AmplifyELA

ELA Anywhere Planning Guide

Unit 7D: Poetry & Poe

ELA Anywhere Planning Guide

Using Amplify ELA in all learning scenarios

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

Learning Scenarios and Resources

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

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

- The materials list under each scenario points to the resources you and your students will need for daily lesson work.

- Key materials and resources that are accessed within a larger resource (for example, the curriculum app) are listed in bullets under that larger resource.

- Note that students using Amplify Unplugged lessons and/or ELA Anywhere lessons will need print copies of Solos (unless they have access to Mobile Solos) and any differentiated supports. These and other printable resources can be found in the teacher-facing curriculum app. You will need to print and distribute these for student use.

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

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

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Teacher Materials	**Curriculum App** • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides, and On-the-Fly supports • Lesson activities • Lesson texts in eReader • Differentiated supports • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) • Classwork and Reporting • Vocab App • Essay Rubrics **Printable Resources** • Mastering Conventions Grammar lesson PDFs	**Curriculum App** • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides and On-the-Fly supports • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) • Vocab App • Classwork and Reporting **Printable Resources** • Unit Reading Assessments • Solo Activities workbook and Solo Answer Key • Mastering Conventions Grammar lesson PDFs • Essay Rubric PDFs • Printable Teacher Guide	**Curriculum App** • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides and On-the-Fly supports • Lesson activities • Lesson texts in eReader • Differentiated supports • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) • Classwork and Reporting • Vocab App • Mastering Conventions Grammar lesson PDFs	**Curriculum App** • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides and Possible Responses • Lesson activities • Lesson texts in eReader or Amplify ELA Anthology • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) **Printable Resources** • Unit Reading Assessments • Solo Activities workbook and Solo Answer Key • Mastering Conventions Grammar lesson PDFs

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Student Materials	**Curriculum App** • Unit and Sub-Unit Overviews • Lesson Overviews and Materials • Lesson activities • Any teacher-assigned differentiated supports • Vocab App • Global Navigation (Apps, Quests, Amplify Library) • Digital or Mobile Solos • My Work • eReader with Reveal Word definitions	**Amplify ELA Anthology** **Amplify ELA Unplugged lessons* (or ELA Anywhere)** • Lesson activities • Formative Writing Prompts **Printable Resources** • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions **Other Resources:** • Mobile Solos * Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.	**Curriculum App** • Unit and Sub-Unit Overviews • Lesson Briefs and Materials • Lesson activities • Any teacher-assigned differentiated supports • Vocab App • Global Navigation (Apps, Quests, Amplify Library) • Digital or Mobile Solos • My Work • eReader with Reveal Word definitions	**ELA Anywhere** • Unit and Sub-Unit Overviews • Lesson Overviews and Prep • Lesson activities • Formative Writing Prompts **Lesson Texts** (can be accessed any of the following ways) • eReader texts downloaded from Amplify Library onto home device for offline use • Amplify ELA Anthology **Printable Resources** • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions **Other Resources:** • Mobile Solos

How to Use This Planner

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

What's in each column:

Lesson Objectives

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

Reading

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

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

Find more information about the role of reading in the Amplify program **here**.

Writing Prompt

- A 12–15-minute writing activity followed by a sharing routine in which students share their writing and provide feedback to their peers

    ◦ Writing activities are formative—students focus on one moment, idea, or claim and use textual evidence or narrative observations to develop it. If students complete writing in the digital lesson, you can use Classwork to review Amplify's automated assessment of that writing and send written feedback to students. You can also track student writing performance over time using **Reporting** (accessed through the Global Navigation Menu).

    ◦ If students complete writing in the print ELA Anywhere lessons, Amplify recommends that you collect, assess, and provide feedback on this writing.

    ◦ Writing activities are differentiated, and you can assign a level of differentiated support to students in the digital lesson or in print.

    ◦ When possible, provide distance learners with a way to complete the sharing routine with peers, a teacher, or a caregiver.

    ◦ To find EXTRA Challenge Writing Prompts, review the Reading and Writing Assignments in the Planning for the Unit section of your digital Unit Guide.

- Revision Assignments

    ◦ During Flex Days, the Writing: Revision Assignment activity asks students to complete a Revision Assignment in which they revise a small piece of writing generated during a previous writing activity by applying a taught skill such as Focus (focusing on one moment or idea) or Use of Evidence (including and developing text evidence to support a claim or idea). Students switching from print or ELA Anywhere lessons to the digital lessons would need to identify a completed writing activity in their print resource.

Find more information about the role of writing in the Amplify program **here**.

Meet-up Activities

- Specific activities recommended for synchronous distance learning situations and chosen for their focus on important discussions or collaborative group activities

    ◦ The ELA Anywhere lessons allow students to work independently through these activities without the support of a teacher or peers.

    ◦ Writing activities are largely independent and not listed as meet-ups. However, Amplify encourages you to regularly facilitate a synchronous sharing session so that students are able to share their writing and receive targeted peer feedback.

    ◦ Meet-up activities are specified by their activity numbers in the curriculum app. Where teacher-only activities (identified by the letter T in the digital lesson) are suggested as meet-ups, they will be listed with the letter T followed by a number that indicates when it appears in the lesson's activity sequence (e.g., T1, T2, T3, etc.).

Find more information about the role of speaking and listening activities in the Amplify program **here**.

Notes

- Relevant instructional information and tips
- Call-outs to useful resources
  - SEL call-outs refer to the core competencies within the **CASEL** framework.

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

For additional support, please visit **the Amplify Help Center**.

Sub-unit 1: Poetry

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.

Note: The *Who Killed Edgar Allan Poe?* Quest accompanies this unit. In it, students work as detectives solving a murder mystery, using their close reading skills to explore characters from Edgar Allan Poe stories. If you decide to have students work with this Quest, it should be completed after Sub-unit 3. Review the Quest, accessible via the Global Navigation Menu, to decide whether you will assign this immersive activity.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Seeing Silence **Reading:** Students will be introduced to "visualizing" (making a mental picture of the objects and actions in a text) as a close reading practice that they will use with increasing sophistication throughout this unit. **Audio:** ᠁ "The White Horse" Audio	**"The Silence"** by Federico García Lorca **"The White Horse"** by D. H. Lawrence **Solo** • "The White Horse" by D. H. Lawrence • "A narrow fellow in the grass" by Emily Dickinson		**Curriculum App:** Activities T1–6* * Create breakout rooms for pairs in Activities 3 and 6, or adjust the discussion to have as a whole class. Project or create a Google doc or Zoom whiteboard with "The White Horse" and "The Silence." Highlight and annotate the poems during class discussion.	**Accessibility:** Remind students that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text. **Download the Unit Texts:** Help students with devices download the text onto their preferred home learning device. (Activity 2) **Instruction:** Remind remote students that they can find lesson videos and projected images in the Materials section of their student Lesson Brief. **Solos:** Students have the option to complete any Solo using the **Amplify Mobile Solos**.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: "His notice sudden is…" **Reading:** Students will identify and analyze imagery in Emily Dickinson's poem to help them visualize what the poem is describing.	**"A narrow fellow in the grass"** by Emily Dickinson **Solo** • "A narrow fellow in the grass" by Emily Dickinson		**Curriculum App:** Activities 2 & 3* *Be prepared to project or create a Google doc or Zoom whiteboard with "A narrow fellow in the grass" for highlighting and annotation during Activity 2. Be prepared to share the image of the whiplash provided in the Instructional Guide in Activity 2. Create breakout rooms for student pairs in Activity 3.	**Preparation:** Review your digital Lesson Brief to note that this lesson works best if the teacher does not reveal what the "narrow fellow" is; students use the poem to solve the puzzle. **Instruction:** Note that this lesson works primarily with stanzas 1–4. Possible Responses for the chart in Activity 3 are located in the Instructional Guide of that activity and in the Materials section of your digital Lesson Brief. Remind students that the poetry terms defined in these lessons can be found in the *Glossary of ELA Terms* found in the Amplify Library. **Solos:** 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.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 3: "And zero at the bone" **Reading:** Students will identify how particular words in the poem shape its meaning as they examine the narrator's description of the snake over the course of the poem. **Writing:** Students will write an analysis of the imagery in the poem that makes the snake seem scary or not scary.	**"A narrow fellow in the grass"** by Emily Dickinson **Solo** • "The Tell-Tale Heart" by Edgar Allan Poe (1–10)	In what ways do the images in the poem make snakes seem not scary? In what ways do images in the poem make snakes seem scary? Why might Dickinson have included both types of images? Use specific images from the poem to make your arguments.	**Curriculum App:** Activities 2 & 3* *Create a Google doc or Zoom whiteboard with the projection from Activity 3, Card 3. Model the activity by filling in the first blank space. Fill in the remaining blank spaces during discussion. Create breakout rooms for student pairs in Activity 3, Card 3, or modify to have students complete this activity independently. Plan to have students engage in the Share routine (Activity 5) at the start of your next meet-up session If you opt to have students complete proofreading in Activity 4, have them access Guidelines for Citing and Punctuating a Direct Quote From Poetry in the Materials section of their digital Lesson Brief.	**Preparation:** Preview Activities 2 and 3 to plan how you will facilitate discussion. Additional Discussion Points can be found in the Materials section of your digital Lesson Brief. Preview the Additional Text Writing Prompt (Activity 8) to determine whether you will assign it to any of your students who may be ready for an additional challenge. **Instruction:** Activity 3 asks students to paraphrase a few phrases. The key piece of this activity is having them compare a couple of student paraphrases to the original to have a discussion about which paraphrase comes closer to the meaning of the original phrase. This type of Collaborate and Refine discussion after paraphrasing can help students see the effect of particular word choices. (Students using ELA Anywhere do not complete these types of discussions.) **Assessment:** If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing. Use the writing rubrics to assess key skills or productivity, focus, use of evidence, and conventions.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 4: Flex Day 1 The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.	**Teacher choice:** Activities to support a range of skills, determined by student need.	**Teacher choice:** Grammar, Revision Assignments, and Writing Prompts determined by student need.		**Preparation:** Flex Days occur every 4–6 lessons. You'll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief. **Instruction:** Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, you may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days. Students using ELA Anywhere will skip Flex Days.

Sub-unit 2: "The Tell-Tale Heart" by Edgar Allan Poe

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

Note: Take time to preview the *Who Killed Edgar Allan Poe?* Quest (accessible via the Global Navigation Menu) to decide whether you will assign this activity after Sub-unit 3.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Read Like a Movie Director, Part 1 **Reading:** Students will visualize what the narrator says is happening in Poe's text in order to reflect and deepen their understanding of the events being described. Students will then compare their visualization to a professional storyboard artist's interpretation of the same scenes. **Audio:** 〜 "The Tell-Tale Heart" Audio, Parts 1–3 **Video:** ▶ The Tell-Tale Heart Animatic, Parts 1–3 **Optional:** ▶ Skit Video	**"The Tell-Tale Heart"** by Edgar Allan Poe (1–13) **Solo** • "The Tell-Tale Heart" (10–18)		**Curriculum App:** Activities 2–6* *Be prepared to share audio clips and videos with students in Teacher Activities 1–6. Create a Google doc or Zoom whiteboard with the paraphrase chart from Activity 6. Have students add responses during discussion. If you opt to have students work together on Activities 3–6, provide breakout rooms.	**Preparation:** Preview the Preparation section of your digital Lesson Brief to determine whether you will perform the optional skit. **Vocabulary:** Review students' vocabulary results in your **Vocab App reports**. Students' word streams adapt to their performance, but you can also manually adjust them. Students may enjoy regular/weekly leaderboards celebrating winning streaks. **Differentiation:** If students are struggling with this text, consider having them work in pairs or as a whole class to complete Activities 3–6. **Instruction:** Three times in this lesson, you will repeat a series of steps to help students visualize the text. The steps are: 1) listening to an audio version of a passage, 2) visualizing the details of the passage, 3) drawing or describing their visualization, 4) watching an animation of how a professional storyboard artist visualized the passage, and 5) discussing how their visualization differed from the artists'. **(continued)**

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Read Like a Movie Director, Part 1 **(continued)**				Students using ELA Anywhere do not view the animations or compare their visualizations to them. Instead, they are instructed to share their descriptions or sketches with a friend, family member, or caregiver. If possible, facilitate student pairs and instruct students to share and compare their visualizations with their partners over the phone. Because the Sub-unit 2 lessons build toward students using the Tell-Tale Art app and having a discussion of unreliable narration, you should use every opportunity to ask them, "Is your visualization from your perspective as a reader, or from the narrator's perspective?" **Solos:** The Unplugged and 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.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: Read Like a Movie Director, Part 2 **Reading:** Students will close read the final paragraphs of the story, and then create storyboards to present what the narrator believes is happening at the end of the story. **App:** Tell-Tale Art app	**"The Tell-Tale Heart"** by Edgar Allan Poe (6–18) **Solo** • "The Tell-Tale Heart" (8–11, 17)		**Curriculum App:** Activities 2–5* *In Teacher Activity 1, be prepared to share your screen as you model use of the Tell-Tale Art app and show students projections (included in your Instructional Guide) of what their storyboard might look like. Create breakout rooms for pairs in Activity 4.	**Preparation:** Practice using the Tell-Tale Art app and read through the directions for modeling the storyboard for paragraph 16 in Lesson 2. Review the Modeling Suggestions PDF in the Materials section of your digital Lesson Brief. Projections for Teacher Activity 1 are located in the Materials section of your digital Lesson Brief. **Instruction:** This lesson involves the use of a digital storyboarding app in which students drag and drop images to create visualizations of scenes in the text. Students using the digital lesson have the option to draw their illustrations on paper or work with the storyboarding app. Students using ELA Anywhere are instructed to draw their visualizations or write a detailed description if they do not feel comfortable drawing. This lesson works with polls in the digital curriculum (Activity 5). Make sure you have started class so you can project results and spark discussion. **Connections to Other Lessons:** In Lessons 3 and 4, students will use the same tool to represent the events from the reader's perspective. These lessons work best if you do not present the concept of the unreliable narrator until students complete and compare both storyboards. By storyboarding both the narrator's and reader's perspectives, students develop a concrete sense of the discrepancies between the two, and a good sense of when one can and cannot rely on the narrator.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 3: Examining the Reader's Perspective **Reading:** Students will continue to close read the final paragraphs of the story, this time focusing on what the reader can infer is happening. Students will then create a sequence of storyboards, this time from the reader's perspective. **Writing:** Students will compare and contrast their perspective of events with the narrator's perspective. **App:** Tell-Tale Art app	**"The Tell-Tale Heart"** by Edgar Allan Poe (10 & 11, 17 & 18) **Solo** • M'Naghten Rule, from *Queen v. M'Naghten*	Do you agree or disagree with the narrator's description of what is happening? Use details from the text to explain your answer.	**Curriculum App:** Activities 2–T2* *Create breakout rooms for student pairs in Activity 3. Try to have students work with the same partner they worked with to complete their storyboards in Lesson 2, Activity 4. Prepare students to share their screens if they choose to share and analyze their storyboards during Activity 4. If students complete the Wrap-Up (Activity 6) asynchronously, discuss poll results at the beginning of Lesson 5, as this is where students begin to examine whether the narrator is legally insane.	**Instruction:** In this lesson, students again use a digital storyboarding app to create visualizations of scenes in the text. Students using the digital lesson have the option to draw their illustrations on paper or to work with the storyboarding app. Students using ELA Anywhere are instructed to draw their visualizations or write detailed descriptions if they do not feel comfortable drawing. It's important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. *(SEL: Relationship skills)* Spend time on the Rules for Writing and Rules for Sharing to establish clear expectations. **Connections to Other Lessons:** In this lesson, students compare their storyboards from Lesson 2 to the storyboards they create in Lesson 3. Make sure students have access to their work from Lesson 2 during this lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 4: Comparing the Narrator's and Reader's Perspectives **Reading:** Students will complete a storyboard to reflect their textual analysis of the end of the story. **Speaking and Listening:** Students will present their storyboard and identify the difference between the reader's perspective and the narrator's perspective. **Revision:** Students will add or further develop their evidence to support their written argument about the narrator's reliability. **App:** Tell-Tale Art app	**"The Tell-Tale Heart"** by Edgar Allan Poe (17 & 18) **Solo** • M'Naghten Rule, from *Queen v. M'Naghten* • "The Tell-Tale Heart" by Edgar Allan Poe (1–18)		**Curriculum App:** Activities 2–4* *If you complete Activity 3, prepare students to share their screens, just as they did in Lesson 3, Activity 4.	**Preparation:** Preview Activities 2–4 to determine which activities your students will complete. In this lesson, students revise or add to their storyboards from Lessons 2 and 3. They also complete a Revision Assignment using the writing they completed in response to the Lesson 3 Writing Prompt. Make sure students have access to this work during the lesson. **Feedback:** Access Classwork and use Amplify's feedback tools to provide written feedback that targets a student's use and development of evidence in support of a claim. (e.g., *"When you point out that the police keep smiling even as the narrator says he 'foamed—I raved—I swore' and then explain how strange that seems, I understand your claim that you agree with the narrator that the police act suspiciously."*) In addition, continue to respond as a reader, particularly on remote students' writing. (e.g., *"Wow! I am impressed with how carefully you are reading this text."*)

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 5: Debating the Narrator's Sanity, Part 1 **Reading:** Students will analyze the legal conditions of insanity presented in the M'Naghten Rule of 1843. Students will then work collaboratively to select and prepare the most persuasive evidence to support their arguments for a debate about the narrator's sanity. **Writing:** Students will use their most convincing evidence to write opening arguments for the debate.	**"The Tell-Tale Heart"** by Edgar Allan Poe (1–18) **M'Naghten Rule, from** *Queen v. M'Naghten* **Solo** • "The Tell-Tale Heart" (1–18)	Determine your *most convincing* piece of evidence, based on your explanations, and write your opening argument for the debate. You may begin your argument with the following statement or write your own: *It is absolutely clear that the defendant was (sane/insane) when he committed this crime. The evidence I am about to describe will prove this beyond a doubt.*	**Curriculum App:** Activities T1–6* *Project the spectrum for Teacher Activity 1 and ask students to describe where on the spectrum they would stand. Create a Google doc or Zoom whiteboard with the chart from Activity 3 and have students add their responses during discussion. Students will work in groups to complete Activity 4 or 5 (depending on the side they are arguing in the debate) and Activity 6. Create breakout rooms for student groups to use in Activities 4–6; preview the writing in Activity 6 before putting groups in these rooms.	**Preparation:** Students using ELA Anywhere are instructed to select which side of the debate they will argue, or you can assign them to a side prior to the lesson. If possible, we advise pairing them with a student arguing the opposite side and directing the pair to share their opening arguments by phone to capture some of the debate experience of the digital lesson. If you choose, you may shorten Activity 2 by presenting the simplified M'Naghten Rule on Card 2 and skipping the student paraphrasing. **Instruction:** Debates can strengthen students' ability to reason using evidence. Card 3 of Activity 3 provides an opportunity for you to walk students through a place where the same piece of evidence may be used to support two distinct claims, depending on the details emphasized and the reasoning used. Use the Evidence Cheat Sheet in the Materials section of your digital Lesson Brief to help you support students as they identify and explain their evidence in Activities 4 and 5. **Connections to Other Lessons:** In this lesson, students review their paraphrases from the Lesson 3 Solo. Make sure students have access to this work during the lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 6: Debating the Narrator's Sanity, Part 2 **Writing:** Students will write counterarguments and a closing statement. **Speaking and Listening:** Students will present their arguments and evidence clearly and consider the key evidence of their opponent in presenting a counterargument and closing statement.	**"The Tell-Tale Heart"** by Edgar Allan Poe (1–18) **M'Naghten Rule, from** *Queen v. M'Naghten* **Solo** • "The Cask of Amontillado" by Edgar Allan Poe (1–35)	Choose your strongest two pieces of evidence (in light of the counterarguments presented in the debate). Write a closing argument, using this evidence to develop a claim about why the audience should be convinced by your position.	**Curriculum App:** Activities 2–6* *Consider dividing this lesson into two meet-up sessions, with students completing Activities 2 and 3 in the first session and Activities 4–6 in the second session. Present modified debate directions (Activity 2) and create breakout rooms so that two groups can debate each other. Circulate throughout rooms to address questions or concerns. Return to whole-class discussion to complete and discuss the results from the poll in Activity 6.	**Preparation:** For the debate in this lesson, students using ELA Anywhere work with a modified argumentative writing activity. If possible, coordinate ways for these students to share their writing over the phone with a classmate arguing the opposite side. Preview Teacher Activity 1 to determine whether you wish to review additional biographical information about Poe with students. Identify the order in which groups will argue their case by giving each group a number (Group 1, Group 2, and so on). **Instruction:** Students using ELA Anywhere work with a slightly modified Writing Prompt, allowing for the possibility that they were unable to participate in the counterargument activity. As students prepare their counterarguments (Activity 4), the Evidence Cheat Sheet from the Materials section of your Teacher Lesson Brief can help you identify ways to support them. **Connections to Other Lessons:** In this lesson, students review the opening statements they wrote in response to the Lesson 5 Writing Prompt and Solo. Make sure students have access to this work during the lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 7: Flex Day 2 The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.	**Teacher choice:** Activities to support a range of skills, determined by student need.	**Teacher choice:** Grammar, Revision Assignments, and Writing Prompts determined by student need.		**Preparation:** Review your class's comprehension reports and Embedded Assessment Measures to identify which students might benefit from particular activities. Review your students' recent writing, including their **AWE** scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign. **Instruction:** Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.

Sub-unit 3: "The Cask of Amontillado" by Edgar Allan Poe

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

Note: This unit contains the *Who Killed Edgar Allan Poe?* Quest, which asks students to solve a mystery by investigating characters and settings from different Edgar Allan Poe stories. We recommend that you schedule this Quest to take place immediately after Sub-unit 3. Preview the Quest in your Global Navigation Menu to review whether you will assign it.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Amontillado! Amontillado! **Reading:** Students will paraphrase and select text to analyze Montresor's and Fortunato's characters and to begin to understand how Montresor is manipulating Fortunato.	**"The Cask of Amontillado"** by Edgar Allan Poe (1–35) **Solo** • "The Cask of Amontillado" by Edgar Allan Poe (36–89)		**Curriculum App:** Activities 2–8* *Consider skipping Activity 4 to focus students on the group work in Activity 5, as the passage is the same in both activities. Have groups present their findings to the whole class before you begin Activity 6. Create a Google doc or Zoom whiteboard for the paraphrasing charts in Activities 3 and 6. Have students add their paraphrases during discussion. Students complete the polls in Activity 9 asynchronously. Plan to discuss the results at the start of your next meet-up session.	**Preparation:** Review the Preparation section of your digital Lesson Brief for details on an optional skit activity, as well as information on how to assign parts in Activity 8 and prepare for the Quest. **Instruction:** Students using ELA Anywhere skip the group activity in Activity 5. **Solos:** ELA Anywhere and Unplugged lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key. **Connections to Other Lessons:** In Lesson 2, students will continue to focus on Montresor, Fortunato, or the setting—whichever was their focus in this lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes

Lesson 2: Your Movie Crew
 	
Reading: Students will analyze the end of the story to figure out what Montresor does to Fortunato and what happens to each character as a result. Students will then assume the role of movie director and either determine what type of actor should be cast to play Fortunato or Montresor or help an art director determine how to design the set for both Carnival and the catacombs.
 	
Videos:
 	
▶ Casting Director Video
 	
▶ Character Design Video
 	
▶ Art Director Video
 	
▶ Setting Video
	"The Cask of Amontillado" by Edgar Allan Poe (1–35)
	
	Solo
	• "The Cask of Amontillado" by Edgar Allan Poe (1–89)
	• One additional Edgar Allan Poe text from the list below:
	  ◦ "Annabel Lee"
	  ◦ "The Raven"
	  ◦ "The Masque of the Red Death"
	  ◦ "The Murders in the Rue Morgue"
			Curriculum App: Activities 3–6*
			
			*Be prepared to share your screen in Teacher Activities 1 and 2.
				Preparation: For Activity 2, prepare 3 or 4 Spotlights using students' Solo responses.
				
				Materials: Lesson videos can be found in the Materials section of your digital Lesson Brief.
				
				Instruction: As you discuss the ending in Activity 3, it may be useful to note that Poe was more focused on the reader experiencing the story, and less focused on constructing a moral story.
				
				This lesson involves several videos in the digital curriculum app. Students using ELA Anywhere are able to complete these activities without viewing the videos.
				
				Solo: This lesson's Solo instructs students to read one additional Poe text to prepare them for the *Who Killed Edgar Allan Poe?* Quest. As students using ELA Anywhere are unable to complete Quests, you should instruct them to simply read a new Poe text in this Solo, ignoring any references to the Quest.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes

Lesson 3: A Director's Reading
 	
Reading: Students will watch an animated version of the story and compare the imagery, characters, or setting to what they pictured when they read the story.
 	
Writing: Students will write about one choice the director made in the animation and whether they would have made a similar or different choice.
 	
Videos:
▶ Cask Animation
▶ Coming Attractions Video
	"The Cask of Amontillado" by Edgar Allan Poe (1–89)
	
	Solo
	• "The Cask of Amontillado" by Edgar Allan Poe (24–89)
	• One additional Edgar Allan Poe text from the list below:
	  ◦ "Annabel Lee"
	  ◦ "The Raven"
	  ◦ "The Masque of the Red Death"
	  ◦ "The Murders in the Rue Morgue"
		Based on your reading of the story, what is one choice the director made about the characters or setting of the film? Based on your reading of the story, would you have made the same choice, or a different choice? Why?	**Curriculum App:** Activities T1–2, 5*
			
			*Be prepared to share your screen to show the videos in Teacher Activity 1.
			
			Complete Activity 5 as a whole class (before instructing students to complete their Activity 3 writing asynchronously) so that you can preview the Quest and give students a heads-up about the additional reading listed there.
			
			Review the Writing Prompt (Activity 3) before ending the session. Remind students that they can focus on the character or setting they targeted in previous lessons.
				Preparation: Preview Activity 5 and the *Who Killed Edgar Allan Poe?* Quest to help prepare students for the transition into the Quest.
				
				Materials: Students can access still images from the animated videos in the Materials section of their digital Lesson Brief.
				
				Instruction: In the digital curriculum app, students work with a video to complete this lesson's activities, including the Writing Prompt. Students using ELA Anywhere work with an alternate set of questions and a Suggested Writing Prompt that do not reference the video.
				
				Solo: This lesson's Solo instructs students to read one additional Poe text to prepare them for the *Who Killed Edgar Allan Poe?* Quest. As students using ELA Anywhere are unable to complete Quests, you should instruct them to simply read a new Poe text in this Solo, ignoring any references to the Quest.

Lesson 4: Read Like a Movie Reviewer **Writing:** Students will write a movie review analyzing the director's choices regarding characters and setting as well as comparing the director's vision to their own. **Video:** ▶ Cask Animation	**"The Cask of Amontillado"** by Edgar Allan Poe (1–89) **Solo** • "The Cask of Amontillado" by Edgar Allan Poe (1–67)		**Curriculum App:** Activities T1–3* *Be prepared to share your screen to show the video in Teacher Activity 1.	**Instruction:** In the digital curriculum app, students work with a video to complete this lesson's activities. Students using ELA Anywhere work with an alternate set of questions and a Suggested Writing Prompt that do not reference the video. This lesson works with polls in the digital curriculum. Make sure you have started class so you can project results and spark discussion. **Solo:** In the digital curriculum app, the Lesson 4 Solo instructs students to write a complete review of "The Cask of Amontillado" animation. The Solo Workbook does not include this activity, and students using ELA Anywhere will need to be instructed to skip it.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes

Lesson 5: Behind the Wall
 	
Reading: Students will compare what Montresor and Fortunato know at different points in the story to what the reader knows at different points in the story and will discuss this as an instance of dramatic irony.
 	
Writing: Students will analyze the "clues" Montresor gives about the plan of revenge to determine if Fortunato could have figured out the plan sooner.
	"The Cask of Amontillado" by Edgar Allan Poe (1–89)
	
	"I Wandered Lonely as a Cloud" by William Wordsworth
	
	"Alone" by Edgar Allan Poe
	
	Solo
	• "The Cask of Amontillado" by Edgar Allan Poe (1–89)
	• One additional Edgar Allan Poe text from the list below:
	  ◦ "Annabel Lee"
	  ◦ "The Raven"
	  ◦ "The Masque of the Red Death"
	  ◦ "The Murders in the Rue Morgue"
		Could Fortunato have figured out what Montresor's plan was before he was chained to the wall? Use two details from the text to explain your response.	**Curriculum App:** Activities 2–4*
			
			*Create a Google doc or Zoom whiteboard for the chart in Activity 2.
			
			If you opt to have students work in pairs for Activities 3 and 4, create breakout rooms for their use.
			
			Plan to have students share their responses to the Writing Prompt in Activity 5 (Activity 6) and discuss their responses to the poll in Activity 7 at the start of the next meet-up session.
				Preparation: Use the Spotlight app to select a few student movie reviews from the Lesson 4 Solo to showcase at the beginning of this lesson.
				
				Find the *Who Killed Edgar Allan Poe?* Quest among your apps. Familiarize yourself with the Teacher's Guide and all student materials that come with it prior to beginning the Quest.
				
				Differentiation: Review the Differentiation section of your digital Lesson Brief for details on how to provide support for struggling readers and English language learners.

Lesson 6: Flex Day 3
 	
The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.
	Teacher choice: Activities to support a range of skills, determined by student need.
	
	Solo
	• One additional Edgar Allan Poe text from the list below:
	  ◦ "Annabel Lee"
	  ◦ "The Raven"
	  ◦ "The Masque of the Red Death"
	  ◦ "The Murders in the Rue Morgue"
		Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.		**Preparation:** Review your class's comprehension reports to identify which students might benefit from particular activities.
				
				Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.
				
				Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.

Sub-unit 4: "The Raven" by Edgar Allan Poe

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: "Ah, distinctly I remember…" **Reading:** Students will watch, listen, read, analyze, write down, and recite the first stanza of "The Raven" as part of a sequential process to memorize it. **Audio:** ılıı Raven: Stanza 1 ılıı Raven Stz. 1 Rathbone Audio **Videos:** ▶ Raven Video Contest Winner: Finnie ▶ Raven Video Contest Winner: Briet	**"The Raven"** by Edgar Allan Poe (1–6) **Solo** • "The Raven" by Edgar Allan Poe (1–12)		**Curriculum App:** Activities 3–7* *Lead students as a whole class for Activities 3 and 4, then have them work in partnered or group breakout rooms to complete Activities 5 and 6. (You can skip Teacher Activity 2, instead instructing students to use the embedded audio). If time allows, end the meet-up session by having students recite the poem from memory (Activity 7). Alternatively, instruct students to prepare to recite at the start of your next meet-up session.	**Preparation:** Familiarize yourself with the different memory training techniques in Activities 4–6. This lesson has more energy if you keep up the pace of successive activities, like a coach training an athlete through an intensive series of drills. **Materials:** Remind remote students that they can find lesson videos in the Materials section of their student Lesson Brief. **Solos:** ELA Anywhere and Unplugged lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key. **Connections to Other Lessons:** This lesson introduces "The Raven" by having students practice memorization techniques. If time is short, you may choose to skip this lesson, instead introducing "The Raven" in Lesson 2 using the crowdsourced videos from this lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: "while I pondered..." **Reading:** Students will define particular words, paraphrase small phrases, and select text about the setting, subject, and particular word choices to analyze the imagery, mood, and tone and what they all suggest about the narrator's state of mind. **Writing:** Students will describe details that explain or show the mood Poe evokes at the beginning of the poem.	**"The Raven"** by Edgar Allan Poe (1–18) **Solo** • "The Raven" by Edgar Allan Poe (1–108)	You have been asked to direct a movie of "The Raven," and you want to make sure your audience gets a clear sense of what the narrator is feeling and experiencing in the first three stanzas (lines 1–18). Describe three details (images, sounds, or character emotions) you would include in your movie (you may include a detail not explicitly in the poem). Explain what part of the text led you to include each detail.	**Curriculum App:** Activities 2–5* *Determine whether you will start the session with recitation (Activity 2) or go directly into Activity 3. Consider keeping the class together and having students paraphrase independently (Activity 3) rather than breaking into pairs. Choose a student to complete the performance in Activity 3 ahead of time, so that they can collect props. Alternatively, you may choose to do the performance yourself while a student reads the stanza. Create a Google doc or Zoom whiteboard with Stanza 2. In Activity 4, invite students to highlight and annotate the text.	**Preparation:** Preview the "Raven" Discussion Map in the Materials section of your digital Lesson Brief to prepare to facilitate discussion as students work with Stanza 2 in Activity 5. Preview the Additional Text Writing Prompt (Activity 9) to determine whether you will assign it to any of your students who may be ready for an additional challenge. **Materials:** Remind students that they can find definitions for key terms in the *Glossary of ELA Terms* in the Amplify Library. **Connections to Other Lessons:** In the Lesson 2 Solo, students make an illustration of a detail from "The Raven." They will use their illustration in Lesson 5, so you'll need to make sure students have access to their Lesson 2 Solo during Lesson 5.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 3: "Quoth the Raven, 'Nevermore'" **Reading:** Students will work in groups to analyze the specific question the narrator is asking the raven as well as what the raven's response of "nevermore" means in four different stanzas. Students will then paraphrase the final stanza to help them gain a deeper understanding of the raven's identity. **Video:** ▶ Raven Stanzas 1–8 Vide	**"The Raven"** by Edgar Allan Poe (37–48, 73–108) **Solo** • "The Raven" by Edgar Allan Poe (103–108)		**Curriculum App:** Activities 3, T1, and T3–8* *Create breakout rooms for student groups in Activities 4–7. Plan to circulate throughout rooms to distribute/project the plain text version of each group's stanza (from the Materials section of your digital Lesson Brief). Create a Google doc or Zoom whiteboard with the chart found in the Instructional Guide of Teacher Activity 4. Add student responses during discussion. Keep this document for future student reference.	**Preparation:** Review the Preparation section of your digital Lesson Brief for instructions on how to create eight "Nevermore" packets for use during this lesson, as well as other suggestions. Decide whether you will perform the optional Teacher Activity 2, OPT: Strange Visitor Skit. **Instruction:** In this lesson, students work in groups to analyze stanza 13, 14, 16, or 17 of "The Raven," using plain text versions of the text as a reference. Students using ELA Anywhere analyze all four stanzas independently; they do not work with plain text versions.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 4: A Director's Reading **Reading:** Students will watch the full animated version of the poem, comparing this animation to what they imagined as they read the poem. Students will then analyze the director's interpretation by explaining what part of the text might have led the director to include a particular image. **Videos:** ▶ Moonbot on Storyboarding Video ▶ The Raven Animation	**"The Raven"** by Edgar Allan Poe (1–108) **Solo** • "The Raven" by Edgar Allan Poe (1–108)		**Curriculum App:** Activities T1–8* *Instruct students to complete Activities 3 and 8 independently (not in pairs) first, then bring the class back together for a group discussion. Create breakout rooms and assign different student groups to Activities 4–7. As you circulate throughout the rooms, use the On-the-Fly conference guides (click the ➤ icon) to support student work.	**Instruction:** In the digital curriculum app, students work with a video to complete this lesson's activities. Students using ELA Anywhere work with an alternate set of questions and a Suggested Writing Prompt that do not reference the video. **Solo:** The Solo Workbook activity for this lesson references the video students watched during class. As students using ELA Anywhere do not view this video, you should instruct them to skip this part of the Solo. The Lesson 4 Solo has students continue working on a print drawing they started in the Lesson 2 Solo. Make sure they have access to the drawing they began.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 5: "…suddenly there came a tapping" **Reading:** Students will analyze the visual details the filmmakers use to establish the opening mood in the animation of "The Raven." **Writing:** Students will describe details from the animation that help establish the mood the filmmakers create. **Videos:** ▶ The Raven Animation ▶ Raven Director's Choice Video ▶ Interview With Narrator Video	**"The Raven"** by Edgar Allan Poe (1–6) **Solo** • "The Tell-Tale Heart" by Edgar Allan Poe (3) • "The Cask of Amontillado" by Edgar Allan Poe (1, 5) • "The Raven" by Edgar Allan Poe (1–108) • "Sample Essay: An Unexpected Fear" (1–5)	Describe three details (images, sounds, or depictions of the characters) from the opening of the animation that give you a clear sense of what the narrator is feeling and experiencing.	**Curriculum App:** Activities T1–2* *For Teacher Activity 1, have students hold their illustration up to the camera or take a picture of their illustration and paste it into a shared Google doc or Zoom whiteboard. Consider showing the Interview with Narrator video (in the Materials section of your digital Lesson Brief, or in Optional Teacher Activity 4) before releasing students to complete the Writing Prompt (Activity 3) independently. If students have been working on memorization, plan a meet-up session to celebrate and showcase their memorization.	**Materials:** Stills of images from the animation of the first three stanzas are available in the Materials section of both the Student and Teacher Lesson Briefs. These may be useful in Activities 2 and 3. **Instruction:** In the digital curriculum app, students work with a video to complete this lesson's activities. Students using ELA Anywhere work with an alternate set of questions and a Suggested Writing Prompt that do not reference the video. **Solo:** The Lesson 5 Solo instructs students to read a sample essay, which they will refer to in Sub-unit 5. Students using ELA Anywhere do not work with the sample essay; you can instruct them to skip this part of the Solo. **Connections to Other Lessons:** In the Lessons 2 and 4 Solos, students work on an illustration of a detail from "The Raven." Make sure students have access to this illustration for Lesson 5.
Lesson 6: Flex Day 4 The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.	**Teacher choice:** Activities to support a range of skills, determined by student need.	**Teacher choice:** Grammar, Revision Assignments, and Writing Prompts determined by student need.		**Preparation:** Review your class's comprehension reports and Embedded Assessment Measures to identify which students might benefit from particular activities. Review your students' recent writing, including their **AWE** scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign. **Instruction:** Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.

Sub-unit 5: Write an Essay

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

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 1: Making a Claim **Writing:** Students will draft a claim about the trustworthiness of one of Poe's narrators. **Reading:** Students will select evidence to support their claims about the narrator.	**"The Tell-Tale Heart"** by Edgar Allan Poe **"The Cask of Amontillado"** by Edgar Allan Poe **"The Raven"** by Edgar Allan Poe	Can you trust that the narrator is accurately describing what's happening in the story or poem? Why or why not?	**Curriculum App:** Activities 2–6* *Create breakout rooms for student pairs in Activity 4. Offer breakout room conferences during Activities 5 and 6 to provide additional support or scaffolding to students who need it. If students seem comfortable with collecting evidence in Activity 6, they may choose to work asynchronously. You may wish to stay in your meet-up space to offer assistance to any students who need it. Plan to provide time at the start of the next lesson for students to share what they have gathered.	**Preparation:** Review the lessons in this essay series and the Essay Rubric, which can be found in the Materials section of your digital Lesson Brief. **Differentiation:** Distribute the Essay Sentence starters and Essay Graphic Organizer PDFs to students who may benefit, particularly students working with print or ELA Anywhere. **Instruction:** We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they've completed all steps. **Solos:** 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).

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 2: Writing Body Paragraphs **Skill Practice:** Students will review how the evidence was developed and analyzed in a sample essay to prepare to write their body paragraphs. **Writing:** Students will draft the body paragraphs of their essays, focusing on describing and explaining each piece of text evidence in a way that would convince even the most skeptical reader.	**"The Tell-Tale Heart"** by Edgar Allan Poe **"The Cask of Amontillado"** by Edgar Allan Poe **"The Raven"** by Edgar Allan Poe	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities 3 & 4* *Offer breakout room conferences during Activity 4 to provide additional support or scaffolding to students who need it. After providing expectations and getting students started, you may have students complete Activity 4 asynchronously.	**Instruction:** Student responses from essay writing activities are often pulled through to a subsequent activity to help students build the next piece of their essay. If students do not see their previous writing, teach them to navigate back to the previous writing activity and make sure they clicked "Hand In." Students using ELA Anywhere do not work with the sample essay. To facilitate discussion in Activity 3, use the sample highlights projection included in that activity's Instructional Guide. **Connections to Other Lessons:** Students will need access to the evidence charts they completed in Lesson 1 when they write their body paragraphs in this lesson. Check poll responses from Activity 5 to determine how much work students were able to complete. This will help inform your decisions as to how to use the Lesson 3 Essay Flex Day.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 3: Essay Flex Day The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.	**"The Tell-Tale Heart"** by Edgar Allan Poe **"The Cask of Amontillado"** by Edgar Allan Poe **"The Raven"** by Edgar Allan Poe	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.		**Instruction:** You might decide to provide students with a walk-through of this lesson's activity sequence. You can then run the lesson like a writer's workshop, facilitating work for individual students as they move through the activities. If remote students with devices are working to complete different tasks, consider creating breakout rooms for each focus so that you can check in on student progress and they can meet with you individually for help. **Feedback:** Consider creating Spotlights of student writing that demonstrates strong use of evidence (the student quotes details, describes key aspects of those details, and explains their significance) to use as exemplars during the revision activity in Lesson 4. For students who are struggling to develop evidence, consider marking a place in their writing for them to complete the revision in Lesson 4.
Lesson 4: Revising and Writing an Introduction **Revision:** Students will revise their body paragraphs by adding evidence or developing their evidence further. **Writing:** Students will write introductions that contain strong leads to draw in the reader and frame their argument.	**"The Tell-Tale Heart"** by Edgar Allan Poe **"The Cask of Amontillado"** by Edgar Allan Poe **"The Raven"** by Edgar Allan Poe	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities 3–6* *Parts of Activities 3, 4, and 6 can be completed asynchronously. However, you may wish to remain online to offer assistance to any students who may need it.	**Connections to Other Lessons:** Students will need access to the body paragraphs they completed in Lesson 2 for the revisions they will complete in this lesson.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
Lesson 5: Writing a Conclusion and Polishing the Essay **Writing:** Students will write conclusions for their essays. **Revision:** Students will revise their essays to choose precise language, to eliminate wordiness and redundancy, and to edit for sentence flow, grammar, spelling, punctuation, and citations.	**"The Tell-Tale Heart"** by Edgar Allan Poe **"The Cask of Amontillado"** by Edgar Allan Poe **"The Raven"** by Edgar Allan Poe	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	**Curriculum App:** Activities 3–6* *Create breakout rooms for student pairs in Activity 3. Offer breakout room conferences during Activities 4–6. If you have time, you may include the Share (Activity 7) 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.	**Instruction:** During editing, provide students who struggle identifying errors in usage with one or two areas of focus. You may opt to eliminate Activity 5 and have students edit for concision during another unit. **Feedback:** Find a way to celebrate your students' accomplishments by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere. **Connections to Other Lessons:** Students will need access to their introduction and body paragraphs as they write their conclusions in this lesson.