

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

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| **Teacher: Nancy Allen**  | **Unit:**  |
| ***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 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. |

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| ***Planning Questions*** | **Lesson 1/17** | **1/13** | **Lesson 1/14** | **Lesson 1/15** | **1/16** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.
 | Article of the Week Discussion: *3 Reasons Degree-Free Jobs Are on the Rise—and How to Land One* | What is an Annotated Bibliography?  | Reading resources and taking notes for researching | Formatting the Annotated Bibliography (computer lab?)Using a citation machine | Formatting and integrating MLA citations into the annotated Bibliography |
| 1. What standard(s) are the primary focus of the lesson?
 | **12.6** Determine an author’s point of view or purpose in a text inwhich the rhetoric is particularly effective, analyzing howstyle and content contribute to the power, persuasiveness,or beauty of the text. | **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. | **12.7** - 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. | **12.7** - 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. |
| 1. Based on the objectives, what will students know and be able to do after the lesson.
 | 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. | 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.  |
| 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
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| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.
 | 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.  | Students have chosen a research topic and done preliminary research on it. This week, we will read our sources more thoroughly and begin to create summaries of them for our Bibliography. At this point, students will run into the problem of not actually being able to get a lot of information from some of their sources. This will be a time to search for better resources.  | 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. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?
 | Do Now: Research Assessment | Do Now: Microsoft Word  | Do Now: Paraphrasing Activity | Do Now: Paraphrasing Activity | Do Now: Formatting quiz |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?
 |  We will read the article as a class, and students will work independently to respond.  | What is an Annotated Bibliography?Students will be introduced to Abs. We will learn the purpose and look at a plethora of examples.  | Group Work: Students work with partners or groups to create a new list of Brainstormed topicsStudents work together to narrow the topics. | Students work independently to brainstorm topics and narrow them to manageable sizes.  | Choose topic, initial research. Students will be working independently to find any kind of source for their chosen topic.  |
| 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.
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| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?
 | Exit Ticket: Response to article | Exit Ticket:  | Exit Ticket: Brainstorming Worksheet | Exit Ticket: top three paper topic ticket | Exit Ticket: List of six resources from any and all cites.  |
| 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 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.  | I Do: The lesson will be a demonstration/ modeling of how brainstorming works and how to narrow a topic to a manageable size.I will mostly gather information based on class responses | Brainstorming and narrowing topics. Students work in groups or pairs. They should have a better idea of what to do after participating in modeling and the “we do” brainstorming we did as a class on Monday.They will turn in a brainstorming worksheet that I can then use to track progress.  | Students work independently to choose their top three manageable topics. The exit ticket will help me see how well they are able to narrow possible topics.  | Students work in groups to find as many sources as they can for their chosen topics.  |
| ***Additional Considerations*** |  |  |
|  What materials are needed to execute the lesson?  | Student devices, Article of the week | Student devices, Handouts (no copier access so far) | Student devices, Handouts (no copier access so far) | Student devices, handouts...hopefully | Student devices, Handouts |