arachne’s tapestry and this lesson’s Solo.</p> <p>The Writing Prompt in this lesson (Activity 5) gives students the option of either describing or drawing their alternative tapestry. Let students know your preference ahead of time. If you’d like students to draw (either in class or at home), consider how you can support them to make sure they have the right materials to do so.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Justice</p> <p>Reading: Students will read the conclusion of the myth and discuss their views on the end of the story, giving reasons from the text to support their positions.</p> <p>Writing: Students will use evidence from the text to write about whether they think Minerva treated Arachne fairly or not.</p>	<p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” (196–240) 	<p>Does Minerva treat Arachne fairly? Why or why not? Give three reasons based on the text to support your answer.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>*Consider having students complete the questions in Activity 2 prior to your meet-up session, dedicating the start of your time to discussing their responses and confirming that they accurately understand the conclusion of the myth.</p> <p>Create breakout rooms for student pairs in Activity 3 or conduct a whole-class discussion in response to the prompt.</p>	<p>Preparation: Preview the Additional Text Writing Prompt (Activity 8) to determine whether to assign it to students who may be ready for an additional challenge.</p> <p>Differentiation: The Challenge level Writing Prompt (Activity 4) asks students to add a counterargument to their claim. The discussion in Activity 3 leads up to this prompt, and may result in a number of students being ready for this challenge.</p> <p>Instruction: The ending of this myth is dramatic and may be shocking to students. Review the digital Lesson Brief to consider how to approach this content.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Arachne in Your Own Words</p> <p>Writing: Students will write their own version of the Arachne myth.</p>	<p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” (196–240) 	<ol style="list-style-type: none"> 1. Using your answers to the previous questions as a guide, write your own version of the Arachne myth, making sure to give Arachne a different talent than she had in the Hughes version. 2. If you want to challenge yourself, add two more details to help readers understand Arachne’s attitude. 	<p>Curriculum App: Activities T1–3 & 5*</p> <p>*The discussion on comparing myths (Activity 5) can be completed at the start of the meet-up session, allowing students to then turn their focus to their retellings of Arachne.</p> <p>During Activity 2, offer breakout rooms to address concerns or questions with individuals or small groups.</p> <p>After you review the assignment in Activity 3, students can complete the writing task asynchronously. However, plan to schedule time at the start of the next meet-up session for sharing.</p>	<p>Preparation: Make sure students have access to their Lesson 2 Writing Prompt response—they will need it to write their version of the Arachne myth in this lesson.</p> <p>Consider whether you want to provide students an additional class period to complete their own versions of this myth and share them as a class.</p> <p>Instruction: To allow for more brainstorming and to help students struggling with focus in their writing, consider having students work in pairs for Activity 3.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: 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>Solo</p> <ul style="list-style-type: none"> • <i>Heroes, Gods and Monsters of the Greek Myths</i> <ul style="list-style-type: none"> ◦ “Prometheus” (14) • <i>The Odyssey</i> <ul style="list-style-type: none"> ◦ Book 9 “The Cyclops” (48, 53) • <i>Tales from Ovid</i> <ul style="list-style-type: none"> ◦ “Arachne” (62, 209) 	<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> <p>Solo: The Lesson 6 Solo in the Solo Workbook has students complete an independent reading Solo, while the digital curriculum has students work with “Prometheus” from <i>Heroes, Gods and Monsters of the Greek Myths</i>. Preview both options and provide guidance to your students on which activities would be most appropriate to their learning scenario.</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: Making a Claim and Gathering Evidence</p> <p>Skill Practice: Students will identify sentences that explain and describe evidence in a sample essay.</p> <p>Writing: Students will draft two body paragraphs for their essays, using and describing selected text evidence.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • “Prometheus” <p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> • Book 9 “The Cyclops” <p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” 	<p>Using two of the following characters—the humans from “Prometheus,” Odysseus from <i>The Odyssey</i>, or Arachne from “Arachne”—answer the following question:</p> <p>Are humans destroyed by their pride? Why or why not?</p>	<p>Curriculum App: Activities 2-4*</p> <p>*Activities 2 and 3 can be completed as part of a whole-class discussion. Alternatively, you may choose to have students complete Activity 3 in pairs, for which you should provide breakout rooms.</p> <p>As students independently work through Activities 4 and 5 (writing their claim and gathering evidence), you may want to remain in the meet-up space to offer scaffolding and support to students who need it.</p>	<p>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.</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>Students using ELA Anywhere do not work with a sample essay.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Writing Body Paragraphs</p> <p>Skill Practice: Students will analyze a sample essay and identify where the writer describes and explains evidence and makes transitions between paragraphs.</p> <p>Writing: Students will write a claim statement about their research topic and draft a body paragraph that uses textual evidence to support their claim.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • “Prometheus” <p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> • Book 9 “The Cyclops” <p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” 	<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 3–5*</p> <p>*Create breakout rooms for student pairs in Activity 4 or complete the activity as a whole-class discussion.</p> <p>Offer breakout room conferences during Activity 5 to provide additional support or scaffolding to students who need it.</p> <p>After providing expectations and getting students started, you may have students complete Activity 5 asynchronously.</p>	<p>Preparation: Students will need access to the evidence charts they completed in Lesson 1 when they write their body paragraphs in this lesson.</p> <p>Instruction: Students using ELA Anywhere do not work with a sample essay.</p> <p>Assessment: Check poll responses from Activity 6 to determine how much work students were able to complete. This will help inform your decisions as to how to use the Lesson 3 Essay Flex Day.</p>
<p>Lesson 3: Essay Flex Day</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 texts.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • “Prometheus” <p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> • Book 9 “The Cyclops” <p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” 	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</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>If remote students with devices are working to complete different tasks, consider creating breakout rooms for each focus so that you can check in on student progress and they can meet with you individually for help.</p> <p>Feedback: Consider creating Spotlights of student writing that demonstrates strong use of evidence (the student quotes details, describes key aspects of those details, and explains their significance) to use as exemplars during the revision activity in Lesson 4.</p> <p>For students who are struggling to develop evidence, consider marking a place in their writing for them to complete the revision in Lesson 4.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Revising and Writing an Introduction</p> <p>Revision: Students will revise their body paragraphs to include additional evidence or by explaining evidence further.</p> <p>Writing: Students will draft an introduction for their essay.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • “Prometheus” <p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> • Book 9 “The Cyclops” <p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” 	<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 3 & 6*</p> <p>*In Activities 3 and 6, you will review expectations for further revision of the body paragraphs and composition of the introduction. After reviewing these activities, students should complete Activities 4 and 7 independently. Consider staying in the meet-up space to offer support and scaffolding to students who need it.</p>	<p>Vocabulary: For students in digital distance learning scenarios, vocabulary activity videos are also available in the Materials section of the student Lesson Brief.</p> <p>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.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Writing a Conclusion and Editing the Essay</p> <p>Writing: Students will draft a conclusion for their essay.</p> <p>Revision: Students will edit their essays for sentence flow, essay completeness, grammar, spelling, punctuation, and citations.</p>	<p><i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin</p> <ul style="list-style-type: none"> • “Prometheus” <p><i>The Odyssey</i> by Homer</p> <ul style="list-style-type: none"> • Book 9 “The Cyclops” <p><i>Tales from Ovid</i> by Ted Hughes</p> <ul style="list-style-type: none"> • “Arachne” 	<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 4–6*</p> <p>*Consider having students discuss the sample conclusion (Activity 4) as a whole class instead of in pairs.</p> <p>After reviewing expectations in Activities 5 and 6, students who feel comfortable with the assignments may choose to work asynchronously. However, you may also provide breakout rooms for conferences with individual students.</p> <p>Plan to set up another synchronous session during which students can share their essays or engage in a virtual gallery walk with excerpts from each other’s essays. If you opt for the gallery walk, have students prepare excerpts to share prior to the meeting.</p>	<p>Differentiation: If students seem overwhelmed by the list of editing tasks, consider focusing them on just one or two things.</p> <p>Introduction: Students using ELA Anywhere do not work with a sample essay.</p> <p>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.</p>