



# ELA Anywhere Planning Guide

Unit 8B: Biography & Literature

# 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 and Print Student: Print	<b>Scenario 3:</b> Distance Learning Teacher: Digital Student: Digital	<b>Scenario 4:</b> Distance Learning Teacher: Digital and 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>	<b>Curriculum App</b> <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>	<b>Amplify ELA Anthology</b>  <b>Amplify ELA Unplugged lessons* (or ELA Anywhere)</b> <ul style="list-style-type: none"> <li>Lesson activities</li> <li>Formative Writing Prompts</li> </ul> <b>Printable Resources</b> <ul style="list-style-type: none"> <li>Solo Activities workbook</li> <li>Unit Reading Assessments</li> <li>Mastering Conventions</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>Mobile Solos</li> <li>Classroom copy of grade novel</li> </ul> <p>*Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p>	<b>Curriculum App</b> <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>	<b>ELA Anywhere</b> <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> <b>Lesson Texts</b> (can be accessed any of the following ways) <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> <b>Printable Resources</b> <ul style="list-style-type: none"> <li>Solo Activities workbook</li> <li>Unit Reading Assessments</li> <li>Mastering Conventions</li> </ul> <b>Other Resources:</b> <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 & 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: Benjamin Franklin


The Welcome lesson is designed to familiarize students with some of the items in and navigation of the digital platform, as well as some basic classroom principles. Students in print and distance learning scenarios should skip this lesson; simply begin their instruction with Sub-unit 2: Get Started.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 1: “The founding father who winks at us”</b></p> <p><b>Reading:</b> Students will closely read to develop a general understanding of Franklin’s accomplishments and personality and how he differs from the other founding fathers. Students will create a word web to reveal the meaning in phrases that Walter Isaacson uses.</p> <p><b>Writing:</b> Students will analyze Isaacson’s characterization of Franklin and explain what he means when he calls Franklin “the founding father who winks at us.”</p> <p><b>Audio:</b></p> <p> Silence Dogood’s First Letter to the New-England Courant</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i> by Walter Isaacson</b></p> <ul style="list-style-type: none"> <li>• “The founding father who winks at us” (1)</li> <li>• “Introducing Benjamin Franklin” (1)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• “Introducing Silence Dogood” (1–6)</li> </ul>	<p>What does Isaacson mean when he calls Franklin “the founding father who winks at us” (1)?</p>	<p><b>Curriculum App:</b> Activities 5–10*</p> <p>*Before starting Activity 5, make sure students have read the passage in Activity 4.</p> <p>Create a shared Google doc or Zoom whiteboard to demonstrate web brainstorming and add student discussion responses from Activities 6 and 7.</p> <p>Create another shared Google doc or Zoom whiteboard with the chart in Activity 8. Plan to model filling out the first row.</p> <p>Create breakout rooms for student pairs in Activity 8.</p>	<p><b>Preparation:</b> Familiarize yourself with the Loom app before students on devices use it in the Activity 10 Writing Prompt. Be sure to emphasize that they should copy their completed writing in the Loom app and paste it into the writing space in the digital lesson.</p> <p>Plan to share your screen to show the projection in Lesson 10, or create a shared document with the same information.</p> <p>If time is short, consider breaking this lesson into two class periods or having students share their writing at the start of the next class.</p> <p><b>Differentiation:</b> Review the Differentiation section in your digital Lesson Brief for suggestions about how to scaffold and provide support for ELL and other students.</p> <p><b>Download the Unit Texts:</b> Help students with devices download the text onto their preferred home learning device. (Activity 2)</p> <p><b>Instruction:</b> Students using ELA Anywhere will work with short answer questions, rather than a word web, to reveal the meaning of phrases Walter Isaacson uses.</p> <p>It’s important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Spend time on the Rules for Writing and Rules for Sharing to establish clear expectations.</p>









Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Who Is Silence Dogood?</b></p> <p><b>Reading:</b> Students will use fluency practice, word webs, paraphrasing and text annotation to understand Silence Dogood’s writing style and what characteristics she emphasizes to her audience.</p> <p><b>Writing:</b> Students will explain the techniques Franklin uses to create a likable character in Silence Dogood.</p> <p><b>Audio:</b></p> <p> Silence Dogood’s First Letter to the New-England Courant</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <ul style="list-style-type: none"> <li>• “Introducing Silence Dogood” (1–6)</li> </ul> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>• “Silence Dogood’s First Letter to the <i>New-England Courant</i>” (1–10)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin <ul style="list-style-type: none"> <li>◦ “Silence Dogood’s Second Letter to the <i>New-England Courant</i>” (1–11)</li> </ul> </li> </ul>	<p>How can you tell that Franklin was trying to create a likable character?</p>	<p><b>Curriculum App:</b> Activities 3–8*</p> <p>*If you’re not able to complete Activity 2 during a meet-up session, have students discuss Dogood with family members or write down quick responses to the discussion questions.</p> <p>Create breakout rooms for groups in Activity 5.</p> <p>Create a shared Google doc or Zoom whiteboard with the passage from Activity 6. Have students highlight and annotate during discussion.</p>	<p><b>Preparation:</b> Print the Group Work Handouts and give a different page to each group member.</p> <p><b>Differentiation:</b> Refer to the Differentiation section of your digital Lesson Brief for suggestions on how to assign pairs and groups, as well as how to administer scaffolds and supports.</p> <p><b>Instruction:</b> Students using ELA Anywhere will use short answer questions, paraphrasing, and a graphic organizer to understand Dogood’s writing style and what characteristics she emphasizes to her audience.</p> <p>Students should click the Hand In button in Activity 4 before discussion. This will provide you with information about their responses that you can use to guide the discussion.</p> <p>Review the Loom app with students before they complete the Writing Prompt (Activity 7) and remind them to copy and paste work into the writing space in the Curriculum app. Consider projecting directions from the digital lesson so that students will not have to switch between the two on their devices.</p> <p>If there isn’t enough time for the Share (Activity 8) during your class or meet-up session, make time at the start of Lesson 3.</p> <p><b>Assessment:</b> If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth toward productivity expectations of 130 words.</p>




Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Why Silence Dogood?</b></p> <p><b>Reading:</b> Students will unpack Isaacson’s key descriptors of Silence Dogood’s character and apply that understanding to an analysis of what makes Dogood’s writing humorous.</p> <p><b>Writing:</b> Students will write about why Franklin chose to express his ideas through the unique voice of Silence Dogood.</p> <p><b>Audio:</b></p> <p> Silence Dogood’s Second Letter to the New-England Courant, paragraphs 1–9</p> <p> Silence Dogood’s Second Letter to the New-England Courant, paragraph 10</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <ul style="list-style-type: none"> <li>• “Introducing Silence Dogood” (1–6)</li> </ul> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>• “Silence Dogood’s Second Letter to the <i>New-England Courant</i>” (1–11)</li> </ul>	<p>Find one or two ideas that Franklin expresses in Dogood’s letters. Then explain why Franklin chose to create Silence Dogood to express those ideas.</p>	<p><b>Curriculum App:</b> Activities 4–8*</p> <p>*Create a shared Google doc or Zoom whiteboard with passages from Activity 4. Model breaking down the sentence and writing sentences that frame evidence.</p> <p>Create breakout rooms for the partner work in Activity 4.</p> <p>It may be beneficial to review the Loom app again with students in a synchronous setting. If students seem comfortable, allow them to complete the Writing Prompt (Activity 7) asynchronously and plan to facilitate a share at the start of the next lesson.</p>	<p><b>Preparation:</b> Have audio ready to play in Activity 5.</p> <p><b>Instruction:</b> Consider completing Activity 7 if students need refreshing on how to include a citation in their response.</p> <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for suggestions about how to group students and how to support and scaffold the writing activity.</p> <p><b>Vocabulary:</b> In Teacher Activity 1, vocabulary videos are used to help students understand the lesson’s text passage.</p> <p><b>Feedback:</b> Consider creating Spotlights of student writing that demonstrates strong use of evidence (the student quotes details, describes key aspects of those details, and explains their significance) to use as exemplars during discussion of the Writing Prompt or the revision activity in Lesson 4.</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>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson <ul style="list-style-type: none"> <li>◦ “Franklin’s Conversational Style” (1–4)</li> </ul> </li> </ul>	<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>Consult the Grammar Pacing Guide PDF in the Materials section of your digital Lesson Brief to determine scheduling and focus for grammar instruction.</p> <p>Review your students’ recent writing, including their <b>AWE</b> scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>
<p><b>Lesson 5: “The humble inquirer and doubter”</b></p> <p><b>Reading:</b> Students will use their initial understanding, modeling, paraphrasing, and collaborative discussion to summarize Franklin’s description of his argumentative style and goals.</p> <p><b>Audio:</b></p> <p> Franklin on the Socratic Method</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <ul style="list-style-type: none"> <li>• “Franklin’s Conversational Style” (1–4)</li> </ul> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>• “Franklin on the Socratic Method” (1)</li> <li>• “Franklin vs. the Head of the PTA” (1–29)</li> </ul>		<p><b>Curriculum App:</b> Activities 3–7*</p> <p>*Create a shared Google doc or Zoom whiteboard to capture discussion responses in Activity 3 and for students to share annotations in Activity 4.</p> <p>Create a shared Google doc or Zoom whiteboard for the chart in Activity 6. Work with students to complete the first column together, recording their ideas.</p> <p>Create breakout rooms for student pairs or groups in Activity 6.</p>	<p><b>Preparation:</b> Have audio for Activities 4 and 5 ready to play.</p> <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for aid in matching students to supports.</p> <p><b>Instruction:</b> Students using ELA Anywhere will summarize Franklin’s description of his argumentative style and goals without participating in a collaborative discussion.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 6: “A soft tongue may strike hard”</b></p> <p><b>Writing:</b> Students will apply their understanding of Franklin’s early and later argumentative styles to write a script for a debate between two characters.</p> <p><b>Speaking and Listening:</b> Students will present their debates to the class and receive feedback from their classmates.</p>	<p><b>Selected Writings of Benjamin Franklin</b></p> <ul style="list-style-type: none"> <li>• Selected Sayings from <i>Poor Richard’s Almanack</i></li> <li>• “Franklin on the Socratic Method” (31)</li> <li>• “Rules for a Club Established for Mutual Improvement” (1)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selected Writings of Benjamin Franklin</b> by Benjamin Franklin <ul style="list-style-type: none"> <li>◦ “Franklin on the Junto” (1)</li> <li>◦ “Rules for a Club Established for Mutual Improvement” (1)</li> </ul> </li> </ul>		<p><b>Curriculum App:</b> Activities 2–6*</p> <p>*If you don’t have time for the full range of meet-up activities, have students complete Activity 2 asynchronously, then discuss their responses at the start of the meet-up session. You may also have students complete Activity 6 independently, writing down responses or sharing them with someone at home.</p> <p>Create breakout rooms for groups and pairs in Activities 3–4 and 6.</p> <p>In Activity 5, consider having students who are not presenting turn off their cameras to help others focus on those who are presenting.</p>	<p><b>Preparation:</b> Decide how to group students for Activity 4.</p> <p><b>Instruction:</b> Students using ELA Anywhere will present their debates to and receive feedback from a peer or family member.</p> <p>In Activity 5, it can be beneficial to pair students who brainstormed the same topic in their Solo.</p> <p>If time is a challenge, call on 3–4 groups to give their presentations. Discuss their representation of each argument style as a class.</p>






Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 7: Mutual Improvement</b></p> <p><b>Reading:</b> Students will analyze Franklin’s understanding of mutual improvement and apply this understanding to Franklin’s written account of starting a library.</p> <p><b>Writing:</b> Students will apply their understanding of Franklin’s argumentative style and interest in mutual improvement to write persuasively from Franklin’s point of view.</p> <p><b>Audio:</b></p> <p> Franklin on the Library</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selected Writings of Benjamin Franklin</b> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>• “Franklin on the Junto” (1)</li> <li>• “Franklin on the Library” (1–3)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selected Writings of Benjamin Franklin</b> by Benjamin Franklin <ul style="list-style-type: none"> <li>◦ “Franklin on Self-Discipline” (1)</li> </ul> </li> </ul>	<p>Imagine that you are Franklin, and you’re going door to door to ask your community members to subscribe to the library. What do you tell them? Use ideas from “Franklin on the Library,” and present your arguments in the way that Franklin would have.</p>	<p><b>Curriculum App:</b> Activities 3–6*</p> <p>*Create a shared Google doc or Zoom whiteboard to capture student brainstorming in the word web in Activity 3.</p> <p>Create another shared Google doc or Zoom whiteboard with the passage from Activity 4. As students share responses, highlight and annotate the text accordingly.</p> <p>If students are comfortable with Loom, they can complete the Writing Prompt (Activity 5) asynchronously and share at the start of Lesson 8.</p>	<p><b>Preparation:</b> Review the Additional Text Writing Prompts in Activity 9 to determine whether certain students would benefit from completing them.</p> <p>Have audio ready to play in Activity 4.</p> <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for details about scaffolds and supports for students.</p> <p><b>Instruction:</b> In Activity 3, students might have fun connecting Franklin’s interest in mutual improvement to the famous words he uttered while signing the Declaration of Independence: “We must all hang together or we will surely hang separately.”</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 8: Electrical Fire</b></p> <p><b>Reading:</b> Students will conduct a static electricity experiment and use a visual app to analyze Franklin’s description of the method and results of his static electricity experiment.</p> <p><b>Writing:</b> Students will summarize Franklin’s key observations from his experiments with static electricity.</p> <p><b>Audio:</b></p> <p> Franklin on Static Electricity</p> <p><b>App:</b></p> <p> Electricity app</p> <p> Loom app</p> <p><b>Video:</b></p> <p> A Hair-Raising Question</p>	<p><i>Selected Writings of Benjamin Franklin</i> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>“Franklin on Static Electricity” (1 &amp; 2)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson <ul style="list-style-type: none"> <li>“Franklin the Scientist” (1–7)</li> </ul> </li> </ul>	<p>Explore Franklin’s experiments. What did he observe?</p>	<p><b>Curriculum App:</b> Activities 3–5*</p> <p>*If students are able, you may want to have them complete the experiment in Activity 2 and share their results at the start of your meet time.</p> <p>Create a shared Google doc or Zoom whiteboard with the passage from Franklin’s letter in the Activity 5 Warm-Up. Add highlights and annotations during discussion.</p> <p>If students are comfortable with Loom, consider having them complete the Writing Prompt asynchronously and engage in the sharing routine at the start of Lesson 9.</p>	<p><b>Preparation:</b> Review the Preparation section of your digital Lesson Brief for information on materials necessary for the experiment in this lesson.</p> <p>Familiarize yourself with the Electricity app to be ready for any student questions.</p> <p>Consider completing the optional Activity 7 if your class is really interested in Franklin’s experiments.</p> <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for aid in grouping students and determining writing support levels.</p> <p><b>Instruction:</b> This lesson contains an optional at-home experiment. Consider letting remote students and/or their caregivers know about this prior to the lesson, so that they may acquire the necessary materials.</p> <p>Students using ELA Anywhere will complete a print storyboard activity in place of the app.</p> <p>Students using ELA Anywhere will complete the Writing Prompt without the use of the Loom app.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 9: From Parlor Trick to Science</b></p> <p><b>Reading:</b> Students will use paraphrasing, text annotation, and summarizing to understand Isaacson’s analysis of the character traits that served Franklin as a scientist.</p> <p><b>Writing:</b> Students will elaborate on Isaacson’s claim about why Franklin was “the perfect person to turn electricity from a parlor trick into a science.”</p> <p><b>Video:</b></p> <p> Franklin the Scientist, Paragraphs 1 and 2</p> <p> Franklin the Scientist, Paragraphs 3–7</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <ul style="list-style-type: none"> <li>• “Franklin the Scientist” (1–7)</li> </ul> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>• “Silence Dogood’s Second Letter to the <i>New-England Courant</i>” (1–11)</li> </ul>	<p>Consider the purpose of science vs. the purpose of a parlor trick.</p> <p>What about Franklin made him “the perfect person to turn electricity from a parlor trick into a science” (Isaacson, “Franklin the Scientist” 2)?</p>	<p><b>Curriculum App:</b> Activities 2–6*</p> <p>*To conserve time, students can complete the independent work of Activity 2 before the meeting and engage in the discussion during synchronous learning time.</p> <p>Create a shared Google doc or Zoom whiteboard to capture student thinking in the discussion portion of Activity 2.</p> <p>Create another shared Google doc or Zoom whiteboard with the passage from Activity 4. Model annotations for students and capture student responses during discussion.</p>	<p><b>Instruction:</b> Let students using the print anthologies know your expectations for annotation in the text. (Activity 6)</p> <p>Students using ELA Anywhere work with a graphic organizer to select and analyze moments in the Isaacson text, in place of the annotation activity in the digital lesson.</p> <p>Students using ELA Anywhere will complete the Writing Prompt without the use of the Loom app.</p> <p>In Activity 4, break the prompt down into smaller parts for struggling students. Be aware that what students write in this activity will be used in the Writing Prompt in Activity 5.</p> <p><b>Feedback:</b> Consider creating Spotlights of student writing that demonstrates strong use of evidence (the student quotes details, describes key aspects of those details, and explains their significance) to use as exemplars during discussion of the writing activity or the revision activity in Lesson 10.</p>





Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 10: Flex Day 2</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson <ul style="list-style-type: none"> <li>◦ “Franklin Arrives in France” (1–4)</li> </ul> </li> </ul>	<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>Consult the Grammar Pacing Guide PDF in the Materials section of your digital Lesson Brief to determine scheduling and focus for grammar instruction.</p> <p>Review your students’ recent writing, including their <b>AWE</b> scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>
<p><b>Lesson 11: Franklin in France</b></p> <p><b>Reading:</b> Students will close read in three stages to unpack Isaacson’s conception, understanding, and description of the symbolic American role Franklin played for the French.</p> <p><b>Writing:</b> Students will use two sources to develop a claim about whether they like or dislike Franklin for his willingness to role-play in France.</p> <p><b>Audio:</b></p> <p> Franklin Gets In Character</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <ul style="list-style-type: none"> <li>• “Franklin Arrives in France” (3)</li> <li>• “Franklin Gets in Character” (1–4)</li> </ul> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>• “Franklin’s Introduction to his Autobiography” (1–4)</li> </ul>	<p>Do you like or dislike Franklin for his willingness to “play the part that Paris imagined for him” (Isaacson, “Franklin Gets in Character” 4)? Explain.</p>	<p><b>Curriculum App:</b> Activities 2–5*</p> <p>*Have students complete the independent work of Activity 2 prior to the meet-up session, then begin the session with the Activity 2 discussion.</p> <p>Create a shared Google doc or Zoom whiteboard for the word web in Activity 3. Add student responses during discussion.</p>	<p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for aid in grouping students and determining writing support levels.</p> <p><b>Instruction:</b> Students using ELA Anywhere will complete the Writing Prompt without the use of the Loom app.</p> <p>This lesson works with an interactive poll. Make sure you start class so you can project students’ responses and spark discussion.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 12: The Layers of Autobiography</b></p> <p><b>Reading:</b> Students will analyze four texts to identify common and changing elements in Franklin's values, motivations, and character as he ages.</p> <p><b>Writing:</b> Students will use two sources to explain how a biography like Isaacson's can help someone understand a primary source like Franklin's autobiography.</p> <p><b>Audio:</b></p> <ul style="list-style-type: none"> <li> Franklin Recalls His Arrival in Philadelphia</li> <li> Franklin's Introduction to His Autobiography</li> <li> Isaacson on Franklin's Autobiography</li> </ul> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <ul style="list-style-type: none"> <li>• "Franklin's Autobiography" (1–2)</li> </ul> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</p> <ul style="list-style-type: none"> <li>• "Franklin's Introduction to His Autobiography" (1–4)</li> <li>• "Franklin Recalls His Arrival in Philadelphia" (1–2)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson <ul style="list-style-type: none"> <li>◦ "Franklin and Lightning" (1–15)</li> </ul> </li> </ul>	<p>How does a secondary source like Isaacson's biography help you understand a primary source like Franklin's autobiography?</p>	<p><b>Curriculum App:</b> Activities 5 &amp; 6, 8 &amp; 9*</p> <p>*Create a shared Google doc or Zoom whiteboard with the passage in Activity 5. Use it to model annotations and add student discussion responses.</p> <p>If students are comfortable with Loom, consider having them complete the Writing Prompt (Activity 8) asynchronously and complete the Share (Activity 9) at the start of Lesson 13.</p>	<p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for aid in grouping students and determining writing support levels.</p> <p><b>Instruction:</b> Students using ELA Anywhere will complete the Writing Prompt without the use of the Loom app.</p>
<p><b>Lesson 13: The Many Sides of Franklin</b></p> <p><b>Writing:</b> Students will summarize the impressions they've developed of Franklin.</p> <p><b>Reading:</b> Students will analyze their own writing about Franklin to identify three distinct descriptions of Benjamin Franklin and substantiate each one with text evidence.</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</p>		<p><b>Curriculum App:</b> Activities 3–5*</p> <p>*Create a shared Google doc or Zoom whiteboard for the word web in Activity 4. Use this space to model the completion of one branch of the web (using the Loom app) and capturing student responses during discussion.</p> <p>Create breakout rooms for pairs in Activity 4.</p>	<p><b>Preparation:</b> Review the Additional Text Writing Prompt in Activity 7 to determine whether certain students would benefit from completing it.</p> <p><b>Instruction:</b> This lesson works with a number of interactive polls. Make sure you start class so you can project students' responses and spark discussion.</p> <p><b>Connections to Other Lessons:</b> In this lesson, students will need access to their writing from Lessons 8–12. Students using the digital curriculum app will access their writing in the Loom app. Support students using ELA Anywhere or Unplugged lessons to ensure they're able to access their writing prior to this lesson.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 14: 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>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson <ul style="list-style-type: none"> <li>◦ “Franklin’s Desire for Independence” (1–5)</li> </ul> </li> </ul>	<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>Consult the Grammar Pacing Guide PDF in the Materials section of your digital Lesson Brief to determine scheduling and focus for grammar instruction.</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><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

## Sub-unit 2: The Declaration of Independence

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: How to Declare Independence</b></p> <p><b>Reading:</b> Students will closely read the first paragraph of the Declaration of Independence and paraphrase selected words and phrases to help them understand the meaning of the text.</p> <p><b>Writing:</b> Students will use three sources to establish a claim about whether the end of the first paragraph in the Declaration of Independence sounds like something Franklin would have written or not.</p> <p><b>Audio:</b></p> <p> The Declaration of Independence - Paragraph One</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Declaration of Independence (1 &amp; 2)</b></p> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson <ul style="list-style-type: none"> <li>◦ “Jefferson’s Role in the Declaration of Independence” (1–5)</li> </ul> </li> </ul>	<p>Focus on the last phrase of the first paragraph of the Declaration of Independence: “a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.” Does this sound like something Franklin would have written?</p>	<p><b>Curriculum App:</b> Activities 3–7*</p> <p>*Be sure students have listened to the audio and/or read the first paragraph in Activity 2 prior to the meet-up session.</p> <p>Create a shared Google doc or Zoom whiteboard for the chart in Activity 3. Model paraphrasing and partner work in the first row before having students complete the remainder in pairs. You can also use this space to capture discussion responses.</p> <p>Create breakout rooms for partner work in Activities 3 and 5.</p> <p>If students are comfortable with Loom, consider having them complete the Writing Prompt (Activity 6) asynchronously and complete the Share (Activity 7) at the start of Lesson 2.</p>	<p><b>Preparation:</b> Consider how you will pair students for Activity 3.</p> <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief to determine appropriate supports, scaffolds, and Writing Prompt levels for your students.</p> <p><b>Instruction:</b> In the digital curriculum app and Unplugged lessons, this lesson refers to the “first paragraph” of the Declaration of Independence, which is paragraph 2 in the eReader and Anthology. You may need to point this out to students to avoid confusion.</p> <p>Students using ELA Anywhere will complete the Writing Prompt without the use of the Loom app.</p> <p><b>Solos:</b> 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.</p> <p><b>Connections to Other Lessons:</b> In the second lesson on the Declaration of Independence, students will paraphrase the second paragraph just as they paraphrased the first paragraph in the first lesson.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: “Self-evident” Truths</b></p> <p><b>Reading:</b> Students will closely read the second paragraph of the Declaration of Independence and paraphrase selected words and phrases to understand the meaning and significance of “self-evident.”</p> <p><b>Writing:</b> Students will analyze revisions made to drafts of the Declaration of Independence and establish a claim about whether Franklin made the key edit to include the phrase “we hold these truths to be self-evident.”</p> <p><b>Audio:</b></p> <p> The Declaration of Independence - Paragraph Two</p> <p><b>App:</b></p> <p> Loom app</p>	<p><b>Declaration of Independence (3)</b></p> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson <ul style="list-style-type: none"> <li>◦ “Franklin’s Revision of the Declaration of Independence” (1–3)</li> </ul> </li> </ul>	<p>Isaacson asserts that the change from “sacred and undeniable” to “self-evident” was made by Franklin, but other historians are not so sure. Does this edit sound like something Franklin would have written?</p>	<p><b>Curriculum App:</b> Activities 3–4 and 6–8</p> <p>*Prior to starting Activity 3, make sure students have read the second paragraph in the Declaration of Independence (Activity 2).</p> <p>Create breakout rooms for student pairs in Activity 4.</p> <p>Create a shared Google doc or Zoom whiteboard for the chart in Activity 4, adding to it as students share.</p> <p>If students are comfortable with Loom, consider having them complete the Writing Prompt (Activity 7) asynchronously and complete the Share (Activity 8) at the start of Lesson 3.</p>	<p><b>Differentiation:</b> Consider allowing students to work in pairs for Activity 3, especially ELL students or students reading below grade level.</p> <p><b>Instruction:</b> In the digital curriculum app and Unplugged lessons, this lesson refers to the “second paragraph” of the Declaration of Independence, which is paragraph 3 in the eReader and Anthology. You may need to point this out to students to avoid confusion.</p> <p>Students using ELA Anywhere will complete the Writing Prompt without the use of the Loom app.</p> <p><b>Connections to Other Lessons:</b> The Writing Prompt tells students which part of the Declaration to focus on, but they’ll need to decide how to use evidence from “Franklin on Lightning” and “Silence Dogood’s Second Letter to the <i>New-England Courant</i>.” This work with multiple sources anticipates the kind of intertextual weaving students will do in their end-of-unit essays.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: 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>Consult the Grammar Pacing Guide PDF in the Materials section of your digital Lesson Brief to determine scheduling and focus for grammar instruction.</p> <p>Review your students' recent writing, including their <b>AWE</b> scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p><b>Connection to Other Lessons:</b> Before the next sub-unit, consider having students complete the Declare Yourself app. This six-session Quest has students immerse themselves in the experiences of a member of the Continental Congress, wrestling with questions from the time and delivering a speech to communicate their views.</p>



## Sub-unit 3: 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: Find Your Topic</b></p> <p><b>Writing:</b> Students will generate ideas about two sides of Franklin, how they're related, and in which documents they've seen these ideas.</p> <p><b>App:</b>   Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <p><b>Selected Writings of Benjamin Franklin</b></p>	<p>Describe two sides of Franklin and explain the relationship between them.</p>	<p><b>Curriculum App:</b> Activities 3–5*</p> <p>*Students will write asynchronously and should share at the start of Lesson 2.</p> <p>Create a shared Google doc or Zoom whiteboard to compile student responses during the discussion in Activity 3.</p> <p>In Activity 4, give each possible response a number (1 or 2) and have students show their preference with their fingers or homemade signs.</p> <p>In Activity 5, students should write their description on a sheet of paper (as described in the digital lesson) and show it to the camera. To show whether they disagree, students can give a thumbs up, thumbs down, or sideways thumb.</p> <p>If any students are struggling to identify a topic, you may want to remain in the meeting space for Activity 6 to address questions.</p>	<p><b>Preparation:</b> Review the Essay Rubrics found in the Materials section of your digital Lesson Brief so you are aware of the skills that will be emphasized in the essay writing process. These rubrics are also available in Classwork when you assess each completed essay.</p> <p><b>Differentiation:</b> Check the Differentiation section of your digital Lesson Brief to review support levels for the writing activity.</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 will complete their writing without the use of the Loom app.</p> <p><b>Solos:</b> Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 2: Paragraph 1</b></p> <p><b>Writing:</b> Students will write a claim and draft a paragraph about one side of Franklin and substantiate it with evidence from 2–3 readings from the unit.</p> <p><b>Revision:</b> Students will add transitions and make revisions to improve the flow and clarity of their paragraph.</p> <p><b>App:</b>   Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <p><b><i>Selected Writings of Benjamin Franklin</i></b> by Benjamin Franklin</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 5–7*</p> <p>*Create breakout rooms for struggling students to work in groups or meet with you privately.</p> <p>Consider projecting or sharing a copy of the directions in Activity 5.</p> <p>Because students write asynchronously in this lesson, you may want to call on additional students to share in Activity 7 to gain a greater understanding of student progress. Allow students to voice concerns and ask questions.</p>	<p><b>Preparation:</b> Review this lesson's Loom app directions to prepare to answer student queries.</p> <p><b>Differentiation:</b> Check the Differentiation section of your digital Lesson Brief to review support levels for the writing activity. Also see Activity 4 for over-the-shoulder conference guides.</p> <p><b>Instruction:</b> Students using ELA Anywhere will complete their writing without the use of the Loom app.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 3: Paragraph 2</b></p> <p><b>Writing:</b> Students will write a claim and draft a second paragraph about another side of Franklin and substantiate it with evidence from 2–3 readings from the unit.</p> <p><b>Revision:</b> Students will add transitions and make revisions to improve the flow and clarity of their paragraph.</p> <p><b>App:</b>   Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</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 5–7*</p> <p>*Create breakout rooms for struggling students to work in groups or meet with you privately.</p> <p>Consider projecting or sharing a copy of the directions in Activity 5.</p> <p>Because students write asynchronously in this lesson, you may want to call on additional students to share in Activity 7 to gain a greater understanding of student progress. Allow students to voice concerns and ask questions.</p>	<p><b>Preparation:</b> Review this lesson's Loom app directions to prepare to answer student queries.</p> <p><b>Differentiation:</b> Check the Differentiation section of your digital Lesson Brief to review support levels for the writing activity. Also see Activity 4 for over-the-shoulder conference guides.</p> <p><b>Instruction:</b> Students using ELA Anywhere will complete their writing without the use of the Loom app.</p>
<p><b>Lesson 4: Paragraph 3</b></p> <p><b>Writing:</b> Students will write a claim and draft a third paragraph that explains the relationship between the two sides of Franklin that they wrote about in their first two paragraphs.</p> <p><b>Revision:</b> Students will add transitions and make revisions to improve the flow and clarity of their paragraph.</p> <p><b>App:</b>   Loom app</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <p><b>Selected Writings of <i>Benjamin Franklin</i></b> by Benjamin Franklin</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 &amp; 4*</p> <p>*Create breakout rooms for student pairs in Activity 3.</p> <p>If students are stuck in Activity 4, have breakout rooms available for them to meet in pairs or groups.</p>	<p><b>Preparation:</b> Review this lesson's Loom app directions to prepare to answer student queries.</p> <p><b>Differentiation:</b> Check the Differentiation section of your digital Lesson Brief to review support levels for the writing activity. Also see Activity 6 for over-the-shoulder conference guides.</p> <p><b>Instruction:</b> Students using ELA Anywhere will complete their writing without the use of the Loom app.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p><b>Lesson 5: Tie It All Together</b></p> <p><b>Revision:</b> Students will revise their essays to ensure proper flow between sentences and paragraphs and then edit their essays for spelling, grammar, punctuation, and citations.</p>	<p><b>Selections and Adaptations from <i>Benjamin Franklin: An American Life</i></b> by Walter Isaacson</p> <p><b><i>Selected Writings of Benjamin Franklin</i></b> by Benjamin Franklin</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>*Create breakout rooms for student pairs in Activity 3.</p> <p>Create breakout rooms for students to get help from each other or you on specific aspects of the revision and editing processes included in Activities 4 and 5. Consider having the projections for each of those activities in those rooms for student reference.</p>	<p><b>Preparation:</b> Review the Essay Rubrics found in the Materials section of your digital Lesson Brief so you are aware of the skills that will be emphasized in the essay writing process. These rubrics are also available in Classwork when you assess each completed essay.</p> <p><b>Differentiation:</b> Check the Differentiation section of your digital Lesson Brief to review supports and scaffolding. Also see Activities 4 and 5 for over-the-shoulder conference guides.</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 examples from and include students who wrote their lessons within ELA Anywhere.</p> <p><b>Connection to Other Lessons:</b> If you have not already, consider having students complete the Declare Yourself Quest. This six-session Quest has students immerse themselves in the experiences of a member of the Continental Congress, wrestling with questions from the time and delivering a speech to communicate their views.</p>