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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:** October 21 | **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 Cask of Amontillado” | “Tell Tale Heart” | “Tell Tale Heart” | ACT- Make up | Field Trip |
| 1. What standard(s) are the primary focus of the lesson? | 12.RL.CS.4 | 12.RL.CS.4 | W.12.2 |  |  |
| 1. Based on the objectives, what will students know and be able to do after the lesson? | Students will analyze various literary elements Poe uses in the text and determine its effect on the tone and meaning. | Students will engage in first read of the text. | Students will write submit their final draft of 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.* | 1. Imagery 2. Diction 3. Characterization 4. Dramatic Irony   The effect these elements have on the tone. | 1. Imagery 2. Diction 3. Characterization 4. Dramatic Irony   The effect these elements have on the tone. | 1. Imagery 2. Diction 3. Characterization 4. Dramatic Irony   The effect these elements have on the tone. |  |  |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | Students will need to be taught what each of these elements are. | Reading level | Struggle to identify their own elements |  |  |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Vocabulary Words and their effect on the text (word choice) | How can you tell someone is lying? The definition for the word **insane** (adj.) is:  *--In a state of mind that prevents normal perception, behavior, or social interaction; seriously mentally ill.*  In your opinion, how might someone act who is considered “insane”?  Agree or disagree statements | Vocabulary words and their effect on the text. |  |  |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | Turn and Talk | Turn and talk | Cold Call  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. | What evidence supports your analysis? | What evidence do you have to support that? | What evidence do you have to support that? |  |  |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Exit Ticket: What is the overall tone in the text? Which element demonstrated it so effectively? | Exit Ticket: What is your overall take away from the text? | Exit Ticket- What is the overall tone in the text? Which element demonstrated it so effectively? |  |  |
| 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? | It will be on Nearpod so the entire thing will generate effective data | Guided questions | 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? | Nearpod  “The Cask of Amontillado” | Guided Questions  “Tell Tale Heart” | Note catcher  “Tell Tale Heart” |  |  |