

**6-12 ELA Unit Preparation Guide**

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| **Teacher: Nancy Allen**  | **Unit:** Writing a Research Paper |
| ***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 explore what motivates them for their future.Students will discuss the benefits of education, the glaring disparities in the American education system, and what needs to be done to enact change, if change is needed. Students reflect on 2024, set goals and intentions for the coming year. |
| ***Step 5: Understand how Students Show Mastery: January 20-24*** |
| **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. |

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| ***Planning Questions*** | **1/20** | **Lesson 1/21** | **Lesson 1/22** | **1/23** | **Lesson 1/24** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.
 | MLK Day No School | Finding reliable sources | Changing Search Criteria | Writing an Introduction/Thesis Statement | Article of the Week Discussion: *“If You Think You Can’t Focus for Long, You’re Right”* |
| 1. What standard(s) are the primary focus of the lesson?
 |  | **12.7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | **12.7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | **12.7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | **12.6** Determine an author’s point of view or purpose in a text inwhich the rhetoric is particularly effective, analyzing howstyle 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.
 |  | 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 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 to 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 andcontent 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.* |  | 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.
 |  | Students have never really learned (some of them) how to find research that is credible from the internet. I will scaffold by teaching them the difference between “.com,” “.org,” “.edu,” and “.net” | I will scaffold by introducing students to tips and tricks for changing their search criteria to find the best sources. | Students should know how to write a thesis statement, but I will go ahead and refresh their memories with a brief lesson on what a thesis statement is and how to craft a good one. Exemplars Exemplars Exemplars  | Students will not struggle to have an opinion about this piece. They will struggle, possibly, with finding ways to express those opinions based on what is included in the text and how the author presents the information. I will keep them in groups (all week) to read and discuss the article together.  |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?
 |  | Do Now: Narrowing Topics Quizizz | Do Now: Research Quizziz  | Do Now: Choose the better thesis statement | Do Now: Quick Write “How short are the videos and clips I watch on my phone? What do I do when a video or clip is, what I consider to be, too long? |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?
 |   | Students will work with a partner to complete the Scavenger Hunt  | Students work independently to find reliable sources for their chosen topic.  | Choose topic, initial research. Students will be working independently to find any kind of source for their chosen topic.  |  We will read the article as a class, and students will work in groups to analyze/discuss it.  |
| 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.
 |  | 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.
2. Define evaluate.
3. Define multiple.
4. What is a source of information?
5. Define media.
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8. What is a question that needs to be answered or a problem that needs to be solved?
 | 1. Define integrate. 1. Define evaluate.
2. Define multiple.
3. What is a source of information?
4. Define media.
5. Define format.
6. Define address.
7. What is a question that needs to be answered or a problem that needs to be solved?
 | 1. Define analyze.2. Define word choice.3. As it relates to informational texts, define text structure.4. How many informational text structures are there? List them.5. What does words choice have to do with text structure?6. What is the text structure of this text?7. Define determine.8. What is point of view?9. What does word choice have to do with point of view?10. What is the author’s point of view in this text?11. Define author’s purpose.12. What does word choice have to do with determining author’s purpose?13. What is the author’s purpose of this text? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?
 |  | Exit Ticket: Research Scavenger Hunt Worksheet  | Exit Ticket: List of five new credible resources | Exit Ticket: Thesis Statement | Exit Ticket: Response to article |
| 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?
 |  | Students work with a partner to find the answers to the questions on the Research Scavenger Hunt worksheet  | Can students use the new information about search engines to get better results using the tips and tricks we learned?  | Can students write an effective thesis statement for a research paper?  | Students need to be able to recognize and respond to different types of rhetoric and how it is used to garner a response. Students will respond to the article independently.  |
| ***Additional Considerations*** |  |  |
|  What materials are needed to execute the lesson?  |  | Student devices, Handouts | Student devices, handouts | Student devices, Handouts | Student devices, Article of the week |