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**6-12 ELA Unit Preparation Guide** February 24-28

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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: February 24-28*** | | |
| **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*** | **2/24** | **2/25** | **Lesson 2/26** | **Lesson 2/27** | **Lesson 2/28** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | Writing your First Draft of your body paragraphs. | Writing your First Draft of your body paragraphs. | Black History Month: Introduction to “Audra Lorde and Fred Hampton” What is radicalism? | Writing your Conclusion | Completing your first draft |
| 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.12.6** - 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. | **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. | 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. | 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. | We will continue to work on body paragraphs. Students will focus primarily on using transitions words to introduce source material as well as how to use “in-text) citations. | We will continue to work on body paragraphs. Students will focus primarily on using transitions words to introduce source material as well as how to use “in-text) citations. | My Black History Month activities are geared towards having a voice and using it to affect change. Each of the artists, writers, and activists we study use words and actions to be the change in the world. | We will continue to work on body paragraphs. Students will focus primarily on using transitions words to introduce source material as well as how to use “in-text) citations. | We will continue to work on body paragraphs. Students will focus primarily on using transitions words to introduce source material as well as how to use “in-text) citations. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Do Now: Editing practice | Do Now: Editing practice | Do Now: Login to Nearpod and respond to the quote. | Do Now: Editing practice | Do Now: Editing practice |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | I will model how to write a body paragraph using the ICE method, and students will begin their body paragraphs using a graphic organizer. | I will model how to write a body paragraph using the ICE method, and students will begin their body paragraphs using a graphic organizer. | Whole class learning:  Nearpod on activists. | I will model how to write a concluding paragraph, and students will draft their conclusion paragraphs using a handout. | I will have modelled how to write body paragraphs and a concluding paragraph, and students will complete their first drafts of t heir research paper. |
| 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. 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: Students will show that they know how to use the ICE method by turning in one body paragraph that includes one source of information that is cited. | Exit Ticket: Students will show that they know how to use the ICE method by turning in one body paragraph that includes one source of information that is cited. | Exit Ticket: Collaborate Board response to the Nearpod. | Exit Ticket: Students will show that they know how to use the ICE method by turning in one body paragraph that includes one source of information that is cited. | Exit Ticket: Full First Draft |
| 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 will model understanding of drafting with the exit ticket. | Students will model understanding of drafting with the exit ticket. | Students will be introduced to two different figures that used writing and action to create change. | Students will model understanding with the exit ticket. | Students will model understanding with the exit ticket. |
| ***Additional Considerations*** |  |  |  |
| What materials are needed to execute the lesson? | Student devices, body paragraph graphic organizer. | Student devices, body paragraph graphic organizer. | Student devices | Student devices, Conclusion Worksheet. | Graphic Organizers, Student devices |