

# Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Sean Porter

Subject: ELA

Course: Brit Lit

Grade: 12

Date(s): Sept.

Standard: RL2

| Assessment: <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab <input type="checkbox"/> None |                                                                                       |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                   |  |
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|                                                                                                                                                                          |                                                                                       | Pre-Teaching                                                                                                                                                                                                                                                                                                                                          | Activation of Learning<br>(5 min)                                                                                                                                                                                         | Focused Instruction<br>(10 min)<br>*I DO                                                                                                                                                                | Guided Instruction<br>(10 min)<br>*WE DO                                                                                                                                                                | Collaborative Learning<br>(10 min)<br>*Y ALL DO                                                                                                                                                               | Independent Learning<br>(10 min)<br>*YOU DO                                                                                                                                                                           | Closing<br>(5 min)                                                                                                                                                |  |
|                                                                                                                                                                          |                                                                                       |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                   |  |
|                                                                                                                                                                          |                                                                                       | <b>Learning Target</b><br><br><b>Success Criteria 1</b><br><br><b>Success Criteria 2</b><br> | <ul style="list-style-type: none"> <li>Do Now</li> <li>Quick Write*</li> <li>Think/Pair/Share</li> <li>Polls</li> <li>Notice/Wonder</li> <li>Number Talks</li> <li>Engaging Video</li> <li>Open-Ended Question</li> </ul> | <ul style="list-style-type: none"> <li>Think Aloud</li> <li>Visuals</li> <li>Demonstration</li> <li>Analogies*</li> <li>Worked Examples</li> <li>Nearpod Activity</li> <li>Mnemonic Devices*</li> </ul> | <ul style="list-style-type: none"> <li>Socratic Seminar *</li> <li>Call/Response</li> <li>Probing Questions</li> <li>Graphic Organizer</li> <li>Nearpod Activity</li> <li>Digital Whiteboard</li> </ul> | <ul style="list-style-type: none"> <li>Jigsaw*</li> <li>Discussions*</li> <li>Expert Groups</li> <li>Lab</li> <li>Stations</li> <li>Think/Pair/Share</li> <li>Create Visuals</li> <li>Gallery Walk</li> </ul> | <ul style="list-style-type: none"> <li>Written Response*</li> <li>Digital Portfolio</li> <li>Presentation</li> <li>Canvas Assignment</li> <li>Choice Board</li> <li>Independent Project</li> <li>Portfolio</li> </ul> | <ul style="list-style-type: none"> <li>Group Discussion</li> <li>Exit Ticket</li> <li>3-2-1</li> <li>Parking Lot</li> <li>Journaling*</li> <li>Nearpod</li> </ul> |  |
| Monday                                                                                                                                                                   |    |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                   |  |
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| Tuesday                                                                                                                                                                  |    |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                   |  |
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| Wednesday                                                                                                                                                                |  | I can analyze the development of theme                                                                                                                                                                                                                                                                                                                | warm-up editing and proofreading                                                                                                                                                                                          | warm-up editing and proofreading                                                                                                                                                                        | Guided notes-support                                                                                                                                                                                    | Read aloud the material                                                                                                                                                                                       | compare notes (teacher leading                                                                                                                                                                                        | questions or comments about the work                                                                                                                              |  |
|                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                   |  |
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| Thursday                                                                                                                                                                 |  | I can analyze the development of themes                                                                                                                                                                                                                                                                                                               | warm-up editing and proofreading                                                                                                                                                                                          | Vocab support                                                                                                                                                                                           | Paraphrase                                                                                                                                                                                              | Connotation                                                                                                                                                                                                   | Attitudes                                                                                                                                                                                                             | Shifts part 1                                                                                                                                                     |  |
|                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                   |  |
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| Friday                                                                                                                                                                   |  | I can explain the development of two or more themes                                                                                                                                                                                                                                                                                                   | warm-up editing and proofreading                                                                                                                                                                                          | Reviewing Theme                                                                                                                                                                                         | REviewing CER                                                                                                                                                                                           | Title 2 discussion                                                                                                                                                                                            | Theme CER                                                                                                                                                                                                             | Theme CER                                                                                                                                                         |  |
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\*key literacy strategies