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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:** March 3rd | **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 Peripheral”  “The Secret Source” by Ben Okri  “The Welcome Center” | “The Peripheral”  “The Secret Source” by Ben Okri  “The Welcome Center” | “The Peripheral”  “The Secret Source” by Ben Okri  “The Welcome Center” | “The Peripheral”  “The Secret Source” by Ben Okri  “The Welcome Center” | “The Peripheral” |
| 1. What standard(s) are the primary focus of the lesson? | **12.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. | **12.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. | **12.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. | **12.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. | **12.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. |
| 1. Based on the objectives, what will students know and be able to do after the lesson? | SWBAT analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama | SWBAT analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama | SWBAT analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama | SWBAT analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama | SWBAT analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama |
| 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.* |  | N/A | N/A | N/A | N/A |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | Students may struggle with vocabulary and length of text. I will teach them how to read the abstract of a scholarly source and how to use commands to help search text for information. | Students may struggle with vocabulary and length of text. I will teach them how to read the abstract of a scholarly source and how to use commands to help search text for information. | Students may struggle with vocabulary and length of text. I will teach them how to read the abstract of a scholarly source and how to use commands to help search text for information. | Students may struggle with vocabulary and length of text. I will teach them how to read the abstract of a scholarly source and how to use commands to help search text for information. | Students may struggle with vocabulary and length of text. I will teach them how to read the abstract of a scholarly source and how to use commands to help search text for information. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Students will look at the data they have collected from various sources and summarize what they will be using in their research paper | Students will look at the data they have collected from various sources and summarize what they will be using in their research paper | Students will look at the data they have collected from various sources and summaries to write their rough draft. | Students will look at the data they have collected from various sources and summaries to write their rough draft. | Students will look at the data they have collected from various sources and summaries to write their rough draft. |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | Students will work with others that have the same topic. They will also share their findings with people that chose a different topic. | Students will work with others that have the same topic. They will also share their findings with people that chose a different topic. | Students will work with others that have the same topic. They will also share their findings with people that chose a different topic. | Students will work with others that have the same topic. They will also share their findings with people that chose a different topic. | Students will work with others that have the same topic. They will also share their findings with people that chose a different topic. |
| 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. | Is that relevant to the claim you are trying to prove? | Is that relevant to the claim you are trying to prove? | Is that relevant to the claim you are trying to prove? | Is that relevant to the claim you are trying to prove? | Is that relevant to the claim you are trying to prove? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Write- Pair- Share | Write- Pair- Share | Write- Pair- Share | Write- Pair- Share | Write- Pair- Share |
| 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? | Aggressive monitoring | Aggressive monitoring | Aggressive monitoring | Aggressive monitoring | Aggressive monitoring |
| ***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? |  |  |  |  |  |