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**6-12 ELA Unit Preparation Guide** April 7 - 11

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| **Teacher: Nancy Allen** | | **Unit:** Reflection |
| ***Step 1: Unit Orientation*** | ***Step 2: Discuss the texts*** | |
| Read the Unit Overview  Preview the Texts: Whole Group/Small Group/ Independent Learning | The Seniors’ final project will be a choice board of activities all designed to encourage the students to practice reflection. Students will revisit (briefly) to lessons on memoir and narrative writing that we studied in the first quarter. This week we will work on what that will look like. I will be modeling the different activities on the choice board. | |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** | |
| What is the topic of the Unit?  Memoirs, narrative writing, reflection and looking ahead  Students will graduate in a little over a month. This assignment forces them to take time to put on paper their past, present, and future plans. | Students will begin to reflect on their time in school. We will discuss the importance of reflection, look at examples of reflections, and write our own. Students will also be challenged to look forward, to envision their future and create a 5 and 10 year plan. | |
| ***Step 5: Understand how Students Show Mastery: April 7-11*** | | |
| RI 12.7 Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | | |

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| ***Planning Questions*** | **4/7 – 4/8 (Block)** | **4/9** | **4/10** | **4/11** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | Cumulative Vocabulary Test over first 20 words.   New Vocabulary: Using new words in practical and academic situations.  Senior Project Introduction and rubrics | Senior Project modeling | Senior Project modeling | Senior Project modeling |
|  | **12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.  RI 12.7 Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience | RI 12.7 Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | RI 12.7 Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | RI 12.7 Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. |
| 1. Based on the objectives, what will students know and be able to do after the lesson. | Students can Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  **SWBAT** identify context clues **IOT** determine the meaning of unfamiliar words and phrases (including figurative, connotative, and technical meanings).  Students can Integrate and evaluate multiple sources of information presented indifferent media or formats to address a question or solve a problem. Students can Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | Students can Integrate and evaluate multiple sources of information presented indifferent media or formats to address a question or solve a problem. Students can Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | Students can Integrate and evaluate multiple sources of information presented indifferent media or formats to address a question or solve a problem. Students can Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | Students can Integrate and evaluate multiple sources of information presented indifferent media or formats to address a question or solve a problem. Students can Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. |
| 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.* | Texts used to help students to make sense of this standard must be facilitated should represent a balanced approach to exposure to informational texts and should therefore be:   * historic * scientific * technical   They should reflect a variety of topics; and  reflect a variety of perspectives (opinions) on a multitude of topics. | Texts used to help students to make sense of this standard must be facilitated should represent a balanced approach to exposure to informational texts and should therefore be:   * historic * scientific * technical   They should reflect a variety of topics; and  reflect a variety of perspectives (opinions) on a multitude of topics. | Texts used to help students to make sense of this standard must be facilitated should represent a balanced approach to exposure to informational texts and should therefore be:   * historic * scientific * technical   They should reflect a variety of topics; and  reflect a variety of perspectives (opinions) on a multitude of topics. | Texts used to help students to make sense of this standard must be facilitated should represent a balanced approach to exposure to informational texts and should therefore be:   * historic * scientific * technical   They should reflect a variety of topics; and  reflect a variety of perspectives (opinions) on a multitude of topics. |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | Students that have not met mastery levels on the vocabulary quizzes will take a cumulative vocabulary test.  Then, we will learn new words and students will practice using them.  Students will be presented with the choice board for their final project. Students will have nine choices, and they will pick three to complete for the project. I will model mastery of the first three options. | Students will be presented with the choice board for their final project. Students will have nine choices, and they will pick three to complete for the project. I will model mastery of the next three options. | Students will be presented with the choice board for their final project. Students will have nine choices, and they will pick three to complete for the project. I will model mastery of the final four options. | Students will choose and commit to their three project parts.  Students will take a short vocabulary quiz over the ten new words. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Do Now: Reflection: What is your first memory from school? Write enough to fill the page. | Do Now: Reflection: Write enough to fill the page about a time you were recognized for doing something good in school. How did you feel? Did it encourage you? Inspire you? Does it still mean something to you today? | Do now: Reflection: Do you remember when you became a freshman in high school? What was it like? What kind of person were you at the time? Have you changed? Why? Why not?  Write enough to fill the page | Do Now: Write about your favorite teacher in all of school. It does not have to be a teacher at this school. Think of your favorite teacher that you have ever had. Why were they your favorite? What was it like to be in their class? How did they make you feel? Do you continue to carry that feeling with you?  Write enough to fill the page. |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | After the Do Now, students will share what they wrote with a partner or the class if they wish.  Students will be given a new vocabulary worksheet after taking the cumulative vocabulary test.  Students will use context clues to determine the meanings of the words.  After the Do Now, students will share what they wrote with a partner or the class if they wish. | After the Do Now, students will share what they wrote with a partner or the class if they wish. | After the Do Now, students will share what they wrote with a partner or the class if they wish. | After the Do Now, students will share what they wrote with a partner or the class if they wish. |
| 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. | Look at this word from the text. Do you see a prefix?  What does that prefix mean?  Look at this word from the text. Do you see a suffix?  What does that suffix mean?  Look at this word from the text. If we take away the prefixes/suffixes do you see a root or base word?  What does that root or base word mean?  What does the entire word mean?  Is the word figurative or connotative? Why do you say so?  What are context clues?  Using those context clues can you figure out what the word means?  Identify a multiple meaning word in its context. What impact does the word with multiple meanings have on meaning (what is intended to be, or is, expressed or indicated)?  1) Define integrate.  2) Define evaluate.  3)Define multiple.  4)What is a source of information?  7)Define address.  8)What is a question that needs to be answered or a problem that needs to be solved?  9)Identify and integrate information from multiple media, formats, and words to address a question or solve a problem.  10)Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? | 1) Define integrate.  2) Define evaluate.  3)Define multiple.  4)What is a source of information?  7)Define address.  8)What is a question that needs to be answered or a problem that needs to be solved?  9)Identify and integrate information from multiple media, formats, and words to address a question or solve a problem.  10)Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? | 1) Define integrate.  2) Define evaluate.  3)Define multiple.  4)What is a source of information?  7)Define address.  8)What is a question that needs to be answered or a problem that needs to be solved?  9)Identify and integrate information from multiple media, formats, and words to address a question or solve a problem.  10)Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? | 1) Define integrate.  2) Define evaluate.  3)Define multiple.  4)What is a source of information?  7)Define address.  8)What is a question that needs to be answered or a problem that needs to be solved?  9)Identify and integrate information from multiple media, formats, and words to address a question or solve a problem.  10)Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? Select an excerpt from a source, how well does the author use the format to help the reader to use the presentation of information to answer a question or solve a problem? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Exit ticket: Vocabulary Worksheet | Exit Ticket: First Impression choices: after hearing more about each choice, students re-evaluate what they would like to choose. | Exit Ticket: Third impression: Students will re-evaluate their previous choices. | Exit Ticket: Final impression: Students will choose their final project options. |
| 1. What data about student learning do I want to collect during this lesson? When and how will I check progress or gather this data? | I want to see how good they are at using context clues to guess the meanings of words.  We began the year discussing reflection. Their final project will require them to reflect on their time in school as well as research their possible options using supporting AND opposing views on the outcomes of future plans. | We began the year discussing reflection. Their final project will require them to reflect on their time in school as well as research their possible options using supporting AND opposing views on the outcomes of future plans. | We began the year discussing reflection. Their final project will require them to reflect on their time in school as well as research their possible options using supporting AND opposing views on the outcomes of future plans. | We began the year discussing reflection. Their final project will require them to reflect on their time in school as well as research their possible options using supporting AND opposing views on the outcomes of future plans. |
| ***Additional Considerations*** |  |  |
| What materials are needed to execute the lesson? | Worksheet,  Choice board | Choice board and rubrics | Choice board and rubrics | Choice board and rubrics |