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**6-12 ELA Unit Preparation Guide**

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| **Teacher: Lavette Ward** | **Unit:** 1 |

*Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only 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: Practice Test for ACT English, Jane Ross ACT English test strategies | What is the relationship between the texts?  **The texts are fictional and nonfictional texts and students have to identify central idea, theme, vocabulary and etc.** |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** |
| What is the topic of the Unit? ACT English Overview and strategies | What is the key learning for the whole group and small group performance tasks as they relate to the standards? The standard of 11-12 RI. KID.1relates to students drawing inferences and citing evidence and the student must take the ACT pretest and then review their answers in pairs and be able to cite evidence to explain with their partners why they choose that answer and why they may have missed that question. |
| ***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. Student mastery for the ACT test will look like if they attend the ACT benchmark of a 18 with 26 out of 40 and if they are close in the 20’s to give the students a base line and to analyze their results so they know what they strengths and weaknesses are.  What is the key learning for the Performance-Based Assessment? 3 parts of English type questions, production of writing, integration of knowledge, and English Grammar. | |

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

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| **Teacher Name:** Lavette Ward | **Grade:** 11 & 12 |
| **Week of:** Aug. 12-16 | **MyPerspectives Unit:** \_\_\_1\_\_ **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 \_1** | **Lesson 2\_** | **Lesson 3\_** | **Lesson 4** | **Lesson \_5** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | ACT English Practice Test | ACT Practice Test | Jane Ross Strategies | Jane Ross Strategies | Jane Ross Stategies |
| 1. What standard(s) are the primary focus of the lesson? | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. |
| 1. Based on the objectives, what will students know and be able to do after the lesson? | I can answer the English grammar questions correctly on the ACT practice test. | I can analyze and review the ACT English/Reading Test questions. | I can evaluate their ACT English test questions for correct or incorrect answers | I can create a strength and weakness chart to show. | I can utilize my chart to create a study plan and goal plan for my next ACT English practice test. |
| 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.* | Students must adhere to time constraint of 45 minutes is the most important aspect so students can learn to answer 75 questions in that amount of time. | Students must understand how they did on the test? Students must understand the benchmark and how it correlates to the number you have correct of the test. | Students must be able to identify what strategies they used to help them on the test. | Students must create a chart to understand what is there weak area and strength on the test. | Students will create a study plan to meet their ACT goal and discuss how the plans with their partners. |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | What are some problems with taking the ACT? | What are some hinderances you have experienced with the act? | How can you overcome the time problem with ACT? | What strategy works best for you? | Do you have a strategy if not, come up with one now. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Skimming and scanning reading strategies | brainstorming | T-chart/venn diagram | Write your strength and weakness areas. | Write a gist statement of your study plan and act goal. |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | Na | Turn and Talk | Think Pair Share | Turn Talk | Think Pair Share |  |
| 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. | Na | What was your evidence? | What made you choose that answer? | Do you have more strengths than weakness? | What strategies will you use to meet your act goal? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | NA | After brainstorming, reflect on how you think you did and how you could improve your score? | In 10 words or less how can creating this chart help to improve your ACT score. | Write down how can you improve your weaknesses. | Explain in 15 words or less why ACT is important. |
| 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? | ACT test score | ACT test score | ACT chart | ACT questions | ACT goals |
| ***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? | NA | NA | NA | NA | NA |
| What materials are needed to execute the lesson? | ACT Test | ACT answers and explanations and | ACT benchmark chart | Sample ACT strength and weakness chart | ACT goal setting sheet. |