



# ELA Anywhere Planning Guide

Unit 6E: Reading the Novel

# ELA Anywhere Planning Guide

*Using Amplify ELA in all learning scenarios*

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

## Learning Scenarios and Resources

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

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

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

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

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

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
<b>Teacher Materials</b>	<p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>Unit Guide and Sub-Unit Overviews</li> <li>Lesson Overviews and Materials</li> <li>Instructional Guides, and On-the-Fly supports</li> <li>Lesson activities</li> <li>Lesson texts in eReader</li> <li>Differentiated supports</li> <li>Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> <li>Classwork and Reporting</li> <li>Vocab App</li> <li>Essay Rubrics</li> </ul> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>Mastering Conventions Grammar lesson PDFs</li> </ul>	<p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>Unit Guide and Sub-Unit Overviews</li> <li>Lesson Overviews and Materials</li> <li>Instructional Guides and On-the-Fly supports</li> <li>Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> <li>Vocab App</li> <li>Classwork and Reporting</li> </ul> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>Unit Reading Assessments</li> <li>Solo Activities workbook and Solo Answer Key</li> <li>Mastering Conventions Grammar lesson PDFs</li> <li>Essay Rubric PDFs</li> <li>Printable Teacher Guide</li> </ul>	<p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>Unit Guide and Sub-Unit Overviews</li> <li>Lesson Overviews and Materials</li> <li>Instructional Guides and On-the-Fly supports</li> <li>Lesson activities</li> <li>Lesson texts in eReader</li> <li>Differentiated supports</li> <li>Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> <li>Classwork and Reporting</li> <li>Vocab App</li> <li>Mastering Conventions Grammar lesson PDFs</li> </ul>	<p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>Unit Guide and Sub-Unit Overviews</li> <li>Lesson Overviews and Materials</li> <li>Instructional Guides and Possible Responses</li> <li>Lesson activities</li> <li>Lesson texts in eReader or Amplify ELA Anthology</li> <li>Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> </ul> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>Unit Reading Assessments</li> <li>Solo Activities workbook and Solo Answer Key</li> <li>Mastering Conventions Grammar lesson PDFs</li> </ul>

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

## How to Use This Planner

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

*What's in each column:*

### Lesson Objectives

- Lesson number and title
- Skill practice and Reading, Writing, and/or Speaking 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: *M.C. Higgins, the Great* by Virginia Hamilton

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


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: “M.C. Higgins, higher than everything”</b></p> <p><b>Reading:</b> Students will meet M.C. Higgins for the first time. They will also observe and select small details from different moments in the text to help them develop a clear, comprehensive picture of a complex character.</p> <p><b>Audio:</b></p> <p> Chapter 1, Part 1 Audio</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 1 (1–54)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>The Prologue (55–195)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–5</p>	<p><b>Preparation:</b> Students will regularly highlight and annotate the text throughout this sub-unit. Familiarize yourself with the annotation tool in the eReader to better facilitate student use.</p> <p><b>Accessibility:</b> Remind students with devices that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p><b>Download the Unit Texts:</b> Help students with devices download the text onto their preferred home learning device. (Activity 2)</p> <p><b>Instruction:</b> This lesson begins a basic cycle that will repeat itself throughout the unit: Students select details from a specific moment in the novel, use those details to describe the character in that moment, and connect those moments to see what remains consistent, what becomes more complex, and what changes. Students are often asked to refer back to what they noticed in previous lessons, so students should have access to their work from earlier lessons as much as possible, whether they’re learning in class or at home.</p> <p><b>Solos:</b> ELA Anywhere lessons and the Amplify print Student Edition do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Tracing Character Connections</b></p> <p><b>Reading:</b> Students will begin to make connections between their character observations to analyze a character’s consistency, contradictions, and complexity.</p> <p><b>Writing:</b> Students will write to describe one trait that stands out about M.C. Higgins.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 1 (1–195)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 2 (1–258)</li> </ul>	<p>Describe one trait that stands out to you about M.C., the Great, in chapter 1.</p>	<p><b>Curriculum App:</b> Activities T1–4*</p> <p>*Create a Google doc or Zoom whiteboard to capture student responses in Activity 3.</p> <p>The Wrap-Up (Teacher Activity 3) is not included in this meet-up session. Plan to review students’ writing from this lesson and share insights regarding the connections they’ve made at the start of the next lesson’s meet-up session.</p>	<p><b>Preparation:</b> Prepare 3–4 Spotlights of student highlights and annotations from Lesson 1, as described in the last Teacher Activity in the previous lesson.</p> <p><b>Differentiation:</b> Review the descriptions of the levels of differentiated scaffolds for the Writing Prompt in this lesson.</p> <p>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><b>Instruction:</b> It’s important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Spend time reviewing the Rules and Expectations for Writing and Sharing to establish clear expectations.</p> <p><b>Connections to Other Lessons:</b> The routine in Activity 4 will be repeated at the start of class in 8 lessons during this sub-unit.</p>
<p><b>Lesson 3: Sarah’s Mountain</b></p> <p><b>Reading:</b> Students will map the setting and analyze how M.C. acts, thinks, and feels in his setting.</p> <p><b>Writing:</b> Students will write about M.C.’s emotions about his home.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 1 (1–193)</li> <li>Chapter 2 (1–258)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 3 (1–166)</li> </ul>	<p>Does M.C. feel comfortable or uncomfortable on Sarah’s Mountain? Describe 2–3 details to show how he is comfortable or uncomfortable.</p>	<p><b>Curriculum App:</b> Activities 2–4*</p> <p>*Create breakout rooms for student pairs.</p>	<p><b>Differentiation:</b> Preview the Additional Text Writing Prompt (Activity 9) to determine whether to assign it to students who may be ready for an additional challenge.</p> <p><b>Instruction:</b> Virginia Hamilton presents time very fluidly in this novel. In particular, past, present, and future intermingle in her description of M.C.’s actions and thoughts as he sits on top of his pole. It may be helpful to have students list out which described events are taking place in the past, the present, and the future.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: Playing With Jones Higgins</b></p> <p><b>Reading:</b> Students will focus on smaller excerpts from an extended scene between M.C. and Jones to analyze the interaction between the two. Then, they will connect these moments to determine M.C.'s overall attitude toward Jones.</p> <p><b>Writing:</b> Students will argue whether M.C. views his father as an opponent or an ally, using describing details of M.C.'s conflicting emotions to support their claim.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 3 (26–39, 46–116)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 4 (1–174)</li> </ul>	<p>M.C. feels both a “sullen anger at his father and an abiding admiration at the same time.” (chapter 3, 115)</p> <p>Based on your reading, does M.C. think his father is his opponent or his ally?</p>	<p><b>Curriculum App:</b> Activities 2–4 &amp; 7*</p> <p>*If you do not have time for Activity 2, have students complete it before the meet-up session and ask them to begin the meet-up by sharing a few connections they noticed.</p> <p>Create breakout rooms for student pairs in Activity 3.</p> <p>Create a Google doc or Zoom whiteboard with the chart from Activity 4. Capture student responses during discussion.</p> <p>Plan to conduct the Wrap-Up (Activity 7) discussion at the end of the meet-up session and before students are released to write (Activity 5) asynchronously.</p>	<p><b>Preparation:</b> Review the Sample Responses to Contrasts Chart and prepare to share the projection as a model if students continue to need support with this activity.</p> <p><b>Instruction:</b> Make sure you use the Start Class functionality to ensure poll results can be shared with students.</p> <p><b>Feedback:</b> If remote students are missing sharing sessions, provide regular written comments that target a place where they are developing an idea using evidence from the text and describe the impact. (e.g., “When you describe how Jones tries to climb up M.C.’s pole and tells M.C. to remember ‘who was it that taught you to swim,’ (114) those details do seem to show a competition between them.”)</p> <p><b>Assessment:</b> If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth toward productivity expectations of 120 words.</p>
<p><b>Lesson 5: Listening to Jones</b></p> <p><b>Reading:</b> Students will focus on four scenes to analyze M.C.’s reactions to his father’s advice. Then, they will connect these scenes to determine M.C.’s overall reaction to his father’s advice.</p> <p><b>Reading:</b> Students will discuss and identify examples of personification from the text and what human trait or quality is being personified.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 1 (26–28)</li> <li>Chapter 3 (57–75)</li> <li>Chapter 4 (45–113, 40–43)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 5 (1–215)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–5*</p> <p>*Create breakout rooms for student pairs in Activity 2.</p>	<p><b>Preparation:</b> Review the Sample Responses to Contrasts Chart and prepare to share the projection as a model if students continue to need support with this activity.</p> <p><b>Instruction:</b> At this point in the unit, students work to bring together moments from different chapters in order to trace this character’s complexity and development as the novel progresses. For many grade 6 students, this “carrying forward” of ideas through the course of a novel can feel new, so check in with students to address any concerns or misunderstandings.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 6: Flex Day 1</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> Flex Days occur every 4–6 lessons. You’ll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief.</p> <p><b>Materials:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p><b>Instruction:</b> Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, you may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>
<p><b>Lesson 7: M.C. the Hunter</b></p> <p><b>Reading:</b> Students will identify M.C.’s traits and actions that identify him as “great.” Then, they will analyze his actions during an encounter with a mysterious girl to determine whether M.C.’s actions are consistent or inconsistent with his earlier “greatness.”</p>	<p><b>M.C. Higgins, the Great</b> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 5 (76–156)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 6 (1–187)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–T1*</p> <p>*If you have time to include Activity 2 during your meet-up session, create breakout rooms for student pairs.</p>	<p><b>Preparation:</b> Read through the passage you will read aloud during Activity 4. The description of what is happening is complex; you want to be able to read this passage clearly and with correct emphasis to help students understand the sequence of events. It may be useful to display the passage as students discuss their findings.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 8: Whose Teaching Makes Sense?</b></p> <p><b>Reading:</b> Students will connect the information about the setting and their understanding of M.C.'s character to analyze the conflicting advice M.C. receives about Sarah's mountain and make a supported claim about whose advice M.C. should follow.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 1 (95–101)</li> <li>Chapter 2 (100–152)</li> <li>Chapter 6 (128–167)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 7 (1–144)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–6*</p> <p>*Create breakout rooms for student pairs in Activities 2 and 3.</p> <p>If you'd prefer not to have students return to breakout rooms for group work in Activity 6, assign each part to a student and have them perform the dramatic reading for the whole class. Then, have students work independently or with their partner from earlier activities to complete the remaining tasks in the activity.</p> <p>If you have students complete Activities 7 and 8 asynchronously, plan to discuss their responses at the start of your next meet-up session.</p>	<p><b>Instruction:</b> During the routine in Activity 2, ask students to share ideas about how they choose to highlight certain details over others and congratulate students on their practice of 3 of the key skills needed to understand how a novel works: deciding what to focus on, making connections between some of these pieces, and using the connection to understand the story and characters.</p> <p>As students identify Jones's and Lewis's ideas about the future to understand each POV in Activity 6, use the On-the-Fly guides (click the  icon) to provide support and feedback.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 9: Following Family Rules</b></p> <p><b>Reading:</b> Students will connect a story Banina tells about the Killburns to their understanding of M.C.'s relationship with Ben and with his mother to analyze how M.C. is influenced to change or not change his behavior according to the advice of those around him.</p> <p><b>Writing:</b> Students will write to explain whether or not M.C. should listen to his family and stay away from the Killburn family.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 1 (1–194)</li> <li>Chapter 7 (1–11 &amp; 42–65)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 8 (1–207)</li> </ul>	<p>Should M.C. listen to his parents and stay away from Ben and the Killburns? Explain why or why not.</p>	<p><b>Curriculum App:</b> Activities 2–6 &amp; 8*</p> <p>*Create breakout rooms for student pairs in Activity 2.</p> <p>Plan to discuss the Wrap-Up poll (Activity 8) before completing the Warm-Up in Activity 6 and releasing students to write independently or at the start of your next meet-up session.</p>	<p><b>Instruction:</b> Remind students as they begin their writing (Activity 6) that they should consider everything they have read so far, taking evidence from any chapter.</p> <p>Students should now be actively bringing forward and connecting information from earlier moments in the book. Track whether you see this happening as you review the connections and contrasts students are identifying in their Annotation Connection activities (Activity 2) to identify students who may need additional support.</p>
<p><b>Lesson 10: Flex Day 2</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> 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>You should access and review your Embedded Assessment Measurement (EAM) which reflects students' overall performance as they work through lesson content.</p> <p><b>Materials:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p><b>Instruction:</b> Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, you may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 11: “Who you saying is a child?”</b></p> <p><b>Reading:</b> Students will compare M.C. Higgins’s point of view about himself to the girl’s point of view about M.C. Higgins to analyze the girl’s impact on M.C.’s actions.</p> <p><b>Writing:</b> Students will write to explain why M.C. decides to risk the girl’s life and his own by taking her through a water tunnel.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 7 (140–144)</li> <li>Chapter 8 (1–48, 102–127, &amp; 135–207)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 9 (1–229)</li> </ul>	<p>Explain why M.C. decides to take the girl through the tunnel.</p>	<p><b>Curriculum App:</b> Activities 3–5*</p> <p>*Have students complete their exploration of M.C.’s point of view (Activity 2) independently. Provide a few minutes at the start of the meet-up session to engage in the discussion.</p>	<p><b>Feedback:</b> If remote students are missing sharing sessions, provide regular written comments that target a place where they are developing an idea using evidence from the text and describe the impact. (e.g., “<i>The detail that he was embarrassed when she made fun of his name, M.C. the Great, shows me how eager he is to impress her.</i>”)</p>
<p><b>Lesson 12: M.C. the Leader</b></p> <p><b>Reading:</b> Students will compare a number of excerpts to analyze and identify traits that distinguish M.C. as “great.”</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 8 (171–176)</li> <li>Chapter 9 (1–30)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 10</li> </ul>	<p>Does this episode of bringing the girl through the tunnel convince you that M.C. deserves to call himself “M.C. the Great”? Explain why or why not.</p>	<p><b>Curriculum App:</b> Activities 3 &amp; 4*</p> <p>*Start your meet-up session by discussing student responses to Activity 2. Create a T-chart in a Google doc or Zoom whiteboard to capture student ideas about M.C.’s “great” qualities on one side and his “not great” qualities on the other. Use this chart during discussion in Activities 3 and 4.</p> <p>Create breakout rooms for student pairs in Activities 3 and 4.</p> <p>Plan to discuss the Wrap-Up (Activity 7) at the start of your next meet-up session.</p>	<p><b>Preparation:</b> Preview the passage that we suggest you read aloud in Activity 4 (Chapter 9, 1–30) to determine appropriate pacing and gestures to emphasize the thoughts M.C. has and the decisions he makes while he is in the tunnel.</p> <p>After reviewing student writing from the previous lesson, take note of students who are unable to explain how their evidence supports their answers. Provide additional support for those students as they respond to this lesson’s Writing Prompt by encouraging them to write about what they notice and why they chose a particular detail.</p> <p><b>Instruction:</b> Students may struggle to understand what exactly happened in the water tunnel because Hamilton’s writing style in this sequence is designed to reflect M.C.’s scrambled thoughts. Plan to offer support and discuss this sequence with students.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 13: Flex Day 3</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> 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>Review Reporting to note how your students have been progressing with their writing and Solo reading (reading comprehension) to determine how to assign students to the activities that target an area where they need additional practice.</p> <p><b>Materials:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p><b>Instruction:</b> Students using ELA Anywhere will skip Flex Days.</p>
<p><b>Lesson 14: “He knew he would never be the same.”</b></p> <p><b>Reading:</b> Students will contrast M.C.’s reaction to the Killburns in three passages to analyze whether his actions and thoughts indicate change.</p>	<p><b>M.C. Higgins, the Great</b> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>• Chapter 10 (1–162)</li> <li>• Chapter 11 (1–172)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• Chapter 12 (1–207)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–5*</p> <p>*Create breakout rooms for student pairs in Activity 4.</p>	<p><b>Instruction:</b> In this lesson, students explore changes in M.C. over the course of the novel. In order to identify signs of change, students need to have a clear snapshot of M.C. “before” and should be encouraged to review their annotations from earlier chapters.</p> <p><b>Connections to Other Lessons:</b> These final four lessons prepare students for the essay, as students are asked to first understand the end of the book, then to compare what they are learning about M.C. in this section with their understanding of M.C. from earlier in the novel, and finally to consider how he may or may not be changing.</p>




Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 15: “Were they witchies?”</b></p> <p><b>Reading:</b> Students will analyze M.C.’s thoughts and actions when he’s at the Killburns’ home and select details that suggest a connection or a contrast to the way M.C. acted or thought before.</p> <p><b>Writing:</b> Students will write to explain how M.C.’s visit to the Killburns changes or doesn’t change him in some way.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 12 (1–207)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 13 (1–224)</li> </ul>	<p>What is one way that M.C.’s feelings or actions change or don’t change during his visit to the Killburns?</p>	<p><b>Curriculum App:</b> Activities 2 &amp; 3*</p> <p>*Create breakout rooms for student pairs in Activity 2.</p>	<p><b>Instruction:</b> Students return to the Connections and Contrasts routine that they’ve engaged in through much of this sub-unit in Activity 2. Consult the On-the-Fly guide (click on the  icon) to provide support as students identify and discuss connections and/or changes in the novel.</p> <p><b>Connections to Other Lessons:</b> These final four lessons prepare students for the essay, as students are asked to first understand the end of the book, then to compare what they are learning about M.C. in this section with their understanding of M.C. from earlier in the novel, and finally to consider how he may or may not be changing.</p>
<p><b>Lesson 16: Changing Plans</b></p> <p><b>Reading:</b> Students will analyze M.C.’s expectations at the beginning of the chapter, what happens to those expectations, and how he reacts to the disappointments.</p> <p><b>Writing:</b> Students will write to describe one thing that M.C. would lose and one thing he would gain by leaving the mountain.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>Chapter 13 (1–224)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Chapter 14 (1–237)</li> </ul>	<p>Describe one thing that M.C. would lose and one thing he would gain by leaving the mountain.</p>	<p><b>Curriculum App:</b> Activities 3–5*</p> <p>*Plan to discuss student responses to Activity 2 at the start of this meet-up session.</p> <p>You may also opt to have students respond to the questions in Activity 3 prior to the meet-up session, allowing more time for discussion of their responses.</p>	<p><b>Preparation:</b> Make sure students have access to their work from Lesson 8, which they’ll reference in this lesson.</p> <p><b>Differentiation:</b> Preview the Additional Text Writing Prompt (Activity 9) to determine whether to assign it to students who may be ready for an additional challenge.</p> <p><b>Instruction:</b> You may notice that in this lesson, students return to a question they discussed in earlier lessons—what will M.C. lose and what he will gain by leaving the mountain? However, by this point in the novel, students should be able to give a far richer response based on their developed awareness of M.C. Higgins.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 17: “Not just living on the mountain”</b></p> <p><b>Reading:</b> Students will focus on the resolution of the plot, comparing M.C.’s attitude and actions in the beginning and the climax of the book to analyze the meaning and significance of M.C.’s final actions.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p> <ul style="list-style-type: none"> <li>• Chapter 1 (16–17)</li> <li>• Chapter 2 (19–21)</li> <li>• Chapter 14 (48–237)</li> </ul>		<p><b>Curriculum App:</b> Activities 2–6*</p> <p>*Create breakout rooms for student pairs in Activity 3 and 5.</p> <p>To maximize the time you have during your meet-up session, consider having students complete the individual portions of Activities 3 and 5 prior to logging on, leaving more time for them to meet in pairs and discuss.</p>	<p><b>Instruction:</b> If students are struggling with the continuum, provide them with examples. For example: Won an award for writing a great story—high; had lunch—middle; dog died—low. Then, ask students where they would place familiar events: best friend sleeping at your house; pizza for dinner; missed the school bus; forgot to study for a test.</p>
<p><b>Lesson 18: Flex Day 4</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>	<p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p><b>Preparation:</b> Review your class’s comprehension reports and Embedded Assessment 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 <b>AWE</b> scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

## Sub-unit 2: Write an Essay

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Making a Claim</b></p> <p><b>Writing:</b> Students will gather evidence about ways that M.C. has changed throughout the text and who influenced the change. Then, they will stake a claim about one way he changed and who influenced the change.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p>	<p>What is one way M.C. has changed since the beginning of the book, and who is one person who influenced that change?</p>	<p><b>Curriculum App:</b> Activities T1–4*</p> <p>*Create breakout rooms for student pairs in Activity 3, or have students complete this activity independently and allow more students to share, lengthening the time for whole-group discussion.</p> <p>If students seem comfortable with writing a claim, have them work through the remainder of Activity 4 asynchronously. Consider staying in the meet-up session to offer support to any students that need it.</p>	<p><b>Preparation:</b> Preview the Cheat Sheet of Sample Evidence in Activity 3 to help support students as they gather evidence.</p> <p><b>Instruction:</b> We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they’ve completed all steps.</p> <p><b>Solos:</b> Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: How Does M.C. Change?</b></p> <p><b>Writing:</b> Students will draft their first body paragraph.</p> <p><b>Revision:</b> Students will revise to describe or explain their textual evidence more clearly.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p><b>Curriculum App:</b> Activities 3–5*</p> <p>*After establishing expectations, you may opt to have students finish writing their first body paragraph (Activity 4) independently, having them return to the meet-up session to revise with a partner (Activity 5).</p> <p>Offer breakout room conferences during Activity 4 to provide additional support or scaffolding to students who need it and for student pairs in Activity 5.</p>	<p><b>Preparation:</b> Review the Cheat Sheet of Sample Evidence to be ready to support students in their writing.</p> <p><b>Instruction:</b> Consult the On-the-Fly supports (look for the  icon) for guidance on how to support students as they write during Activity 4.</p> <p><b>Solos:</b> Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Who Influences M.C.'s Change?</b></p> <p><b>Writing:</b> Students will draft their second body paragraph.</p> <p><b>Revision:</b> Students will revise their claim statements to reflect what they have written in their paragraphs.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p><b>Curriculum App:</b> Activities T1–5*</p> <p>*Consider reviewing expectations for Activities 4 and 5 with students and allowing them to write their second body paragraphs and revise their claim statements asynchronously. If you opt to do so, remain in the meet-up session to provide support for students who need it.</p>	<p><b>Preparation:</b> Review student writing to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice (Teacher Activity 1).</p> <p><b>Instruction:</b> There may be places during these lessons where students do not “see” the writing they did for their essays in a previous activity. In those cases, remind students to navigate back to that activity and click HAND IN. The writing can then be pulled forward into the current activity.</p> <p><b>Feedback:</b> 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 additional 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><b>Lesson 4: Revision and Introduction</b></p> <p><b>Revision:</b> Students will revise their body paragraphs to include additional evidence or by explaining evidence further.</p> <p><b>Writing:</b> Students will draft an introduction for their essay.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p><b>Curriculum App:</b> Activities T1–6*</p> <p>*After discussing student Spotlights in Teacher Activity 1 and reviewing the expectations for revision, you may choose to have students work asynchronously, remaining online to offer assistance to those who need it. Students would then return to the meet-up session to complete their Introduction (Activities 4 and 5) and discuss expectations for direct quotes.</p> <p>Create breakout rooms for student pairs in Activity 4 or have students complete the highlighting individually.</p>	<p><b>Preparation:</b> Review the Before the Next Lesson section of the previous lesson’s digital Lesson Brief for details on marking student writing for more targeted revision and providing Spotlights.</p> <p>Students will need access to the body paragraphs they completed in Lesson 2 for the revisions they will complete in this lesson.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 5: Conclusion and Editing</b></p> <p><b>Writing:</b> Students will draft a conclusion for their essay.</p> <p><b>Revision:</b> Students will edit their essays for sentence flow, essay completeness, grammar, spelling, punctuation, and citations.</p>	<p><i>M.C. Higgins, the Great</i> by Virginia Hamilton</p>	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p><b>Curriculum App:</b> Activities 4 &amp; 5*</p> <p>*Have students self-assess in Activity 2 prior to the meet-up session. Use their responses to determine how much time should be allotted to completing tasks and writing a conclusion.</p> <p>Parts of Activities 4 and 5 can be completed asynchronously. However, you may wish to remain online to offer assistance to any students who may need it.</p> <p>If you have time, you may include the Share (Activity 6) in this meet-up session. If not, you may wish 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 meet-up session.</p>	<p><b>Preparation:</b> You may wish to identify 2–3 grammar, punctuation, or spelling skills that you want students to target as they edit their essays (Activity 5). In particular, ask students to target skills with which they are familiar—presenting more than one new editing skill can be unproductive at this stage. In this way, you can assess whether students understand the conventions they've been learning.</p> <p><b>Instruction:</b> If the majority of your students need more time to finish their introductions with their claims and/or revise their body paragraphs, then direct them to return to their activities from the previous lesson to complete their essays. Completing their introductions and the body of their essays should take priority over creating a conclusion.</p> <p><b>Feedback:</b> Find a way to celebrate your students' accomplishment by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere.</p> <p>Locate the Essay Rubric in Materials to assess student essays.</p>