

# ELA Anywhere Planning Guide

Unit 6F: The *Titanic* Collection

# ELA Anywhere Planning Guide

*Using Amplify ELA in all learning scenarios*

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

## Learning Scenarios and Resources

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

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

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

<b>Learning Scenario</b>	<b>Scenario 1:</b> Classroom Use Teacher: Digital Student: Digital	<b>Scenario 2:</b> Classroom Use Teacher: Digital & Print Student: Print	<b>Scenario 3:</b> Distance Learning Teacher: Digital Student: Digital	<b>Scenario 4:</b> Distance Learning Teacher: Digital & Print Student: Print/Mostly offline
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\* For writing assignments where students revise a piece of writing or work to complete a longer piece of writing over multiple sessions, Amplify advises that students continue working within the medium in which they began the writing assignment.

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
<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> </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.).

## Assigning Activities

Teachers can assign activities to their students using the Assign function (they can also assign activities through Google Classroom and—upon request—Microsoft Teams). Encourage remote students to view and access their assigned activities via their Lesson Brief so that they can also easily access the materials contained in the Lesson Brief. Read more about Assign in Amplify [here](#).

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

## Notes

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

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

For additional support, please visit the [Amplify Help Center](#).

## Sub-unit 1: Information Literacy

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Evaluating Sources: Part 1</b></p> <p><b>Research:</b> Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing reliable sources from unreliable sources.</p>	<p>NOAA website</p> <p>Earth and Planetary Science, University of California, Berkeley website</p> <p>Marine Life Protection Act, Wikipedia</p> <p>The Ocean Foundation website</p> <p>Missouri Botanical Garden website</p> <p><i>The Guardian</i></p>		<p><b>Curriculum App:</b> Activities 2–8*</p> <p>*Create breakout rooms for student pairs.</p>	<p><b>Note:</b> All Collections contain this three-lesson Information Literacy sub-unit. If students completed this sub-unit in 6C: The Chocolate Collection, plan to move quickly through these lessons, focusing on places where your students could benefit from a review of particular skills.</p> <p><b>Preparation:</b> Review the Preparation section of your digital Lesson Brief for suggestions about which websites to use during this lesson.</p> <p><b>Differentiation:</b> Distribute and review the Background and Context documents with ELL students. (This printable resource is available in English and Spanish in the Materials section of your Unit Overview.)</p> <p><b>Download the Unit Texts:</b> Help students with devices download the text onto their preferred home learning device.</p> <p><b>Accessibility:</b> 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><b>Instruction:</b> Students using ELA Anywhere are able to complete this lesson without visiting any websites.</p> <p>You may have the option to try out Amplify’s beta teaching experience as you teach this unit. Feel free to try this option; your students’ experiences will not be impacted.</p> <p><b>Solos:</b> ELA Anywhere lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p>








Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Evaluating Sources: Part 2</b></p> <p><b>Research:</b> Students will review several Internet sources and common domain names, working collaboratively to assess their trustworthiness with a dependability checklist.</p> <p><b>Writing:</b> Students will use evidence from the reviewed sources to explain which sources are the most and least credible.</p>	<p>NASA website</p> <p>MIT News website</p> <p>CNN</p> <p>Terravivos website</p>	<p>Which of the four sources (discussed in class) do you think is the most dependable? Which source do you think is the least dependable? Support your thinking using evidence from one or more of the websites.</p>	<p><b>Curriculum App:</b> Activities 2–4*</p> <p>*In Activity 2, have links to previously selected websites (one reliable and one unreliable) available for students.</p> <p>Create a Google doc or Zoom whiteboard with the Source Dependability Chart from Activity 4. Have students add information during discussion.</p>	<p><b>Preparation:</b> Consult the Preparation section of your digital Lesson Brief for guidance in selecting online articles for student exploration during this lesson.</p> <p>Preview optional Activity 7 to determine whether you would like students to complete this short research extension activity.</p> <p><b>Materials:</b> For students using the print Amplify ELA Anthology, let them know your expectations for annotation in the text.</p> <p><b>Instruction:</b> Due to the extensive use of Internet research, students using ELA Anywhere skip this lesson.</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 partnerships or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Review the Rules for Writing and Rules for Sharing to establish clear expectations.</p>
<p><b>Lesson 3: Avoiding Plagiarism</b></p> <p><b>Research:</b> Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.</p>			<p><b>Curriculum App:</b> Activities 2–T2*</p> <p>*Create breakout rooms for student pairs.</p> <p>Create a Google doc or Zoom whiteboard with the Paraphrase Chart in Activity 5. Have students add their paraphrases and discuss during Teacher Activity 1.</p>	<p><b>Preparation:</b> Consider ways to eliminate plagiarism in the example given in Activity 5 to help guide discussion and promote student understanding of how to avoid plagiarism.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: 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>

## Sub-unit 2: Scavenger Hunt and Internet Research

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Scavenger Hunt: Introducing the Collection</b></p> <p><b>Reading:</b> Students will explore a selection of texts and images in The <i>Titanic</i> Collection, practicing skimming and scanning a source for relevance and close reading a source for key information.</p> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li> The <i>Titanic</i></li> <li> R.M.S. Titanic 2004 Expedition</li> <li> "Nearer My God to Thee"</li> </ul>	<p><b>The <i>Titanic</i> Collection</b></p> <ul style="list-style-type: none"> <li>• A Letter from Mary Lines (1912)</li> <li>• Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry</li> <li>• Excerpt: Chapter 7—"There Is Your Beautiful Nightdress Gone" from <i>A Night to Remember</i></li> <li>• Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS <i>Titanic</i></li> <li>• "Discovery of the <i>Titanic</i>," by Lapham's <i>Quarterly</i> editors</li> <li>• Excerpt: "The Iceberg Was Only Part of It" from <i>The New York Times</i></li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• The <i>Titanic</i> Collection</li> </ul>		<p><b>Curriculum App:</b> Activities T1–7*</p> <p>*Prepare to share your screen in Teacher Activity 1 to project the video.</p> <p>Capture students' ideas regarding what they would like to learn about the <i>Titanic</i> for use in Lesson 3 when students create research questions.</p>	<p><b>Preparation:</b> Consider rewards for students working on devices who win the scavenger hunts.</p> <p>Review the Collection materials (locate and open The <i>Titanic</i> Collection in the Amplify Library) to become familiar with the range of materials. Take note of those texts in the Collection which also contain adapted, paraphrased, and Spanish language versions below the original text to remind students of this resource.</p> <p><b>Differentiation:</b> Remind students that multi-language glossaries for all Reveal words are available in the Amplify digital library.</p> <p>Review your reading comprehension reports to consider which students may benefit from added supports, particularly during Solo reading.</p> <p>Note that printable versions of the Solo text previews (part of the differentiated Solo supports within the digital Solos) are available in your Unit Materials in both English and Spanish.</p> <p><b>Instruction:</b> In each scavenger hunt activity, students should 1) review each image or skim each text quickly to determine whether a document contains the information needed to answer the scavenger hunt question, then 2) only closely examine the image or closely read the text containing the correct answer. Students only need to answer the close reading questions associated with that one image or text.</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Scavenger Hunt: Introducing the Collection</b></p> <p>(continued)</p>				<p><b>Note:</b> This low-stake, competitive activity has students practice skimming a source to determine its relevance, a useful research skill moving forward.</p> <p>Scavenger hunt answers can be found in Teacher Activity 2.</p> <p><b>Connections to Other Lessons:</b> Students generate ideas in Activity 2 about what they want to learn about the <i>Titanic</i>. These ideas will be used to create research questions in Lesson 3 of this sub-unit. You may use this list again in Sub-unit 4, Lesson 3, to help students generate research questions.</p>
<p><b>Lesson 2: Scavenger Hunt: Exploring the Collection</b></p> <p><b>Reading:</b> Students will explore a selection of texts and images in The <i>Titanic</i> Collection, practicing skimming and scanning a source for relevance and close reading a source for key information.</p> <p><b>Video:</b></p> <p> R.M.S. Titanic 2004 Expedition</p> <p> "Nearer My God to Thee"</p>	<p><b>The <i>Titanic</i> Collection</b></p> <ul style="list-style-type: none"> <li>• Introduction from <i>Sinking of the "Titanic" Most Appalling Ocean Horror</i></li> <li>• Excerpt: Chapter 6—"Women and Children First!" from <i>Sinking of the Titanic and Great Sea Disasters</i></li> <li>• Untitled Poem</li> <li>• "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from <i>Titanic</i> Are Hers." from <i>The New York Times</i></li> <li>• "Rusticles on the <i>Titanic</i> Contain New Iron-Eating Bacteria, Study Says" from <i>Epoch Times</i></li> <li>• Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• The <i>Titanic</i> Collection</li> </ul>		<p><b>Curriculum App: Activities 2–8*</b></p> <p>*Consider meeting briefly for Activity 2 and an introduction to Activities 3–6 before having students work asynchronously in pairs or groups, then return to the meet-up session to share findings and complete Activities 7 &amp; 8.</p>	<p><b>Differentiation:</b> Introduction from <i>Sinking of the "Titanic" Most Appalling Ocean Horror</i> and Excerpt: Chapter 6—"Women and Children First!" from <i>Sinking of the Titanic and Great Sea Disasters</i> are complex texts, so we have provided 4 versions of each text for differentiation purposes: original, adapted, paraphrased, and Spanish. Review the Differentiation section of your digital Lesson Brief for guidance on assigning these versions.</p> <p><b>Instruction:</b> Scavenger hunt answers can be found in Teacher Activity 1.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Internet Research</b></p> <p><b>Research:</b> Students will generate a research question about the <i>Titanic</i>, identify credible Internet sources, and conduct Internet research to find the answer.</p> <p><b>Writing:</b> Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.</p>		<p>Using the sources you chose, write the answer to your question.</p> <p>Write 1–2 paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.</p>	<p><b>Curriculum App:</b> Activities 2–4*</p> <p>*In Activity 2, have a few students share their ideas for research questions with the class, providing an opportunity for a discussion about which questions may be too general or too specific.</p> <p>As students work to assess websites in Activity 3, you may wish to meet in breakout rooms with small groups or individuals to check that they are listing reputable sources.</p>	<p><b>Preparation:</b> Have the list of what students would like to learn about the <i>Titanic</i> (from Activity 2 in Lesson 1) ready to display. Students should use this list to generate research questions in Activity 2 of this lesson.</p> <p>This lesson includes an Extra Writing Prompt in Activity 6. Review this prompt to determine whether to assign it to any or all of your students.</p> <p><b>Instruction:</b> Due to the extensive use of Internet research, students using ELA Anywhere skip this lesson.</p> <p><b>Feedback:</b> If students are missing sharing sessions due to remote learning, provide regular written comments that target a place they are developing an idea using evidence from the text, and describe the impact of their writing.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: 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> 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 <a href="#">AWE</a> 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 found in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere.</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 3: Passport and Collection Research

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Passport to the Titanic</b></p> <p><b>Research:</b> Students will analyze primary source documents to research and role-play the identity of a specific <i>Titanic</i> passenger.</p> <p><b>Writing:</b> Students will write a letter in the voice of their assigned <i>Titanic</i> passenger, describing their experiences aboard the <i>Titanic</i> before the disaster.</p>	<p><b>The <i>Titanic</i> Collection</b></p>	<p>In character, write a letter to a friend or family member at home. Date the letter April 14, 1912. Describe your experiences aboard the <i>Titanic</i>:</p> <ul style="list-style-type: none"> <li>• What activities are you engaged in?</li> <li>• What does your cabin look like?</li> <li>• What are you eating?</li> <li>• Who are you traveling with?</li> <li>• Where are you headed, and who do you expect to see when you arrive?</li> <li>• What happens to you once the <i>Titanic</i> strikes the iceberg and begins to sink?</li> <li>• Predict your fate: Tell your friend or family member if you expect to survive the disaster.</li> </ul> <p>Use the information you’ve noted in your Passenger Profile to help craft your response. Your letter should include at least one fact from each of the documents.</p>	<p><b>Curriculum App:</b> Activities 2–10*</p> <p>*Be prepared to share your screen to discuss the projections included in the Instructional Guide in Activity 3.</p> <p>Create breakout rooms for students in Activity 4.</p> <p>As you will not be able to physically distribute strips of paper with passenger names in Activity 4, plan to create a Google doc or Zoom whiteboard to disseminate that information.</p> <p>Activities 5–7 are completed simultaneously. Once you have provided each student with a passenger profile, identify the groups they will work with to 1) study their passenger profile and review the cabin and menus associated with their passenger’s class of travel and 2) share their profile and traveling experience (Activity 9).</p>	<p><b>Preparation:</b> Print out a page with the names of passengers and cut into strips for easy distribution. (Alternatively, teachers often print and distribute the individual profile “passports” available in the Materials section of the digital Lesson Brief.)</p> <p>If appropriate, encourage students to dress up or bring props for their role-playing activity.</p> <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for guidance on supports for English learners.</p> <p><b>Instruction:</b> Students shouldn’t be aware of the fate of their passengers until the conclusion of the lesson. This strategy allows them to predict, based on their research, whether their person survived the disaster. For example, a male passenger traveling in first class probably stepped aside to let women and children into the lifeboats, and consequently went down with the ship.</p> <p>Activities 5–7 are designed to be done simultaneously by different students, with students meeting as a whole group in Activity 9 to role-play according to what they learned.</p> <p>If possible, arrange for students using ELA Anywhere to have a phone conversation with a classmate for Activity 9. Anywhere students who are not able to connect with a classmate will skip this activity and continue to the Writing Prompt.</p> <p style="text-align: right;"><b>(continued)</b></p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Passport to the Titanic</b> (continued)</p>			<p>Determine whether student groups will include only passengers of the same travel class, or if groups will contain a mix of travel classes. Create breakout rooms for student groups to work in to complete Activity 9.</p> <p>Though not included in this meet-up session, plan to have students share their letters (Activity 11) and to share and discuss the fate of their passengers (Activity 12) during your next meeting.</p>	<p>ELA Anywhere students are encouraged to find out the fate of their passenger (Activity 12) on their own. You may choose to share that information with these students when possible.</p> <p><b>Feedback:</b> Students often enjoy a public venue to share these types of creative writing assignments. Consider extending the sharing session and using your Spotlight app or some other venue to showcase your students' writing.</p> <p><b>Solos:</b> Students have the option to complete any Solo using the <a href="#">Amplify Mobile Solos</a>.</p>
<p><b>Lesson 2: Collection Research</b></p> <p><b>Research:</b> Students will independently read one text and examine one image for understanding.</p> <p><b>Speaking and Listening:</b> Students will work with a group who researched the same text to identify and summarize key findings from the text.</p> <p><b>Video:</b></p> <p> R.M.S. Titanic 2004 Expedition</p> <p> "Nearer My God to Thee"</p>	<p><b>Solo</b></p> <ul style="list-style-type: none"> <li>The <i>Titanic</i> Collection</li> </ul>		<p><b>Curriculum App Activities 2–6*</b></p> <p>*After reviewing Activities 2 and 3, you may wish to have students complete each activity asynchronously, returning to the meet-up session to share in Activities 4 and 5 and in Activity 6 to make sure students know they are only responsible for one text and one image in this lesson's Solo.</p> <p>If you opt to have students share in small groups (Activity 4) before sharing with the whole class (Activity 5), plan to provide breakout rooms.</p>	<p><b>Preparation:</b> This lesson provides an Extra Writing Prompt (Activity 8). Review this prompt to determine whether to assign it to any or all of your students.</p> <p><b>Instruction:</b> During Activity 6, be sure students understand that they are expected to read one text and answer the accompanying questions and view one image and answer the questions that are included with it, ignoring the other cards in the Solo (Activity 8).</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: 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> Refer to the <a href="#">Reporting</a> tool to note how your students have been progressing with their writing and independent reading (reading comprehension) to determine how to assign students to the activities that target an area where they need additional practice.</p> <p>Review the printable writing revision assignments found in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>

## Sub-unit 4: Socratic Seminar and Internet Research

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Preparing for the Socratic Seminar</b></p> <p><b>Speaking and Listening:</b> Students will review the format and goals of a Socratic seminar, then collaborate to develop discussion guidelines that meet goals and to generate open-ended questions.</p>	<p>The <i>Titanic</i> Collection</p>		<p><b>Curriculum App:</b> Activities 2–6*</p> <p>*Create a Google doc or Zoom whiteboard to capture the “Rules for Seminar” that are discussed in Activity 3. Save these rules to make available for students during Lesson 2. If you completed the Socratic Seminar sub-unit in 6C: The Chocolate Collection, you may wish to use the rules you have already established and begin the meet-up session with Activity 4.</p> <p>Create breakout rooms for student groups in Activity 5.</p> <p>Circulate through breakout rooms during Activity 5 to assign each group a text from The <i>Titanic</i> Collection.</p>	<p><b>Preparation:</b> The focus of this sub-unit is a Socratic seminar. In this lesson, students brainstorm open-ended questions using one of the texts from The <i>Titanic</i> Collection. Plan student groups and their assigned text(s) prior to Lesson 1.</p> <p><b>Differentiation:</b> The Introduction from <i>Sinking of the “Titanic” Most Appalling Ocean Horror</i> and Excerpt: Chapter 6—“Women and Children First!” from <i>Sinking of the Titanic and Great Sea Disasters</i> are complex texts. Therefore, we have provided four versions of each text for differentiation purposes: original, adapted, paraphrased, and Spanish. Plan to assign specific versions to students according to their reading abilities.</p> <p><b>Connections to Other Lessons:</b> In the next lesson, students using ELA Anywhere will prepare their seminar materials independently, then either take part in a discussion with a classmate over the phone, or with a friend, family member, or caregiver in person. If possible, tell these students which text to review, coordinate pairs of students, and provide instructions on how they should carry out their phone discussion.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Conducting the Socratic Seminar</b></p> <p><b>Speaking and Listening:</b> Students will use the Socratic method to discuss the <i>Titanic</i> disaster, following class-established protocol.</p> <p><b>Research:</b> Students will work in pairs to generate an open-ended research question about the <i>Titanic</i>, identify credible Internet sources, and conduct Internet research to answer the question using two sources.</p>			<p><b>Curriculum App:</b> Activities T1–5*</p> <p>*Share the “Rules for Seminar” document from Lesson 1 with students.</p> <p>See Preparation note about the length of this lesson.</p> <p>Create breakout rooms for students to work in groups or pairs for Activities 4 &amp; 5. Circulate through the rooms to help any students who are struggling to create a question. Students may need to continue their research (Activity 5) after the meet-up before drafting their response to their research question (Activity 6).</p> <p>Provide time at the start of the next meet-up session to discuss Activity 6, which includes the students’ answers to their research questions.</p>	<p><b>Preparation:</b> Students using ELA Anywhere are instructed to have a discussion with a classmate over the phone, or with a friend, family member, or caregiver. If possible, tell these students which text to review, coordinate pairs of students, and provide instructions on how they should carry out their phone discussion.</p> <p>This lesson is longer than usual, as students engage in the Socratic seminar and spend time conducting research for and answering a self-generated research question.</p> <p>Consider breaking it up into two sessions, completing Activities 2 and 3 in the first class and Activities 4–6 in the second class.</p> <p><b>Instruction:</b> Students using ELA Anywhere do not work with a group for this activity.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Internet Research</b></p> <p><b>Research:</b> Students will generate a research question about the <i>Titanic</i>, identify credible Internet sources, and conduct Internet research to find the answer.</p> <p><b>Writing:</b> Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.</p>		<p>Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.</p>	<p><b>Curriculum App:</b> Activities 2 &amp; 3*</p> <p>*As students work to assess websites in Activity 3, you may wish to meet in breakout rooms with small groups or individuals to check that they are listing reputable sources.</p>	<p><b>Preparation:</b> Retrieve student-generated questions from the first Scavenger Hunt lesson (Lesson 1 in Sub-unit 2). You may wish to allow students to use these questions to determine the research question they will pursue.</p> <p>Consider beginning this lesson by reviewing some of the written pieces students drafted in the previous lesson in response to their research questions.</p> <p><b>Instruction:</b> Due to the extensive use of Internet research, students using ELA Anywhere skip this lesson.</p>
<p><b>Lesson 4: 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 <a href="#">AWE</a> 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 found in the Materials section of your digital Lesson Brief to consider providing to students using ELA Anywhere.</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 5: Write an Essay

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: Gathering Evidence</b></p> <p><b>Research:</b> Students will select their essay research topic from two options (argumentative or informative), and then identify credible sources and collect relevant information from those sources.</p>	<p>The <i>Titanic</i> Collection</p>	<p><b>Research Option 1: Argumentative Essay</b></p> <p>Who's to blame for the loss of life on the <i>Titanic</i>? Research a list of several parties involved in the tragedy. Some options include the <i>Titanic</i>'s Captain Smith, the telegraph officers, the <i>Titanic</i>'s lookouts, the captain of the <i>Carpathia</i>, and the White Star Line's owners and shipbuilders.</p> <p>Research sources in the Collection and on the Internet to collect evidence and prove your case. Write an argumentative essay identifying the guilty party and include 2 pieces of evidence proving their guilt. Be sure to include a list of the resources you used in your research.</p> <p><b>Research Option 2: Informative Essay</b></p> <p>Who Were the <i>Titanic</i> Orphans? Write an informative essay detailing the experience of the 2 young children known as the <i>Titanic</i> Orphans. As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed <i>Titanic</i>, how they managed to survive the sinking, and what happened to them after the disaster. Be sure to include a list of resources used while researching this project.</p>	<p><b>Curriculum App:</b> Activities 2–4*</p> <p>*After establishing that students have a clear understanding of the essay prompts and how to gather evidence, you may opt to have students complete Activity 4 asynchronously. Consider staying in the meet-up space to be available for student questions or concerns.</p>	<p><b>Preparation:</b> Review the two possible essay questions to determine whether you will select one or allow students to choose.</p> <p>Students should have completed the Information Literacy lessons (Sub-unit 1) before starting this Internet research project.</p> <p><b>Materials:</b> 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><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>Students using ELA Anywhere conduct their research exclusively in the Collection.</p> <p>Review responses to the Wrap-Up in Activity 5 to determine whether students are ready to start writing during the next lesson. If any students are not ready to start writing, assign the Solo at the end of this lesson.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Making a Claim and Writing a Body Paragraph</b></p> <p><b>Skill Practice:</b> Students will analyze a sample essay and identify where the writer describes and explains evidence and makes transitions between paragraphs.</p> <p><b>Writing:</b> 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>The <i>Titanic</i> Collection</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>*Provide breakout rooms for student pairs in Activity 4.</p> <p>If you opt to have students complete Activity 5 asynchronously, consider staying in the meet-up space to address questions or offer help.</p>	<p><b>Instruction:</b> Students using ELA Anywhere do not work with the sample essay.</p>
<p><b>Lesson 3: Writing a Body Paragraph and an Introduction</b></p> <p><b>Skill Practice:</b> Students will analyze the introduction to a sample essay and identify the lead, key background information, and claim.</p> <p><b>Writing:</b> Students will select and describe textual evidence to draft a second body paragraph and then write an introduction to their essay.</p>	<p>The <i>Titanic</i> Collection</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 4–7*</p> <p>*Be prepared to share your screen to project the Elements of a Research Essay at the start of Activity 4 and the pre-highlighted Introduction for students to check their answers in Activity 6.</p> <p>While students write during Activities 4 &amp; 7, consider having breakout rooms available for individual or small-group conferences.</p>	<p><b>Instruction:</b> Students using ELA Anywhere do not work with the sample essay.</p> <p>Use the Self-Assess: Status Update in Activity 3 to determine which students need additional support.</p> <p>Use the On-the-Fly conference guides in Activity 7 to provide feedback for students who are on track or need support.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 4: Revising and Writing a Conclusion</b></p> <p><b>Revision:</b> Students will review Spotlight examples of strong Use of Evidence, then revise their body paragraphs to add or describe evidence further to support their claims.</p> <p><b>Writing:</b> Students will review the Elements of a Conclusion and write a conclusion to their essay.</p>	<p>The <i>Titanic</i> Collection</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 T1–7*</p> <p>*As students work independently during Activity 4, consider breakout rooms for small-group or individual conferences.</p> <p>Be prepared to project the claim statement and conclusion from the sample research essay (found in the Instructional Guide of Activity 7) to facilitate discussion.</p>	<p><b>Preparation:</b> 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> <p><b>Instruction:</b> Students using ELA Anywhere do not work with the sample essay.</p>
<p><b>Lesson 5: Finishing and Editing the Essay</b></p> <p><b>Writing:</b> Students will edit their essays for clarity, cohesion, spelling, and punctuation.</p>	<p>The <i>Titanic</i> Collection</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 4–6*</p> <p>*Create breakout rooms for conferences with individual students.</p> <p>If you’re short on time and unable to complete Activity 6 during your meet-up session, try to set up another synchronous session during which students can share their essays or engage in a virtual gallery walk with excerpts from each other’s essays. If you opt for the gallery walk, have students prepare excerpts to share prior to the meeting.</p>	<p><b>Differentiation:</b> If students seem overwhelmed by the list of editing tasks, consider focusing them on just one or two things.</p> <p><b>Feedback:</b> 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 and include examples from students who wrote their lessons within ELA Anywhere.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 6: Creating Citations and a Works Cited List</b></p> <p><b>Revision:</b> Students will revise their essays to include in-text citations for their sources.</p> <p><b>Writing:</b> Students will create a Works Cited page for their sources.</p>	<p>The <i>Titanic</i> Collection</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 T1–4*</p> <p>*Create breakout rooms to meet with students and provide assistance.</p>	<p><b>Preparation:</b> Prepare four Spotlights featuring student introductions and conclusions with the Spotlight app. Two should provide examples of strong lead sentences and two should provide examples of strong restatements of the claim.</p>
<p><b>Lesson 7: Media Project</b></p> <p><b>Research:</b> Students will use the Spinnr app to create <i>Titanic</i> passenger social media postings based on their essay.</p>	<p>The <i>Titanic</i> Collection</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>Instruction:</b> Students using ELA Anywhere skip Lessons 7 and 8 due to the need for access to the Spinnr app to complete the lesson activities.</p>
<p><b>Lesson 8: Social Media Project Presentations</b></p> <p><b>Speaking and Listening:</b> Students will present their final media projects to the class.</p>	<p>The <i>Titanic</i> Collection</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> Activity 2*</p> <p>*Prepare students to share their screens during the presentation of their social media projects.</p>	<p><b>Instruction:</b> Students using ELA Anywhere skip Lesson 8 due to the need for access to the Spinnr app to complete the lesson activities.</p>