

**6-12 ELA Unit Preparation Guide**

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| **Teacher: Stornes** | **Unit:** 3 & 4 |

*Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only needs to be completed one time before the beginning of each unit.*

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| ***Step 1: Unit Orientation*** | ***Step 2: Discuss the texts*** |
| Read the Unit OverviewPreview the Texts: Whole Group/Small Group/ Independent Learning | What is the relationship between the texts?In this unit, students will read about real and fictional people who are protesting various injustices. |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** |
| What is the topic of the Unit?Essential Question: In what ways does the struggle for freedom change with history? | What is the key learning for the whole group and small group performance tasks as they relate to the standards? |
| ***Step 5: Understand how Students Show Mastery*** |
| Review the Performance-Based Assessment at the end of the unit. Identify key “look fors” that will indicate student mastery as you prepare to review student responses.What is the key learning for the Performance-Based Assessment?Students will write an informative essay on the following topic: What motivates people to struggle for change? |



**6-12 ELA Weekly Lesson Preparation Guide**

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| **Teacher Name:** Stornes | **Grade:** 11th |
| **Week of:** 00/03/2025 | **MyPerspectives Unit:** \_\_4\_\_ **Lesson Numbers:** n/a |

*Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.*

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| ***Planning Questions*** | **Lesson 19** | **Lesson 19** | **Lesson 20** | **Lesson 20** | **Lesson n/a**  |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.
 | Dust Tracks on a Road | Dust Tracks on a Road | Dust Tracks on a Road | Dust Tracks on a Road | ACT review |
| 1. What standard(s) are the primary focus of the lesson?
 | 11-12.RI.KID.2 | 11-12.RI.KID.2 | 11-12.RI.KID.2 | 11-12.RI.KID.2 | 11-12.RI.KID.1 |
| 1. Based on the objectives, what will students know and be able to do after the lesson?
 | I can analyze the development of the central idea in a text. | I can analyze the development of the central idea in a text. | I can analyze the development of the central idea in a text. | I can analyze the development of the central idea in a text. | I can use strategies to complete the ACT Reading section. |
| 1. What are the most important aspects of this text and how are questions focused on them?
 | The most important parts of the text are paragraphs 25-30. | The most important parts of the text are paragraphs 25-30. | The most important parts of the text are paragraphs 25-30. | The most important parts of the text are paragraphs 25-30. |  |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.
 | Work with students to identify unfamiliar words. | Work with students to identify unfamiliar words. | Work with students to identify unfamiliar words. | Work with students to identify unfamiliar words. | Help students to manage their time in order to answer all the questions. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?
 | ACT practice | ACT practice | ACT practice | ACT practice | ACT practice |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?
 | Turn and talk | Turn and talk | Turn and talk | thumb-o-meter | thumb-o-meter |
| 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.
 | Why are the schoolchildren threatened when visitors come to observe them? | What are the social context of the African-American community revealed in the selection from Dust Tracks on a Road? | What is the central idea of the text? | What could the reader infer from the author’s reaction to the coins? | n/a |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?
 | Exit ticket | Exit ticket | Exit ticket | Exit ticket | Exit ticket |
| 1. What data about student learning do I want to collect during this lesson? When and how will I check on progress or gather this data?
 | Student’s response to exit ticket | Student’s response to exit ticket | Student’s response to exit ticket  | Student’s response to exit ticket | Student’s response to exit ticket |
| ***Additional Considerations*** |  |
| If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework? | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be reviewing the ACT questions to look for patterns of mistakes. |
|  What materials are needed to execute the lesson?  | n/a |  | n/a | n/a | n/a |

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|  | **Lesson Frame** | **What questions will you ask?** | **What are acceptable responses?** | **Bloom’s Level** | **Questioning Strategy** |
| *Questioning Strategies*Turn & TalkStop & JotSage & ScribePeer & PointEquity SticksRandom SelectorRock, Paper, ScissorsWhite BoardsColor CardsBack 2 BackDebateElectronic Responses | **Bellwork** | What characteristics make it more likely that people will follow their dreams? Why do we like hearing stories about people who make their dreams come true? | The level of determination that a person possesses. We like hearing about them because to makes it seem like our dreams are possible. | Knowledge | Electronic responses |
| **I Do/CFU** | According to Twain, how do the people of Hannibal respond to the arrival of the steamboat? | They hurry to greet the boat as it arrives and watch the boat’s operations with fascination. | Comprehension | Turn and talk |
| **We Do/CFU** | What does a job working on the steamboats represent to the boys of Twain’s hometown? | Being a steamboatman conveys worldliness, wealth, and attractiveness to girls. | Analyze | Turn and talk |
| *Bloom’s Taxonomy***Knowledge:** *Remembering information***Comprehension:** *Explaining the meaning of information***Apply:** *Use abstraction in concrete situations***Analyze:** *Breaking down a whole into component parts***Synthesis:** *Putting parts together to form a new and integrated whole***Evaluation:** *Making judgements* |
| **YDIP/CFU** | Why do the boys feel as they do about the young apprentice engineer? | He has risen to a position they envy. | Analyze | Stop and Jot |
| **Closure** | Is the desire for glory a reasonable motivation in life? Explain. | Yes, many people crave recognition for their success. The quest for lasting and widespread glory has motivated people through the ages. | Evaluation | Electronic Response |