

## 6-12 ELA Weekly Lesson Preparation Guide

<b>Teacher Name:</b> Cassandra E. Stewart	<b>Grade:</b> 11th
<b>Week of:</b> March 3-7, 2025	<b>MyPerspectives Unit: 3 Lesson Numbers: 15, 17, 18</b> <b>Curriculum Adjustment for ACT Preparation</b>

*Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.*

**These plans are tentative and necessary adjustments will be made based on data, reteaching, remediation, school activities, etc.**

<b>Planning Questions</b>	<b>ACT Readiness Lesson</b>	<b>ACT Readiness Lesson</b>	<b>Lesson 15 &amp; ACT Readiness Lesson</b>	<b>Lesson 17 &amp; ACT Readiness Lesson</b>	<b>Lessons 18 &amp; ACT Readiness Lesson</b>
1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	Possessives and Apostrophes	Subject-Verb Agreement with Indefinite Pronouns	Performance Assessment Writing Task: Informational Writing	Ain't I a Woman? Sojourner Truth SE pp 330-337	Declaration of Sentiments Elizabeth Cady Stanton  SE pp 338-343
2. What standard(s) are the primary focus of the lesson?	ACT English Readiness Standards PUN 402. Delete apostrophes used incorrectly to form plural nouns PUN 504. Use apostrophes to form simple possessive nouns PUN 603. Use apostrophes to form possessives, including irregular plural nouns	ACT English Readiness Standard USG 303- Ensure straightforward pronoun-antecedent agreement	ACT English Readiness Standard USG 302 and 303- USG 303- Ensure straightforward pronoun-antecedent agreement	ACT English Readiness Standard TOD 503-Determine whether an essay has met a specified goal	ACT English Readiness Standard USG 303- Ensure straightforward pronoun-antecedent agreement

3. Based on the objectives, what will students know and be able to do after the lesson?	I can select the appropriate use of the apostrophe for possessive form and contractions.	I can select correct usage of pronoun-antecedent agreement when the subject is an indefinite pronoun.	I can develop an informative essay which includes correct subject-verb agreement.	I can read the text to revise the diction to more formal Standard English.	I read the text to identify the pronoun-antecedent relationships within the text.
4. What are the most important aspects of this text and how are questions focused on them?  <i>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.</i>	ACT English Conventions related to appropriate use of possessives and apostrophes for possessives and most common contractions found on the ACT	ACT English Conventions related to pronoun-antecedent agreement	The writing prompt adjustments presented by the teacher as well as the ACT English skills that students are expected to include within their writing response.	Sentences within the text where the author is using regional dialect.	<b>Close Read: Public Document:</b> Direct students to work in groups to paraphrase the sixteen major grievances outlined by Stanton, beginning with “He has never permitted her . . .” in paragraph 3. To keep the task manageable, assign no more than four grievances to one group. Remind students to review the vocabulary that has been provided before they begin and advise them to look up any additional words, they may find difficult. Then ask students to share their paraphrases with the whole group, so that students can take notes on all the grievances in the text.

<p>5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.</p>	<p>Students might struggle with appropriate use of the apostrophe therefore there will be a quill.org activity and a NearPod for independent review.</p>	<p>Students may face challenges as it relates to proper selection of the verb based on the singular/plural forms of the indefinite pronouns or when the indefinite pronoun can function as singular or plural</p>	<p>Students who struggle to develop a cohesive paragraph structure will be provided immediate feedback with an informative writing exemplar as well as a list of transitional phrases.</p>	<p><b>Diverse Learner Support:</b> Personalize for Learning (TE p336)  <b>English Language Support:</b> <b>Formal Diction and Colloquial Diction</b></p> <ul style="list-style-type: none"> <li>• <b>EMERGING:</b> Ask students to identify a section in paragraph 1 or 3 where the author uses colloquial diction</li> <li>• <b>EXPANDING:</b> Ask students to identify a section in paragraph 1 or 3 where the author uses colloquial diction</li> <li>• <b>BRIDGING:</b> Ask students to identify a section in paragraph 1 or 3 where the author uses colloquial diction and compare it with the way this would be said in formal diction</li> </ul>	<p><b>Diverse Learner Support:</b> Formative Assessment (TE p 345)  <b>Conventions and Style:</b> If students cannot identify independent and subordinate clauses, then share examples.</p> <ul style="list-style-type: none"> <li>o For Reteach and Practice, see Conventions and Style: Types of Clauses.</li> </ul> <p><b>Diverse Learner Support:</b> Personalize for Learning (TE p 345)  <b>English Language Support:</b> <b>Types of Clauses:</b></p> <ul style="list-style-type: none"> <li>• <b>EMERGING:</b> Ask students to write a one paragraph summary of “Declaration of Sentiments” using at least one basic subordinate clause.</li> <li>• <b>EXPANDING:</b> Ask students to write a one-paragraph summary of</li> </ul>
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					<p>“Declaration of Sentiments” using several basic subordinate clauses.</p> <ul style="list-style-type: none"> <li>• <b>BRIDGING:</b> Ask students to write a two-paragraph summary of “Declaration of Sentiments” using a variety of subordinate clauses.</li> </ul>
6. What is your literacy-based focusing activity? How does this focusing activity connect to the	Students will engage in learning rotations to demonstrate mastery of the learning objectives.	You Do in Pairs ACT Activity and an Independent Writing Task	Independent Writing Task with Peer Editing	Partner Task with revision of a portion of the text.	Partner task with identification of subordinate clauses

previous or current lesson?					
7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?	Get One/Give One Think-Write-Pair-Share	Turn and Talk	Think-Write-Pair- Share	Structured Paired Reading & Stop and Jot	Think-Pair-Share
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.	<p>How is the apostrophe used with plural possessives, contractions, and nouns ending with "S"?</p> <p>What is the difference between it's and its?</p> <p>What is the difference between whose and who's?</p> <p>What is the difference between you're and your?</p>	<p>How does the determination of the singular or plural form of the indefinite pronoun aid in the selection of the correct verb?</p> <p>What indefinite pronouns can function as either singular or plural?</p>	How has your writing been impacted by the requirement to have accurate subject-verb agreement?	<p><b>Ain't I a Woman?</b> How does Truth describe society's attitude toward white women at the time? How does she compare it to the treatment of black women? Ask students why Sojourner Truth uses simple, homespun language. How does she appeal to natural human kindness, common sense, and shared belief in religion to support her case for women's rights and racial equality?</p>	<p><b>Declaration of Sentiments:</b> We're all entitled to the same rights—or are we? What happens when half the population is denied those rights based solely on their gender?</p>

9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	Brief paragraph (4-6 sentences) including use of possessives and contractions	Microsoft Forms Quiz	Writing Checklist Completion	Selection Test for "Ain't I a Woman"	Microsoft Forms Quiz
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?	Data from three Checks for Understanding: <ol style="list-style-type: none"> <li>1. Literacy Based Do Now</li> <li>2. You Do In Pairs Activity</li> <li>3. Literacy Based Closing Activity</li> </ol>	Data from three Checks for Understanding: <ol style="list-style-type: none"> <li>1. Literacy Based Do Now</li> <li>2. You Do In Pairs Activity</li> <li>3. Literacy Based Closing Activity</li> </ol>	Data from three Checks for Understanding: <ol style="list-style-type: none"> <li>1. Literacy Based Do Now</li> <li>2. Aggressive Monitoring of You Do Independently</li> <li>3. Literacy Based Closing Activity</li> </ol>	Data from three Checks for Understanding: <ol style="list-style-type: none"> <li>1. Literacy Based Do Now</li> <li>2. Aggressive Monitoring of You Do in Pairs</li> <li>3. Literacy Based Closing Activity</li> </ol>	Data from three Checks for Understanding: <ol style="list-style-type: none"> <li>1. Literacy Based Do Now</li> <li>2. You Do In Pairs- Graded by Classmate</li> <li>3. Literacy Based Closing Activity</li> </ol>
<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?	Students conduct online research of ACT English and Reading readiness activities •Students review content from any of their three ACT workbooks •Students complete practice problems or passages using act.org	•Students conduct online research of ACT English and Reading readiness activities •Students review content from any of their three ACT workbooks	•Students conduct online research of ACT English and Reading readiness activities •Students review content from any of their three ACT workbooks •Students complete practice problems or passages using act.org	Revise and Desktop Publish the informative essay completed in class	N/A

		<ul style="list-style-type: none"> <li>•Students complete practice problems or passages using act.org</li> </ul>			
What materials are needed to execute the lesson?	Skill-Based Informational Text ACT Skill Readiness Worksheets ABC ACT English Book	ABC ACT English Book, ACT Practice Workbook	myPerspectives textbook 1:1 Device Resource Folder	myPerspectives textbook 1:1 Device	myPerspectives textbook 1:1 Device