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**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 choose a topic, complete research, record research, and write a three-page research paper with in-text citations and a works-cited page in MLA format | |
| ***Step 5: Understand how Students Show Mastery: January 27-31*** | | |
| **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*** | **1/27** | **Lesson 1/28** | **Lesson 1/29** | **1/30** | **Lesson 1/31** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | **Marine’s Day** | Research and Citation Information | Creating Citations Manually and using a Citation Machine | Completing source worksheet and source summaries | 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 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. |  | 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 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.* |  | 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 may (most likely) have never learned how to gather pertinent information from sources. I will demonstrate what information is important as well as how to create a works cited using a Citation Machine | I will scaffold by introducing students to tips and tricks for changing their search criteria to find the best sources. | Students will complete their Five Sources Worksheet | 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: Research Scavenger Hunt | Do Now: Find a Source | Do Now: Research Quizziz | 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 together or independently to complete the five sources worksheet | Students will work independently to complete the five sources worksheet | 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. 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.     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 Topic Contract | Exit Ticket: List of five new credible resources | Exit Ticket: Five Sources Worksheet | 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? |  | Can students identify the citation information necessary for a works cited entry? | Can students gather and record source information required to create a works cited page? | Can students gather and record source information required to create a works cited page? | 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 |