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**6-12 ELA Unit Preparation Guide** March 3-7

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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: March 3-7*** | | |
| **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*** | **3/3** | **3/4** | **Lesson 3/5** | **Lesson 3/6** | **Lesson 3/7** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | Writing a draft for your research paper conclusion | Typing and formatting your final draft of your research paper. | Typing and formatting Your Final draft of your research paper | Research Paper Due | Third Quarter Reflection, Looking Towards the Last Quarter. |
| 1. What standard(s) are the primary focus of the lesson? | **RI.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. | **RI.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. | **RI.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. | **RI.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. |  |
| 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 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. | 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. |  |
| 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 not have trouble with their conclusions, but I will need to help anyway. | Students will need guidance while setting up their document in the correct formatting. Many students have great skills with their phones, but they struggle with computer literacy, which is why I’m doing this. 😉 | Students will need guidance while setting up their document in the correct formatting. Many students have great skills with their phones, but they struggle with computer literacy, which is why I’m doing this. 😉 | Students will need guidance while setting up their document in the correct formatting. Many students have great skills with their phones, but they struggle with computer literacy, which is why I’m doing this. 😉 |  |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Do Now: Subject Verb Agreement Editing | Do Now: Consistent verb tense editing | Do Now: Punctuation editing. | Turn in your research paper. |  |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | I will model writing a short conclusion and students will work on theirs independently until the end of class as I help. | I will model setting up the body of the research paper as students work along with me. Students will also work together to help each other. | Students will work independently to complete their research papers on time. | Students will work independently to complete their research papers on time. |  |
| 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. 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. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Exit Ticket: Conclusion | Exit Ticket: Correctly Formatted MLA Saved Document | Exit Ticket: Research Paper Check. | Exit Ticket: Typed and MLA formatting Research Paper |  |
| 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 check how much students know about how to conclude a paragraph/summarize their own work/thoughts. | I need to know who can set up a document in MLA. I need to know those without computers so that I can find one for them. | I will need to guide students that are still struggling. | Can students complete a research project in using Microsoft Word and MLA formatting? |  |
| ***Additional Considerations*** |  |  |  |
| What materials are needed to execute the lesson? | Student devices, Conclusion Graphic Organizer | Student devices | Student devices | Student devices |  |