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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:** September 16th | **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. | College Application  Month | ‘The Monster at Kings Island”  “Chameleon” | ‘The Monster at Kings Island”  “Chameleon” | College Application  Essay Exemplar | College Application  Essay Exemplar |
| 1. What standard(s) are the primary focus of the lesson? |  | W.12.2 | W.12.2 | W.12.2 | W.12.2 |
| 1. Based on the objectives, what will students know and be able to do after the lesson? |  | Students will write their final draft of their own vivid narrative using techniques modeled by author Trevor Noah and Christopher Bollen | Students will write submit their final draft of their own vivid narrative using techniques modeled by author Trevor Noah and Christopher Bollen | Students will analyze the college application essay exemplar 1 as a class to prepare to write their own scholarship essay next week. | Students will analyze the college application essay exemplar 2 as a class to prepare to write their own scholarship essay next week. |
| 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 did the writer do to show his identity or values? | What did the writer do to show his identity or values? |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. |  | There may be a lack of knowledge that will prevent students from understanding | There may be a lack of knowledge that will prevent students from understanding | There may be a lack of knowledge that will prevent students from understanding | There may be a lack of knowledge that will prevent students from understanding |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? |  | Quote Analysis | Quote Analysis | Quote Analysis | Quote Analysis |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? |  | Cold Call  Exit Tickets | Cold Call  Quick Write | Cold Call  Quick Write | 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. |  | Did you look at the rubric? Did your writing style look like one of the exemplar memoirs? | Did you look at the rubric? Did your writing style look like one of the exemplar memoirs? | What evidence is present in the exemplar to support that analysis? |  |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? |  | Exit Ticket- Reflect on ways they followed the rubric or corrections that need to be made the following day | Exit Ticket- Reflect on ways they followed the rubric | Exit Ticket- What are three essential moves to make in a scholarship essay? | Exit Ticket- What are three essential moves to make in a scholarship essay? |
| 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 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. | I will continue to analyze student understanding of the structure of the text to prepare for the narrative writing tomorrow. | 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? |  | “Chameleon”  Butcher Paper | “Chameleon”  Butcher Paper |  |  |