Unpacking the Focus Area Instructions and Example from RLA

Unpacking the Focus Area Instructions			Start Date: Completion Goal:
	Objective 1:	**Objective 2:**	**Objective 3:**
Launch	Introduce students to the Focus Area: • What skills will they be learning? • How does this Focus Area connect to/support the project? • Identify suggested resources. • Establish student groupings. • Set a goal for when this Focus Area should be complete.		
Purposeful Grouping	Group students according to their progress and/or the support they will need with the Focus Area.		
Common misconceptions	As you look through the objectives, resources, and questions, you will anticipate the "sticking points" or areas the students might struggle. You can also add to this list as you gain data from attempted assessments.		
Resources to Highlight or Add	As you look through the resources, identify one or two resources from each objective you could recommend to students who are struggling in that Focus Area or objective.		
Guided Notes	Guided notes are a scaffold you can provide to students who are struggling in a Focus Area or objective. There are many ways to structure guided notes. Structures might include: • A partially completed Cornell Notes template for the student to complete • A general graphic organizer guiding students through the steps of working through a focus area • A graphic organizer specific to the objectives and resources in an FA.		
Workshops	Workshops may be small group or 1:1. When implementing a workshop, a teacher might: • SDL Strategies • Model study skills, such as turning the objective into a question or modeling how to preview a resource's headings, subheadings, and key terms to find out what it will be about. • Work through a platform resource or practice activity with the students • Teach a mini-lesson on the topic or skill *(Don't forget to consider mini-lessons you have taught previously, Scope lessons/activities, and jigsawing the creation of workshops with teachers on your team!)*		
Assessment Concerns/ Questions	As you look through the objectives, resources, and questions, add any questions you have about the Focus Area. You can also document anything that is confusing or incorrect.		

PFA 1: Frag/Run-On/Comma Splices *(Project 1)*	Start Date: 8/23 **Completion Goal: 9/15**	
	Objective 1: Define and identify sentence fragments, run-ons, and comma splices.	**Objective 2:** Identify ways to correct sentence fragments, run-ons, and comma splices.
Launch	Explain the importance of the **introductory materials** and **resources.** Express the importance of the **Key Terms:** *sentence fragment,* *run-on sentence,* *comma splice, clause, dependent clause, independent clause, conjunction*	Explain the importance of the **introductory materials** and **resources.** Express the importance of the **Key Terms:** *sentence fragment,* *run-on sentence,* *comma splice, clause, dependent clause, independent clause, conjunction*
Purposeful Grouping	3rd/4th attempt requires a teacher workshop/small group intervention.	3rd/4th attempt requires a teacher workshop/small group intervention.
Common misconceptions	Students had these lessons in 7th grade but always seem to forget them by 8th grade. They often incorrectly connect several sentences with and. Also, they do not know the parts of speech and often need a refresher. They often don't use end marks.	Students had these lessons in 7th grade but always seem to forget them by 8th grade. They often incorrectly connect several sentences with and. Also, they do not know the parts of speech and often need a refresher. They often don't use end marks.
Resources to Highlight or Add	Video: Sentence Fragments Video: Run-on Sentences Website: The Comma Splice Check for Understanding: Identifying Sentences and Fragments	CFU: Repairing Sentence Fragments practice CFU: Repairing Run-on sentence: online sentence CFU: Identify Run-on sentence practice CFU: Fixing run-on and fragments
Guided Notes	Copy of Guided Notes: Fragments, Run-ons, and Comma Splices	Copy of Guided Notes: Fragments, Run-ons, and Comma Splices
Workshops	Run-Ons and Fragments Workshop (There is a student note-taking page--"Fragment and Run Ons Workshop Notes"-- to go with this workshop located in the "Introductory Materials" in the PFA.) KAHOOT	Run-Ons and Fragments Workshop (There is a student note-taking page--"Fragment and Run Ons Workshop Notes"-- to go with this workshop located in the "Introductory Materials" in the PFA.)
Assessment Concerns/ Questions	• Platform Workshop needs additional skills to match the rigor of the PFA • The Einstein video requires accessing youtube outside of the platform.	No revisions needed.