

**6-12 ELA Unit Preparation Guide**

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| **Teacher:** Ms. Green, Ms. Wicks, Mr. Williams, Ms. Eichman (ESL) | **Unit:** Outsiders and Outcasts |

*Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only needs to be completed one time before the beginning of each unit.*

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| ***Step 1: Unit Orientation*** | ***Step 2: Discuss the texts*** |
| Read the Unit OverviewPreview the Texts: Whole Group/Small Group/ Independent Learning | What is the relationship between the texts?**In this unit, students will learn about feeling left out. They will consider why some people strongly feel this way, but also whether every individual feels left out in some way. Students will read a variety of texts and watch a video as they discuss the Essential Question for the unit.** |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** |
| What is the topic of the Unit?**Do people need to belong?**Students will explore the ins and outs of being an outsider. They will analyze questions such as: Do we all feel like outsiders at some point in our lives? Is being an outsider always a negative experience? Can being an outsider offer any advantages?  | What is the key learning for the whole group and small group performance tasks as they relate to the standards?**Whole-Class Learning Performance Task** Apply your own experience, your analysis of the short story “The Metamorphosis,” and your understanding of the related video to write an argumentative essay on this question: **Are outsiders simply those who are misjudged or misunderstood?**Be sure toanalyze how Kafka’s choices concerning text structure, plot structure and time manipulation create effects such as tension, mystery, and surprise. |
| ***Step 5: Understand how Students Show Mastery*** |
| Review the Performance-Based Assessment at the end of the unit. Identify key “look fors” that will indicate student mastery as you prepare to review student responses.What is the key learning for the Performance-Based Assessment?Both Whole-Class readings involve dark, ominous settings that are full of mysterious, unexplained forces. The informational graphic describes the elements of Gothic literature. After reading, students will write an explanatory essay about portrayals of fear and reason in these selections. |



**6-12 ELA Weekly Lesson Preparation Guide**

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| **Teacher Name:** Ms. Green, Ms. Wicks, Mr. Williams, Ms. Eichman (ESL) | **Grade:** 10 |
| **Week of: 10.28.24- 11.01.24** | **My Perspectives Unit:** 2**Lesson Numbers:** N/A |

*Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.*

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| ***Planning Questions*** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.
 | - The Metamorphosis Short Cycle Assessment-Review | Pre ACT testing | Pre ACT testing | -Introduce topic for argumentative essay-Have students make a T chart/find research on the differences between being misjudged and being misunderstood. SW discuss their findings with their group and choose a side. (Refer to launch text as exemplar)-Review graphic organizer Students begin essay (Introduction) | Students begin to write two body paragraphs using ACE |
| 1. What standard(s) are the primary focus of the lesson?
 |  RL.CS.4: Analyze word choice **IOT** determine the cumulative impact specific choices on meaning and tone (including how the language evokes a sense of time and place; how it sets a formal or informal tone).  RL.CS.5: Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. | RL.CS.4: Analyze word choice **IOT** determine the cumulative impact specific choices on meaning and tone (including how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.CS.5: Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. | RL.CS.4: Analyze word choice **IOT** determine the cumulative impact specific choices on meaning and tone (including how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.CS.5: Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. | 9-10.W.TTP.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.9-10.W.RW.10: Write routinely over extended time frames and shorter times frames for a range of tasks, purposes, and audiences. | 9-10.W.TTP.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10.W.RW.10: Write routinely over extended time frames and shorter times frames for a range of tasks, purposes, and audiences. |
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| 1. Based on the objectives, what will students know and be able to do after the lesson?
 | Students will be able to analyze word choice in order to determine the cumulative impact specific choices on meaning and tone (including how the language evokes a sense of time and place; how it sets a formal or informal tone). Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise. | Students will be able to analyze word choice in order to determine the cumulative impact specific choices on meaning and tone (including how the language evokes a sense of time and place; how it sets a formal or informal tone). Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise. | Students will be able to analyze word choice in order to determine the cumulative impact specific choices on meaning and tone (including how the language evokes a sense of time and place; how it sets a formal or informal tone). Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise. | Students will be able to Construct well-reasoned arguments by analyzing texts or topics, presenting clear claims, and supporting these claims with relevant and sufficient evidence.Students will be able to write consistently over both extended and shorter time frames, tailoring their writing to suit various tasks, purposes, and audiences. | Students will be able to Construct well-reasoned arguments by analyzing texts or topics, presenting clear claims, and supporting these claims with relevant and sufficient evidence.Students will be able to write consistently over both extended and shorter time frames, tailoring their writing to suit various tasks, purposes, and audiences. |
| 1. What are the most important aspects of this text and how are questions focused on them?

*Note the “Must Ask” questions that are crucial to the goal of communicating the essential understandings of the text and standard(s).  These questions should represent part of your “Checks for Understanding” during the lesson.* | The most important aspects of this text are:* Existentialism
* Allegory
* Imagery
* Mood
* Characterization
* Text/Plot Structure
* Mystery, Surprise, Tension
* Symbolism

Questions focus on these aspects by asking students to close read and analyze details, mood, punctuation, and literary elements. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Shortened questions, IXL, Quill, and ESL Teacher Assistance) | The most important aspects of this text are:* Existentialism
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* Imagery
* Mood
* Characterization
* Text/Plot Structure
* Mystery, Surprise, Tension
* Symbolism

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| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.
 | Students may face challenges or have misconceptions with:* **Syntax**

The text will be chunked into important sections and using gradual release, students will answer “closer look” and “close read” questions. Students will first identify the main action in long sentences, then break the rest down into small parts.* **Imagery**

Students read the first paragraph and identify that provide clues about Gregor’s transformation.* **Identifying how author’s choices create mystery, tension, and surprise in existentialist literature**

Using gradual release, students will complete the Analyze Craft and Structure worksheet with appropriate scaffolds.( RP worksheet) (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Students may face challenges or have misconceptions with:* **Syntax**

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| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?
 | **Concept Vocabulary/****Word Study**These activities connect to the current lesson by focusing on vocabulary, conventions, and sentence structure that are found in the text and/or relate to the mood of the text. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | **Concept Vocabulary****Word Study**These activities connect to the current lesson by focusing on vocabulary, conventions, and sentence structure that are found in the text and/or relate to the mood of the text. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | **Concept Vocabulary****Word Study**These activities connect to the current lesson by focusing on vocabulary, conventions, and sentence structure that are found in the text and/or relate to the mood of the text. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | **Concept Vocabulary****Word Study**These activities connect to the current lesson by focusing on vocabulary, conventions, and sentence structure that are found in the text and/or relate to the mood of the text. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | **Concept Vocabulary****Word Study**These activities connect to the current lesson by focusing on vocabulary, conventions, and sentence structure that are found in the text and/or relate to the mood of the text. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?
 | Students will engage in discussion as they work in small groups to complete discussion questions, Comprehension Check questions, Analyze the Text, Turn and Talk, Gallery Walk, and Close Read questions(ESL Teacher assist with accountable talk) | Students will engage in discussion as they work in small groups to complete Comprehension Check questions, Analyze the Text, Turn and Talk, Gallery Walk, and Close Read questions(ESL Teacher assist with accountable talk) | Students will engage in discussion as they work in small groups to complete Comprehension Check questions, Analyze the Text, Turn and Talk, Gallery Walk, and Close Read questions(ESL Teacher assist with accountable talk) | Students will engage in discussion as they work in small groups to complete Comprehension Check questions, Analyze the Text, Turn and Talk, Gallery Walk, and Close Read questions(ESL Teacher assist with accountable talk) | Students will engage in discussion as they work in small groups to complete Comprehension Check questions, Analyze the Text, Turn and Talk, Gallery Walk, and Close Read questions(ESL Teacher assist with accountable talk) |
| 1. Note the questions you could ask within the lesson to probe students’ answers and to ensure they are being precise with the evidence they are using.
 | What can a reader infer about the mood from the author’s descriptions?Why might the author have included these details?What does the diction or imagery tell me about this character’s mindset?(ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Shortened questions, IXL, Quill, and ESL Teacher Assistance) | What can a reader infer about the mood from the author’s descriptions?Why might the author have included these details?What does the diction or imagery tell me about this character’s mindset?(ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Shortened questions, IXL, Quill, and ESL Teacher Assistance) | What can a reader infer about the mood from the author’s descriptions?Why might the author have included these details?What does the diction or imagery tell me about this character’s mindset?(ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Shortened questions, IXL, Quill, and ESL Teacher Assistance) | What can a reader infer about the mood from the author’s descriptions?Why might the author have included these details?What does the diction or imagery tell me about this character’s mindset?(ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Shortened questions, IXL, Quill, and ESL Teacher Assistance) | What can a reader infer about the mood from the author’s descriptions?Why might the author have included these details?What does the diction or imagery tell me about this character’s mindset?(ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Shortened questions, IXL, Quill, and ESL Teacher Assistance) |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?
 | Exit TicketEssential Question: **Do people need to belong?** Is the experience of being an outsider universal?(ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Exit TicketEssential Question: **Do people need to belong?** Is the experience of being an outsider universal?Write your answer in a double A.C.E. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Exit TicketEssential Question: **Do people need to belong?** Is the experience of being an outsider universal?Write your answer in a double A.C.E. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Exit TicketEssential Question: **Do people need to belong?** Is the experience of being an outsider universal?Write your answer in a double A.C.E. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Exit TicketEssential Question: **Do people need to belong?** Is the experience of being an outsider universal?Write your answer in a double A.C.E. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) |
| 1. What data about student learning do I want to collect during this lesson? When and how will I check on progress or gather this data?
 | I want to collect data on student’s ability to write by identifying how an author manipulates reality to create different effects that will be provided and cite textual evidence. CFUs will be done daily between each part of ACECE.  | I want to collect data on student’s ability to write by identifying how an author manipulates reality to create different effects that will be provided and cite textual evidence. CFUs will be done daily between each part of ACECE.  | I want to collect data on student’s ability to write by identifying how an author manipulates reality to create different effects that will be provided and cite textual evidence. CFUs will be done daily between each part of ACECE.  | I want to collect data on student’s ability to write by identifying how an author manipulates reality to create different effects that will be provided and cite textual evidence. CFUs will be done daily between each part of ACECE.  | I want to collect data on student’s ability to write by identifying how an author manipulates reality to create different effects that will be provided and cite textual evidence. CFUs will be done daily between each part of ACECE. |
| ***Additional Considerations*** |  |
| If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework? |  |  |  |  |  |
|  What materials are needed to execute the lesson?  | Comprehension Check questions, Close Read Questions, Vocabulary, Analyze Craft and Structure worksheets and quizzes. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Comprehension Check questions, Close Read Questions, Vocabulary, Analyze Craft and Structure worksheets and quizzes. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Comprehension Check questions, Close Read Questions, Vocabulary, Analyze Craft and Structure worksheets and quizzes. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Comprehension Check questions, Close Read Questions, Vocabulary, Analyze Craft and Structure worksheets and quizzes. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) | Comprehension Check questions, Close Read Questions, Vocabulary, Analyze Craft and Structure worksheets and quizzes. (ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance) |