

6-12 ELA Unit Preparation Guide

Teacher: Williamson, Y.	Unit: The Tragedy of Romeo and Juliet by William Shakespeare

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.

Step 1: Unit Orientation	Step 2: Discuss the texts				
Read the Unit Overview	What is the relationship between the texts?				
Preview the Texts: Whole Group/Small Group/ Independent	The texts (print and non-print) build student knowledge around the				
Learning	topics, Teenage Brain and Adolescent Development. The purpose in				
Read Historical Context	studying the text is to provide access for students to make				
Discuss Characterization	connections with major themes and ideas of the unit.				
Answer Essential Questions					
Write Objective Summaries					
Compose an essay.					
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				
Students read The Tragedy of Romeo and Juliet and various literary	performance tasks as they relate to the standards?				
and informational texts about choices and consequences. Students					
understand and express their understanding of how the					
motivations, decisions, and actions of complex characters propel					
the action of a story and how patterns and contrasts in language					
develop various motifs that reveal central ideas. Students will also					
apply their understanding of the teenage brain to decisions that					
characters make in Romeo and Juliet.					
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.

Analyze Information Text.

Determine associations between audio-visual and print material.

Interpret the text to write a literary analysis that: 1) supports claims demonstrates an understanding of the play; 2) use proper grammar, conventions, spelling, and grade-appropriate words and phrases; and 3) cite several pieces of strong and thorough textual evidence to support the analysis, including direct quotations and parenthetical citations.

What is the key to learning for the Performance-based Assessment?

Students should construct a well-developed essay that explains key concepts, specifically, how figurative language, motifs, and word choice establish patterns or concepts in language to reveal a central idea.



6-12 ELA Weekly Lesson Preparation Guide

Teacher Name: Williamson, Y.	Grade: 9th
	MyPerspectives Unit: Lesson Numbers: N/A

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

Planning Questions	Lesson _	Lesson _	Lesson _	Lesson _	Lesson _
 Read the text(s) for this lesson and answer /complete the associated questions/tasks. 	What is the purpose of the Prologue in Romeo and Juliet?	How does the connotation of words and phrases contribute to the writer's intended message?	How does an author communicate a theme throughout the text?	How do characters' actions and motivations impact the plot?	How do authors use patterns and contrasts to create meaning?
2. What standard(s) are the primary focus of the lesson?	9-10.RL.CS.4 9-10.RL.KID.2 9-10.W.PDW.5	9-10.RL.KID.1 9-10.RL.CS.4	9-10.RL.KID.2 9-10.SL.CC.1	9-10.RL.KID.3	9-10.RL.CS.4

3. Based on the objectives, what will students know and be able to do after the lesson?	SWBAT write an objective summary of the Prologue.	SWBAT analyze syntax and tone.	SWBAT analyze the text to compile a log of the major characters, descriptions, actions, and key quotations of Act.	SWBAT construct the characters and motivations graphic organizer.	SWBAT compile a dialectical journal with motifs (words, phrases, and quotations that create patterns and/or contrasts) throughout Act I. Record the motifs on the dialectical journal handout and write meaningful interpretations/commentary.
4. 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 should have a keen understanding of how characters' actions impact the way a story unfolds. Is there any background information? Who are the characters? Where is this story taking place? What is the setting? When does the action take place? What seems to be the conflict? Why is there a conflict? Why is there a conflict? What words stick out to you? What words and phrases have a lot of strong meaning to you? What similarities do you	Students should have a keen understanding of how characters' actions impact the way a story unfolds. What is the tone of the Prologue? How do words, phrases, and clauses create tone? What does the audience learn in lines 5-6 about the relationship between the lovers and the "two households"? How does Shakespeare's choice of the word fatal develop the	Students should have a keen understanding of how characters' actions impact the way a story unfolds. How does an author communicate a theme throughout the text? What does the text teach the audience about thematic concepts (ex. love, family, revenge, prejudice, hate, conflict, friendships, etc.) Why does the concept of "star- crossed lovers" appear	Students should have a keen understanding of how characters' actions impact the way a story unfolds. How does Juliet's comment in Act I, Scene v, lines 137-138, echo the Prologue? Explain your response. How do the comments of Mercutio and Benvolio add to your understanding of Romeo's character? Explain your answer. What threats to Romeo and Juliet's love	Students should have a keen understanding of how characters' actions impact the way a story unfolds. What are contrasts? What are patterns? What are contrasts and patterns of quotations about light and dark, which reveal patterns and contrasts in imagery. How are reoccurring words incorporated for contrasts and patterns?

notice about a the words you selected? What do those words have in common? Why might the author have selected those words? What message the author tryi to send? How does the	play? How do Shakespeare's specific word choices in lines 5-8 develop the definition of star- crossed? to whom do "our" and "you" refer to in these	throughout literature old and new? What makes it appeal across time and place? What are classic works?	already exist in Act I? How do you think Romeo and Juliet will react to these threats? Explain your response. How do the differences between Romeo and Juliet define	
How does the author's choid words impact understanding the Prologue?	your the text to		their relationship? Explain How does Juliet's comment in Act I, Scene v, lines 137-138, echo the Prologue? Explain. How do comments of Mercutio and Benvolio add to your understanding of Romeo's character? Explain. What threats to Romeo and Juliet's love already exist in Act I?	
			How do you think Romeo and Juliet will react to these threats?	

5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.Shakespeare's the Tragedy of Rome of language from Elizabethan times and a historical students.Shakespeare's The Tragedy of Rome of language from elizabethan times that might make the text challenging for students.Shakespeare's The The Proide word students.Shakespeare's The The Proide word studies during the reading.Shakespeare's The The Proide word studies during the reading.Shakespeare's The Tragedy of Rome encapers.Shakespeare's The The Proide word studies during the reading.Shakespeare's						E 1	
Second						Explain. How do	
S. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.Shakespeare's the Tragedy of Rome of language from elizabethan times and a historical setting that might make the text challenging for students.Shakespeare's the tragedy of Rome of language from elizabethan times and a historical setting that might make the text challenging for students.Shakespeare's the students.Shakespeare's the Shakespeare's the Shakespeare's the Shakespeare's the students.Shakespeare's the shakespeare's the shakespeare's the students.Shakespeare's the shakespeare's the shakespeare's the shakespeare's the shakespeare's the students.Shakespeare's the Shakespeare's the shake the text challenging for students.Shakespeare's the Shakespeare's the Shakespeare's the shake the text challenging for students.Shakespeare's the Shakespeare's the Shakespeare's the shake the text challenging for students.Shakespeare's the Shakespeare's the shake the text challenging for students.Shakespeare's the Shakespeare's the students.Shakespeare's the Shakespeare's the students.Shakespeare's the students.Shakespeare's the students.Shakespeare's the students.Shakespeare's the students.Shakespeare's the students.Shakespeare's the students.Shakespeare's the s							
5. Note the areas in which students will face challenges or may have you might respond. Shakespeare's The tragedy of Romeo and Juliet consists of and Jul							
second						and Juliet define	
Image: students will face challenges or may have misconceptions. Note how you might respond. Shakespeare's The Tragedy of Romeo and Juliet consists of language from elizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Shakespeare's The lizabethan times and a historical setting that might make the text challenging for students. Showever, it is based on a relatable and accessible concept for te						their	
 5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. 5. Note the areas in which students will face or may have misconceptions. Note how you might respond. 6. What is your literacy-based focusing activity? How dees this focus and allos accessible accessible accessible this focus and allos accessible acconcept for teenagers. Provide word studies during the readin						relationship?	
students will face challenges or may have misconceptions. Note how you might respond.Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students.Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students.Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students.Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students.Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students.Romeo and Juliet consists of language from that might make the text challenging for students.Romeo and Juliet consists of language from that might make the text challenging for students.Romeo and Juliet consists of language from that might make the text challenging for students.Romeo and Juliet consists of language from that might make the text challenging for students.6. What is your literacy-based focusing activity connect to the previous or current lesson?Groups analyze Formative assessments ocur after FocusedFormative reading.Groups analyze Act I.Formative assessments ocur after FocusedGroups analyze Act I.Formative assessments occur after FocusedFormative assessments occur after FocusedFormative a						Explain.	
students will face challenges or may have misconceptions. Note how you might respond.Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students.Tragedy of Romeo and Juliet consists and Juliet consists of language from Elizabethan times 	5.	Note the areas in which	Shakespeare's The	Shakespeare's The	Shakespeare's The	Shakespeare's The	Shakespeare's The Tragedy of
 misconceptions. Note how you might respond. of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading. Students this focusing activity connect to the previous or current lesson? What is your literacy-based focusing activity connect to the previous or current lesson? What is your literacy-based for students. Where are the opportunities for students. Torvide word studens. Formative assessments occur after share, etc.)? Where are the opportunities for students. More are the opportunities for student engagement (turn and taiks, think-pair-share, etc.)? More are the opportunities for student engagement (turn and taiks, think-pair-share, etc.)? More are the opportunities for student engagement (turn and taiks, think-pair-share, etc.)?<td></td><td>students will face</td><td>Tragedy of Romeo</td><td>Tragedy of Romeo</td><td>Tragedy of Romeo</td><td>Tragedy of Romeo</td><td>Romeo and Juliet consists of</td>		students will face	Tragedy of Romeo	Tragedy of Romeo	Tragedy of Romeo	Tragedy of Romeo	Romeo and Juliet consists of
you might respond.Elizabetnan times and a historical setting that might make the text challenging for students.Elizabetnan times and a historical setting that might make the text challenging for students.However, it is based on a based on a based on a relatable and accessible accessible accessible accessible accessible accessible reading.Elizabetnan times and a historical setting that might make the text challenging for students.However, it is based on a based on a based on a concept for concept for concept for concept for concept for concept for concept for concept for concept for teenagers.Elizabetan times and a historical setting that might make the text challenging for studies during the reading.Elizabetan times and a historical setting that might make the text challenging for studies during the reading.However, it is based on a based on a based on a concept for teenagers.However, it is teenagers.However, it is		challenges or may have	and Juliet consists	and Juliet consists	and Juliet consists	and Juliet consists	language from Elizabethan
you might respond.Elizabetnan times and a historical setting that might make the text challenging for students.Elizabetnan times and a historical setting that might make the text challenging for students.However, it is based on a based on a based on a relatable and accessible accessible accessible accessible accessible accessible reading.Elizabetnan times and a historical setting that might make the text challenging for students.However, it is based on a based on a based on a concept for concept for concept for concept for concept for concept for concept for concept for concept for teenagers.Elizabetan times and a historical setting that might make the text challenging for studies during the reading.Elizabetan times and a historical setting that might make the text challenging for studies during the reading.However, it is based on a based on a based on a concept for teenagers.However, it is teenagers.However, it is			of language from	of language from	of language from	of language from	
 setting that might make the text challenging for students. setting that might make the text challenging for students. However, it is based on a students. However, it is based on a based on a relatable and accessible aconcept for teenagers. Provide word studies during the readin		you might respond.	Elizabethan times	Elizabethan times	Elizabethan times	Elizabethan times	that might make the text
make the text challenging for students.make the text challenging for students.relatable and accessible concept for teenagers.4However, it is based on a relatable and accessible accessible accessible accessible studies during the reading.However, it is based on a relatable and accessible accessible accessible accessible accessible studies during the reading.However, it is based on a relatable and accessible accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible accessible accessibleHowever, it is based on a relatable and accessible accessible accessible a			and a historical	and a historical	and a historical	and a historical	challenging for students.
 challenging for students. challenging for students. however, it is based on a relatable and accessible concept for concupt for con	1		setting that might	setting that might	setting that might	setting that might	However, it is based on a
students.students.students.students.students.students.Provide word studies during the reading.However, it is based on a relatable and accessible concept for teenagers.However, it is based on a concept for teenagers.Based on a relatable and accessible concept for 			make the text	make the text	make the text	make the text	relatable and accessible
However, it is based on a relatable and accessible concept for teenagers.However, it is based on a relatable and accessible teenagers.However, it is based on a relatable and accessible teenagers.However, it is based on a relatable and accessible teenagers.However, it is based on a teenagers.However, it is based on a teetable and accessible teenagers.However, it is based on a teetable and accessible teenagers.However, it is teetable and accessible concept for teenagers.However, it is teetable and accessible teenagers.However, it is teenagers.However, it is teenagers.However			challenging for	challenging for	challenging for	challenging for	concept for teenagers.
based on a relatable and accessible concept for teenagers. Provide word studies during the reading.based on a accessible concept for teenagers. Provide word studies during the reading.based on a accessible concept for teenagers. Provide word studies during the reading.based on a accessible cord studies during the reading.6.What is your literacy-based focusing activity connect to the previous or current lesson?Groups analyze Formative assessments occur after FocusedGroups analyz			students.	students.	students.	students.	Provide word studies during the
relatable and accessible concept for teenagers.relatable and concept for teenagers.relatable and secondrelatable and teenagers.relatable and teenagers. <td></td> <td></td> <td>However, it is</td> <td>However, it is</td> <td>However, it is</td> <td>However, it is</td> <td>reading.</td>			However, it is	However, it is	However, it is	However, it is	reading.
accessible concept for teenagers.accessible concept for teenagers.accessible reading.accessible concept for teenagers.accessible reading.accessible concept for teenagers.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessible reading.accessib			based on a	based on a		based on a	
concept for teenagers. Provide word studies during the reading.concept for reading.concept for teenagers.concept for teenagers. Provide word studies during the reading.concept for reading.concept for <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
teenagers. Provide word studies during the reading.teenagers. 							
Provide word studies during the reading.Provide word studies during the reading.Provide word studies during the reading.Provide word studies during the reading.Provide word studies during the reading.6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?Groups analyze to complex language and universal themes.Groups analyze the Prologue, exposing studentsGroups analyze the Prologue, the Prologue, exposing studentsGroups analyze the Prologue, the Prologue, exposing studentsGroups analyze the Prologue, the Prologue, exposing studentsGroups analyze the Prologue, the Prologue, the Prologue, exposing studentsGroups analyze the Prologue, the Prologue, the Prologue, exposing studentsGroups analyze the Prologue, the Prologue, the Prologue, the Prologue, the Prologue, the Prologue, exposing studentsGroups analyze the Prologue, the Pr			•	•	•	•	
studies during the reading.studies during the reading.studies during the reading.studies during the reading.studies during the reading.6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?Groups analyze The Prologue, exposing students to complex language and universal themes.Groups analyze The Prologue.Groups analyze Act I.Groups analyze Act I.Groups analyze Act I.Groups analyze Act I.Groups analyze Act I.7. Where are the opportunities for student engagement (turn and talks, think-pair- share, etc.)?Formative ForusedFormative FocusedFormative FocusedFormative FocusedFormative Instruction "I do" and GuidedFocused FocusedFocused FocusedFocused FocusedGroups analyze Act I.7. Where are the opportunities for student engagement (turn and talks, think-pair- share, etc.)?Formative FocusedFormative FocusedFormative FocusedFocused FocusedFocused FocusedFocused FocusedFocused FocusedGroup and Guided natruction "I do" and GuidedGuided FocusedGuided Instruction "We do."Instruction "I do" and GuidedInstruction "We Instruction "WeInstruction "We Instruction "WeInstruction "We Instruction "WeInstruction "We Instruction "We				U U	•	•	
reading.reading.reading.reading.reading.6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?Groups analyze to complex language and universal themes.Groups analyze the Prologue.Groups analyze to complex language and universal themes.Groups analyze to complex language and language and language and language and language and language and language and language and language and language and la							
6. What is your literacy-based focusing activity? How does this focusing activity? How does this focusing activity connect to the previous or current lesson? Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Groups analyze The Prologue, exposing students to complex language and universal themes. Formative Students to complex language and to cocur after Focused Formative assessments occur after Focused Focused Focused Focused Instruction "I do" and Guided Instruction "I do" and Guided Instruction "I do" and Guided Instruction "We Instruction "We Instruction "We Instruction "We				-			
focusing activity? How does this focusing activity connect to the previous or current lesson?The Prologue, exposing students to complex language and universal themes.The Prologue.Act I.Act I.Act I.7. Where are the opportunities for student engagement (turn and talks, think-pair- share, etc.)?Formative assessmentsFormative occur afterFormative occur afterFormative occur afterFormative occur afterFormative occur afterFormative occur afterFormative occur afterFormative occur afterfor student engagement (turn and talks, think-pair- share, etc.)?Formative and Guided Instruction "I do" and Guided Instruction "I do" and Guided Instruction "I do" and Guided Instruction "WeFormative and Guided Instruction "WeFormative assessmentsFormative assessments occur after Instruction "I do" and Guided Instruction "WeFormative and Guided and Guided Instruction "WeFormative and Guided Instruction "WeFormative and Guided Instruction "WeFormative and Guided Instruction "WeFormative act I.						-	
this focusing activity connect to the previous or current lesson?exposing students to complex language and universal themes.exposing students to complex language and universal themes.formative sessmentsFormative assessments assessments assessmentsFormative assessments assessments assessmentsFormative assessments assessments assessmentsFormative assessments assessments assessments assessmentsFormative assessments assessments assessments assessments assessmentsFormative assessments assessments assessments assessments assessments assessmentsFormative assessments assessments assessments assessments assessments assessments and GuidedFormative assessments and Guided and Guided and Guided and GuidedFormative assessments and Guided and Guided and GuidedFormative and Guided and GuidedFormative assessments and GuidedFormative and Guided and GuidedFormative assessments and GuidedFormative assessments and GuidedFormative and GuidedFormative and GuidedFormative and GuidedFormative and GuidedFormative and Guided <td>6.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	6.						
connect to the previous or current lesson?to complex language and universal themes.Language and universa			•	The Prologue.	Act I.	Act I.	Act I.
current lesson?language and universal themes.language and themes.language and themes. <thla< td=""><td></td><td>o i</td><td></td><td></td><td></td><td></td><td></td></thla<>		o i					
Note and by the set of the opportunities for student engagement (turn and talks, think-pair- share, etc.)?FormativeFormativeFormativeFormativeFormativeFormativeFormative assessments0ccur after Focused0ccur after0ccur after0ccu		·					
7. Where are the opportunities for student engagement (turn and talks, think-pair- share, etc.)?Formative assessmentsFormative assessmentsFormative assessmentsFormative assessmentsFormative assessments occur after7. Where are the opportunities for student engagement (turn and talks, think-pair- share, etc.)?Formative assessmentsFormative assessmentsFormative assessmentsFormative assessmentsFormative assessments occur after0. Cur after share, etc.)?occur after Focusedoccur after Focusedoccur after Focusedoccur after FocusedInstruction "I do" and GuidedInstruction "I do" and GuidedInstruction "I do" and GuidedInstruction "I do" and GuidedInstruction "WeInstruction "We		current lesson?	00				
for student engagement (turn and talks, think-pair- share, etc.)?assessmentsassessmentsassessmentsoccur after occur afteroccur afteroccur afteroccur afteroccur afteroccur afteroccur afterInstruction "I do" and Guided Instruction "I do"Instruction "I do" and GuidedInstruction "WeInstruction "I do"	-			Formo ativis	Formative	Formo otivica	
(turn and talks, think-pair- share, etc.)?occur afteroccur afteroccur afteroccur afteroccur afterFocusedFocusedFocusedFocusedFocusedGuided Instruction "I do"Instruction "I do" and GuidedInstruction "I do"Instruction "I do"Instruction "I do"Instruction "WeInstruction "WeInstruction "WeInstruction "We	/.						
share, etc.)?FocusedFocusedFocusedFocusedGuided Instruction "I do"Instruction "I do"Instruction "I do"Instruction "I do"Instruction "I do"Instruction "I do"Instruction "WeInstruction "WeInstruction "WeInstruction "WeInstruction "WeInstruction "WeInstruction "WeInstruction "WeInstruction "We	1	00					
Instruction "I do"Instruction "I do"Instruction "I do"Instruction "I do"Instruction "I do"and Guidedand Guidedand GuidedInstruction "WeInstruction "WeInstruction "We	1						
and Guidedand Guidedand GuidedInstruction "WeInstruction "WeInstruction "We	1	share, etc.)?					Guided Instruction "We do."
Instruction "We Instruction "We Instruction "We	1		Instruction "I do"	Instruction "I do"	Instruction "I do"	Instruction "I do"	
	1		and Guided	and Guided	and Guided	and Guided	
do " do " do "	1		Instruction "We	Instruction "We	Instruction "We	Instruction "We	
			do."	do."	do."	do."	

 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. 9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? 	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text? Students will write an Objective Summary.	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text? Students will write an Objective Summary.	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text? Students will write an Objective Summary.	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text? Students will write an Objective Summary.	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text? Students will write an Objective Summary.
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?	90% Mastery After Guided Instruction, "We do" After Collaborative Learning, "You do collaboratively" Multiple Choice Question(s)	90% Mastery After Guided Instruction, "We do" After Collaborative Learning, "You do collaboratively" Multiple Choice Question(s)			
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	Copy of The	Copy of The	Copy of The	Copy of The	Copy of The Tragedy of Romeo
execute the lesson?	Tragedy of Romeo	Tragedy of Romeo	Tragedy of Romeo	Tragedy of Romeo	and Juliet
	and Juliet	and Juliet	and Juliet	and Juliet	Highlighter
	Highlighter	Highlighter	Highlighter	Highlighter	Chart paper
	Chart paper	Chart paper	Chart paper	Chart paper	Marker
	Marker	Marker	Marker	Marker	