



## 6-12 ELA Unit Preparation Guide

**Teacher:** Ms. Green, Ms. Wicks, Mr. Williams, Ms. Eichman (ESL)

**Unit:** Inside the Nightmare

*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.*

<i>Step 1: Unit Orientation</i>	<i>Step 2: Discuss the texts</i>
Read the Unit Overview Preview the Texts: Whole Group/Small Group/ Independent Learning	What is the relationship between the texts? <b>The texts are classic examples of Gothic Literature that allow for exploration of mystery, surprise, and tension.</b>
<i>Step 3: Understand the Big Picture</i>	<i>Step 4: Understand the Task and Standard(s) Alignment</i>
What is the topic of the Unit? <b>What is the allure of fear?</b> What is it that draws us to visit haunted houses on Halloween and read stories that keep us up all night startled by every strange noise we hear? The allure of fear is a powerful attraction. Similarly, the concept of “scary but fun” appeals to many of us. The selections you will read offer insight into why people enjoy stories that put them on the edges of their seats	What is the key learning for the whole group and small group performance tasks as they relate to the standards?  <b>Whole-Class Learning Performance Task</b> In this Performance Task, students will use narrative evidence from this module’s selections, other relevant stories, or their own experience to explain how reason can be overruled by imagination. In "Frankenstein", the atmosphere of fear, paranoia, and unethical practices controls the characters far more than cool, calm logic, even when their worst imaginings turn out to be real.
<i>Step 5: Understand how Students Show Mastery</i>	

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

<b>Teacher Name:</b> Ms. Green, Ms. Wicks, Mr. Williams, Ms. Eichman (ESL)	<b>Grade:</b> 10
<b>Week of:</b> 9.3.24- 9.6.24	<b>My Perspectives Unit:</b> 1 <b>Lesson Numbers:</b> 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.*

<b>Planning Questions</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	Frankenstein by Mary Shelley	Frankenstein by Mary Shelley	Frankenstein by Mary Shelley	Frankenstein by Mary Shelley	Frankenstein by Mary Shelley
2. What standard(s) are the primary focus of the lesson?	RL.KID.1: Analyze what a text says explicitly and draw inferences; cite the strongest most compelling textual evidence to support conclusions.	RL.KID.1: Analyze what a text says explicitly and draw inferences; cite the strongest most compelling textual evidence to support conclusions.	RL.KID.1: Analyze what a text says explicitly and draw inferences; cite the strongest most compelling textual evidence to support conclusions.	RL.KID.1: Analyze what a text says explicitly and draw inferences; cite the strongest most compelling textual evidence to support conclusions.	RL.KID.1: Analyze what a text says explicitly and draw inferences; cite the strongest most compelling textual evidence to support conclusions.

	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.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.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.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.5: Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
3. Based on the objectives, what will students know and be able to do after the lesson?	<p>Students will be able to analyze what a text says explicitly, draw inferences and cite strong textual evidence.</p> <p>Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise.</p>	<p>Students will be able to analyze what a text says explicitly, draw inferences and cite strong textual evidence.</p> <p>Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise.</p>	<p>Students will be able to analyze what a text says explicitly, draw inferences and cite strong textual evidence.</p> <p>Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise.</p>	<p>Students will be able to analyze what a text says explicitly, draw inferences and cite strong textual evidence.</p> <p>Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise.</p>	<p>Students will be able to analyze what a text says explicitly, draw inferences and cite strong textual evidence.</p> <p>Students will be able to analyze how text structure, plot structure, and time manipulation create effects such as mystery, tension, or surprise.</p>
<p>4. What are the most important aspects of this text and how are questions focused on them?</p> <p><i>Note the “Must Ask” questions that are crucial to the goal of communicating the essential understandings of the text and standard(s). These</i></p>	<p>The most important aspects of this text are:</p> <ul style="list-style-type: none"> <li>• Elements of Gothic Literature</li> <li>• Imagery</li> <li>• Mood</li> <li>• Characterization</li> <li>• Text/Plot Structure</li> <li>• Mystery, Surprise, Tension</li> </ul>	<p>The most important aspects of this text are:</p> <ul style="list-style-type: none"> <li>• Elements of Gothic Literature</li> <li>• Imagery</li> <li>• Mood</li> <li>• Characterization</li> <li>• Text/Plot Structure</li> <li>• Mystery, Surprise, Tension</li> </ul>	<p>The most important aspects of this text are:</p> <ul style="list-style-type: none"> <li>• Elements of Gothic Literature</li> <li>• Imagery</li> <li>• Mood</li> <li>• Characterization</li> <li>• Text/Plot Structure</li> <li>• Mystery, Surprise, Tension</li> </ul>	<p>The most important aspects of this text are:</p> <ul style="list-style-type: none"> <li>• Elements of Gothic Literature</li> <li>• Imagery</li> <li>• Mood</li> <li>• Characterization</li> <li>• Text/Plot Structure</li> <li>• Mystery, Surprise, Tension</li> </ul>	<p>The most important aspects of this text are:</p> <ul style="list-style-type: none"> <li>• Elements of Gothic Literature</li> <li>• Imagery</li> <li>• Mood</li> <li>• Characterization</li> <li>• Text/Plot Structure</li> <li>• Mystery, Surprise, Tension</li> </ul>

<p>questions should represent part of your “Checks for Understanding” during the lesson.</p>	<ul style="list-style-type: none"> <li>• Symbolism</li> </ul> <p>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)</p>	<ul style="list-style-type: none"> <li>• Symbolism</li> </ul> <p>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)</p>	<ul style="list-style-type: none"> <li>• Symbolism</li> </ul> <p>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)</p>	<ul style="list-style-type: none"> <li>• Symbolism</li> </ul> <p>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)</p>	<p>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)</p>
<p>5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.</p>	<p>Students may face challenges or have misconceptions with:</p> <ul style="list-style-type: none"> <li>• <b>Syntax</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Figurative Language</b></li> </ul> <p>Students read the first paragraph and identify the personification of the house and language used to</p>	<p>Students may face challenges or have misconceptions with:</p> <ul style="list-style-type: none"> <li>• <b>Syntax</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Figurative Language</b></li> </ul> <p>Students read the first paragraph and identify the personification of the house and language used to</p>	<p>Students may face challenges or have misconceptions with:</p> <ul style="list-style-type: none"> <li>• <b>Syntax</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Figurative Language</b></li> </ul> <p>Students read the first paragraph and identify the personification of the house and language used to</p>	<p>Students may face challenges or have misconceptions with:</p> <ul style="list-style-type: none"> <li>• <b>Syntax</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Figurative Language</b></li> </ul> <p>Students read the first paragraph and identify the personification of the house and language used to</p>	<p>Students may face challenges or have misconceptions with:</p> <ul style="list-style-type: none"> <li>• <b>Syntax</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Figurative Language</b></li> </ul> <p>Students read the first paragraph and identify the personification of the house and language used to</p>

	<p>create a dark, gloomy mood.</p> <ul style="list-style-type: none"> <li>Identifying how author's choices create mystery and tension in gothic literature.</li> </ul> <p>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)</p>	<p>create a dark, gloomy mood.</p> <ul style="list-style-type: none"> <li>Identifying how author's choices create mystery and tension in gothic literature.</li> </ul> <p>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)</p>	<p>create a dark, gloomy mood.</p> <ul style="list-style-type: none"> <li>Identifying how author's choices create mystery and tension in gothic literature.</li> </ul> <p>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)</p>	<p>create a dark, gloomy mood.</p> <ul style="list-style-type: none"> <li>Identifying how author's choices create mystery and tension in gothic literature.</li> </ul> <p>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)</p>	<p>create a dark, gloomy mood.</p> <ul style="list-style-type: none"> <li>Identifying how author's choices create mystery and tension in gothic literature.</li> </ul> <p>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)</p>
6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?	<p><b>Concept Vocabulary/ Word Study</b></p> <p>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</p>	<p><b>Concept Vocabulary Word Study</b></p> <p>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</p>	<p><b>Concept Vocabulary Word Study</b></p> <p>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</p>	<p><b>Concept Vocabulary Word Study</b></p> <p>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</p>	<p><b>Concept Vocabulary Word Study</b></p> <p>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</p>

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7. 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 their close read questions. (ESL Teacher assist with accountable talk)	Students will engage in discussion as they work in small groups to complete their close read questions. (ESL Teacher assist with accountable talk)	Students will engage in discussion as they work in small groups to complete their close read questions. (ESL Teacher assist with accountable talk)	Students will engage in discussion as they work in small groups to complete their close read questions. (ESL Teacher assist with accountable talk)	Students will engage in discussion as they work in small groups to complete their close read questions. (ESL Teacher assist with accountable talk)
8. 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)	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)	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)	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)	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)

9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	<p>"Frankenstein" writing prompt: In a brief essay, discuss the <i>theme</i> of humanity's conflict between good and evil in Frankenstein.</p> <p>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)</p>	<p>"Frankenstein" writing prompt: In a brief essay, discuss the <i>theme</i> of humanity's conflict between good and evil in Frankenstein.</p> <p>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)</p>	<p>"Frankenstein" writing prompt: In a brief essay, discuss the <i>theme</i> of humanity's conflict between good and evil in Frankenstein.</p> <p>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)</p>	<p>"Frankenstein" writing prompt: In a brief essay, discuss the <i>theme</i> of humanity's conflict between good and evil in Frankenstein.</p> <p>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)</p>	<p>"Frankenstein" writing prompt: In a brief essay, discuss the <i>theme</i> of humanity's conflict between good and evil in Frankenstein.</p> <p>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)</p>
10. 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?	<p>I want to collect data on student's ability to identify how an author creates effects, to analyze what a text says, and cite textual evidence.</p> <p>CFUs will be done daily between each "chunk" of text and close read section. Data will also be collected as students complete their close read</p>	<p>I want to collect data on student's ability to identify how an author creates effects, to analyze what a text says, and cite textual evidence.</p> <p>CFUs will be done daily between each "chunk" of text and close read section. Data will also be collected as students complete their close read</p>	<p>I want to collect data on student's ability to identify how an author creates effects, to analyze what a text says, and cite textual evidence.</p> <p>CFUs will be done daily between each "chunk" of text and close read section. Data will also be collected as students complete their close read</p>	<p>I want to collect data on student's ability to identify how an author creates effects, to analyze what a text says, and cite textual evidence.</p> <p>CFUs will be done daily between each "chunk" of text and close read section. Data will also be collected as students complete their close read</p>	<p>I want to collect data on student's ability to identify how an author creates effects, to analyze what a text says, and cite textual evidence.</p> <p>CFUs will be done daily between each "chunk" of text and close read section. Data will also be collected as students complete their close read</p>

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<b>Additional Considerations</b>					
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?	"Frankenstein" text, 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)	"Frankenstein" text, 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)	"Frankenstein" text, 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)	"Frankenstein" text, 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)	"Frankenstein" text, Close Read Question 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, Shortene questions, Graphic Organizers)



