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**6-12 ELA Unit Preparation Guide**

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| **Teacher:** | **Unit:** |

*Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guideonly 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 Overview  Preview the Texts: Whole Group/Small Group/ Independent Learning | What is the relationship between the texts? |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** |
| What is the topic of the Unit? | What is the key learning for the whole group and small group performance tasks as they relate to the standards? |
| ***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? | |

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

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| **Teacher Name:** Pendley | **Grade:** 12 |
| **Week of:** Aug 26 | **MyPerspectives Unit:** \_\_\_\_\_ **Lesson Numbers:** \_\_\_\_\_ |

*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 \_** | **Lesson \_** | **Lesson \_** | **Lesson \_** | **Lesson \_** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | ‘The Monster at Kings Island” | ‘The Monster at Kings Island” | ‘The Monster at Kings Island”  “Chameleon” | ‘The Monster at Kings Island”  “Chameleon” | Vocabulary |
| 1. What standard(s) are the primary focus of the lesson? | RL.KID.12.3 | W.12.2 | W.12.2 | W.12.2 | Quiz |
| 1. Based on the objectives, what will students know and be able to do after the lesson? | Students will be front loaded vocabulary and building vocabulary skills in preparation for the ACT.  Students will analyze text to see how they develop their identity over the course of the text | Students will write their own vivid narrative using techniques modeled by author Trevor Noah and Christopher Bollen | Students will write their own vivid narrative using techniques modeled by author Trevor Noah and Christopher Bollen | Students will write their own vivid narrative using techniques modeled by author Trevor Noah and Christopher Bollen |  |
| 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.* | What characters are presented? Why are they important? How did narrator develop over the course of the text | What characters are presented? Why are they important? How did narrator develop over the course of the text | What characters are presented? Why are they important? How did narrator develop over the course of the text | What kind of person do you strive to be? How have others’ perspectives shaped your identity? |  |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | Students may struggle with understanding what makes something a memoir and why | Students may misinterpret vocabulary based on context clues | Their may be a lack of knowledge that will prevent students from understanding | Vocabulary has been front loaded, so it shouldn’t be an issue |  |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Students will use context clues to define vocabulary words | Students will use the vocabulary words in context | Students will use the vocabulary words in context | Read a quote about the people that affect who we are today |  |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | Write Pair Share  Cold Call  Exit Tickets | Cold Call  Exit Tickets | Cold Call  Quick Write | Quick write |  |
| 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. |  |  |  |  |  |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Exit Ticket: How does the author support the realization that ‘fear was like a connective tissue’? | Quick Write Brainstorm | Exit Ticket: 3 traits of a strong memoir | Pick universal theme and 3 scenes for memoir |  |
| 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 will assess student understanding of memoirs from the exit ticket. As we begin reading “Crying in the H Mart” we will identify those qualities within the text. | Students will use their knowledge of memoirs to identify the details used in the text that make it a memoir | I will assess students understanding of the relationship between the narrator and the mother. This is the foundation of their scholarship essay that will prep them to write about their own relationships that made them who they are today. | I will continue to analyze student understanding of the structure of the text to prepare for the narrative writing tomorrow. |  |
| ***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? | N/A | N/A | N/A | N/A | N/A |
| What materials are needed to execute the lesson? | Note card  Sticky notes | “Chameleon”  Butcher Paper | “Chameleon”  Butcher Paper | Quick Write |  |