

**6-12 ELA Unit Preparation Guide** February 17-21

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| **Teacher: Nancy Allen**  | **Unit:** Research and Writing |
| ***Step 1: Unit Orientation***  | ***Step 2: Discuss the texts***   |
| Read the Unit Overview Preview the Texts: Whole Group/Small Group/ Independent Learning    | Writing A Research Paper, Research and Writing for Practical Purposes |
| ***Step 3:  Understand the Big Picture***   | ***Step 4: Understand the Task and Standard(s) Alignment***   |
| What is the topic of the Unit? Research and Writing | Students will pose a question, choose a research topic based on that question, research, read, annotate source material in order to answer the question posed with a research paper.  |
| ***Step 5: Understand how Students Show Mastery: February 17-21*** |
| **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.**RI.12.6** - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |

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| ***Planning Questions*** | **2/17** | **2/18** | **Lesson 2/19** | **2/20** | **Lesson 2/21** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.
 | DLDNo students | National Guard day | Creating a Thesis Statement and writing an introduction | Writing an Introduction  | Black History Month: Introduction to “Audra Lorde and Fred Hampton” What is radicalism? |
| 1. What standard(s) are the primary focus of the lesson?
 |  | National Guard day | **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. | **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. | **RI.12.6** - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| 1. Based on the objectives, what will students know and be able to do after the lesson.
 |  | National Guard day | Students can integrate and evaluate multiple sources of information presented in different media or formats and in words IOT address a question or solve a problem.  | Students can integrate and evaluate multiple sources of information presented in different media or formats and in words IOT address a question or solve a problem.  | Students can analyze word choice and text structure IOT determine the author’s point of view and purpose of a text in which rhetoric is particularly effective.Students can analyze author’s point of view and purpose IOT explain how style and content contribute to the power, persuasiveness, or beauty of a text. |
| 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.* |  | National Guard day | 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
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| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.
 |  | National Guard day | Most students know how to create a thesis statement (or should know). In these lessons we will craft a strong working thesis statement and draft an introduction for their research paper.  | We will review writing a strong thesis and introduction before jumping into drafting body paragraphs and how to incorporate source information (ICE).  | My Black History Month activities are geared towards having a voice and using it to affect change. Each of the artists, writers, and activists we study use words and actions to be the change in the world.  |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?
 |  | National Guard day | Do Now: Grammar and editing exercises | Do Now: Grammar and editing exercises  | Do Now: Nearpod Introduction Slide |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?
 |  | National Guard day |  Students will work together to identify the difference between a strong and a weak thesis statement and introduction  | Students will work (We Do) to create their own working thesis statements  | Whole class learning: Nearpod on activists. |
| 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.
 |  | National Guard day | 1. Define integrate.
2. Define evaluate.
3. Define multiple.
4. What is a source of information?
5. Define media.
6. Define format.
7. Define address.
8. What is a question that needs to be answered or a problem that needs to be solved?
 | 1. Define integrate.
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 | 1. Define integrate.
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8. What is a question that needs to be answered or a problem that needs to be solved?
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| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?
 |  | National Guard day | Exit Ticket: Students will identify the best thesis statements from a brief activity at the end of the lesson.  | Exit Ticket:  | Exit Ticket: Students will turn in their working Thesis and introduction. |
| 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?
 |  | National Guard day | I want to see how much they already know about crafting thesis statements.I will model writing a working thesis and introduction.  | We Do: students will draft their introduction and thesis statement. I will aggressively monitor to see who understands and who can provide examples of their own work.  | Students will be introduced to two different figures that used writing and action to create change. |
| ***Additional Considerations*** |  |  |  |  |
|  What materials are needed to execute the lesson?  |  | National Guard day | Student devices, pencils and paper | Student devices, Writing an introduction worksheet | Student devices |