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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 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  **ACT Passages** | What is the relationship between the texts?  **What is the relationship between the texts?**  **The texts are fictional and nonfictional texts from the ACT practice texts website and book and students have to correct and use correct gramma**r |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** |
| What is the topic of the Unit? Colons and Dashes | 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. The key look fors are whether students can use colons besides in list, and if students understand that dashes can be substituted for  What is the key learning for the Performance-Based Assessment? To determine how to use these dashes and colons correctly. | |

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

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| **Teacher Name:** Lavette Ward | **Grade:** 11/12 |
| **Week of:** Sept. 9-13 | **MyPerspectives Unit:** \_\_\_1\_\_ **Lesson Numbers:** \_\_\_5\_\_ |

*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. | What does a colon look like? Why is it used? | How can colons be used correctly in a grammar passage on the act? | What is a dash?  How are they used? | How can dashes be substituted for commas? How are they interchangeable? | How can I correctly use dashes and colons on the act test? |
| 1. What standard(s) are the primary focus of the lesson? | **PUN 502.**Recognize and correct inappropriate uses of colons and semicolons | PUN 702 Use a colon to introduce an example or an elaboration | **PUN 302.** Use appropriate punctuation in straightforward situations (e.g., simple items in a series) | **PUN 302.** Use appropriate punctuation in straightforward situations (e.g., simple items in a series) | PUN 702 Use a colon to introduce an example or an elaboration |
| 1. Based on the objectives, what will students know and be able to do after the lesson? | I can identify what a colon is and the uses of a colon.  I can determine the correct use of a colon on the ACT. | I can identify what a colon is and the uses of a colon.  I can determine the correct use of a colon on the ACT. | I can utilize a dash to substitute for commas in a sentence on the ACT. | I can utilize a dash to substitute for commas in a sentence on the ACT. | I can use dashes and colons correctly on the ACT 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.* | What is another way that a colon can be used beside to list? | How can you tell if a colon is needed for a list? | Why are dashes used to substitute for commas? | When is the correct time to use a dash instead of a comma? | When is the correct time to use a dash instead of a comma? |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | Students may not understand how to use the colon to explain information. | Students may have an issue if it is seen on the ACT test very often. | Students may not understand if you can mix dashes and commas in the same sentence. | Students may not understand if you can mix dashes and commas in the same sentence. | Student must understand that a complete sentence must go before the colon. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Skimming and scanning | brainstorming | Questioning | Prediction | prediction |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | Turn and talk | Partner practice | Turn and talk | Partner practice | Quiz day |
| 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. | How are colons used correctly in a sentence? | How do I know when to use a colon instead of another type of punctuation? | Why are dashes seldomly used in writing and on the ACT? | Which of the 3 rules for dashes is used the most and why? | When will I know when to use a colon or a dash? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Discuss what is the purpose of a colon | Summary sentence of all the ways a colon can be used | Gist statement of when can we use a dash instead of a comma | Discuss the ways a dash can be used | Quizzes/discuss multiple ways a colon and dash can be used. |
| 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 data | ACT data | ACT data | ACT data | ACT data |
| ***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? |  |  |  |  |  |
| What materials are needed to execute the lesson? |  |  |  |  |  |