



6-12 ELA Unit Preparation Guide

Teacher:	Unit:
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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 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?	



6-12 ELA Weekly Lesson Preparation Guide

Teacher Name: Williamson, Y.	Grade: 9th
Week of: October 21-25, 2024	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.

Planning Questions	Lesson _	Lesson _	Lesson _	Lesson _	Lesson _
1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	How do characters' actions and motivations impact the plot?	How do authors use patterns and contrasts to create meaning?	What claims are made regarding teen brain development?	What physical changes occur in the teen brain?	What visual images are conjured when thinking about the teen brain?
2. What standard(s) are the primary focus of the lesson	9-10.RL.KID.3	9-10.RL.CS.4	9.RI.RRTC.10	9.RI.RRTC.10	9.RI.RRTC.10
3. Based on the objectives, what will students know and be able to do after the lesson?	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.	SWBAT make inferences from claims in an Informational text, "The Teen Brain Under Construction." National Institute of Mental Health	SWBAT Identify the author's claims about how adolescent brain development influences teen behavior while reading, "The Teen Brain Under Construction."	SWBAT describe the process of the "visible" brain as stated in, "The Teen Brain Under Construction."
Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that
Shakespeare's The Tragedy of Romeo and Juliet consists of	Shakespeare's The Tragedy of Romeo and	Shakespeare's The Tragedy of Romeo and Juliet consists	Shakespeare's The Tragedy of Romeo and	Shakespeare's The Tragedy of Romeo	Shakespeare's The Tragedy of Romeo

language from Elizabethan times and a historical setting that	Juliet consists of language from Elizabethan times and a historical setting that	of language from Elizabethan times and a historical setting that	Juliet consists of language from Elizabethan times and a historical setting that	and Juliet consists of language from Elizabethan times and a historical setting that	and Juliet consists of language from Elizabethan times and a historical setting that
4. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?	Groups analyze Act I.	Groups analyze Act I.	Groups analyze Act I.	Groups analyze Act I.	Groups analyze Act I.
5. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?	Formative assessments occur after Focused Instruction “I do” and Guided Instruction “We do.”	Formative assessments occur after Focused Instruction “I do” and Guided Instruction “We do.”	Formative assessments occur after Focused Instruction “I do” and Guided Instruction “We do.”	Formative assessments occur after Focused Instruction “I do” and Guided Instruction “We do.”	Formative assessments occur after Focused Instruction “I do” and Guided Instruction “We do.”
6. 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 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?	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?	How does the adolescent brain influence teen behavior?	What happens to the amount of gray matter in the brain during adolescence? What part of the cortex is among the last to mature? What impact might this have on adolescent behavior?	Identify other facts or evidence in the text about brain development that might impact adolescent behavior
7. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	Students will write an Objective Summary.	Students will write an Objective Summary.	Students will write an Objective Summary.	Students will write an Objective Summary.	Students will write an Objective Summary.
8. 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”	90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively”	90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively”	90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively”	90% Mastery After Guided Instruction, “We do” After Collaborative Learning, “You do collaboratively”

	Multiple Choice Question(s)	Multiple Choice Question(s)	Multiple Choice Question(s)	Multiple Choice Question(s)	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 execute the lesson?	Copy of <i>The Tragedy of Romeo and Juliet</i> 1490L Highlighter Chart paper Marker Informational Text	Copy of <i>The Tragedy of Romeo and Juliet</i> 1490L Highlighter Chart paper Marker Informational Text	Copy of <i>The Tragedy of Romeo and Juliet</i> 1490L Highlighter Chart paper Marker Informational Text	Copy of <i>The Tragedy of Romeo and Juliet</i> 1490L Highlighter Chart paper Marker Informational Text	Copy of <i>The Tragedy of Romeo and Juliet</i> 1490L Read an informational pamphlet, “The Teen Brain: Still Under Construction” by the National Institute of Mental Health. (9.RI.RRTC.10) Highlighter Chart paper Marker Informational Text

