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**6-12 ELA Unit Preparation Guide** February 10-4

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| **Teacher: Nancy Allen** | | **Unit:** Researching 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 can pose a question about a topic of their choosing, research said topic, format a word document using MLA documentation, and combine sources to write a three-page research paper. | |
| ***Step 5: Understand how Students Show Mastery: February 10-14*** | | |
| **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.  12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. | | |

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| ***Planning Questions*** | **2/10** | **Lesson 2/11** | **Lesson 2/12** | **2/13** | **Lesson 2/14** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | Annotated Bibliography review/Formatting | Annotated Bibliography Workshopping | BHM Lorraine Hansberry | Annotated Bibliography formatting quiz/workshopping | Lorraine Hansberry Writing Choice Activity |
| 1. What standard(s) are the primary focus of the lesson? | **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.  12.W.RBPK.8  Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. | **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.  12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. | **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. | **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.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. | **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 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 * 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 will have difficulty choosing a topic that is narrow enough to be manageable.  This week we will practice brainstorming and narrowing our topics.  I will make a list of the most prominent ideas from my classes as a whole, and students will choose from that list on Thursday. | Students will have difficulty choosing a topic that is narrow enough to be manageable.  This week we will practice brainstorming and narrowing our topics.  I will make a list of the most prominent ideas from my classes as a whole, and students will choose from that list on Thursday. | Students will have difficulty choosing a topic that is narrow enough to be manageable.  This week we will practice brainstorming and narrowing our topics.  I will make a list of the most prominent ideas from my classes as a whole, and students will choose from that list on Thursday. | Students will have difficulty choosing a topic that is narrow enough to be manageable.  This week we will practice brainstorming and narrowing our topics.  I will make a list of the most prominent ideas from my classes as a whole, and students will choose from that list on Thursday. | 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: Open a blank word document | Do Now: Open a blank word document and use the Purdue Owl to create a citation with one of your sources | Do Now: Log into Nearpod and complete opening activity | Do Now: Formatting Quizziz | Do Now: Follow the Link to the reading/writing assignment. |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | Modelling setting up the format for MLA works cited as well as using the citation machine on the OWL website | Group Work:  Students work with partners to set up and format one citation entry and one summary | We complete the Nearpod together with discussion. | Students will work independently to complete their Annotated Bibliography | We will read Hansberry’s speech 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. 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: | Exit Ticket: One correct Citation in a word document | Exit Ticket: Final comment on collaborate board for Nearpod | Exit Ticket: At least two fully completed Annotated Bibliography | Exit Ticket: Choice Writing Assignment |
| 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 Do: This lesson is their (possibly first) introduction to using a Word Processor to format a document before typing. I will also demonstrate how to use a citation machine including the pitfalls. | Students work in groups to help each other set up works cited entries in a word document for their annotated bibliography. | We learn, as a class, who Lorraine Hansberry was and what impact she had on America through her writing. | Students work independently to complete their three Annotated Bibliography entries. | Students write a response to the reading, and use any extra time to complete their annotated Bibliography |
| ***Additional Considerations*** |  |  | | | |
| What materials are needed to execute the lesson? | Student devices | Student devices | Student devices | Student devices | Student devices |