

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

**Teacher:** Griffin,  
Weatherred,  
Wells

**Subject:** ELA

**Course:** American  
Literature





**Grade:** 11

**Date(s):** August 11-15

**Standard:**

- 9-12.T.T.1 (a-e): Narrative Techniques- Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. (priority)
- 9-12.T.PM.1 (a,b): Periods and Movements- Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
- 9-12.T.C.1(a-c): Analyze the impact of purpose and audience on a wide variety of texts.
- 9-12.T.C.2(a-d): Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
- 9-12.T.SS.1 (a-d): Students analyze and use organizational structures and styles to shape ideas and information.
- 9-12.T.SS.2: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.

**Assessment:** ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☒ None

	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 min)
	 <b>Learning Target</b>  <b>Success Criteria 1</b>  <b>Success Criteria 2</b>	Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question	Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices*	Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard	Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk	Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio	Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Monday	 I am exploring how geography, culture, and values are connected.	Freewrite: People often feel connected to specific places because of personal, family, or cultural history. If a person grows up in the mountains, for example,	n/a	n/a	Gallery Walk: With a group, answer the questions on posted throughout the classroom. - What connects people to certain places?	n/a	Discussion: How do you think geographic location influenced the first people to occupy the land that became known as the United States? How would it

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	<p>I can identify scenarios where geography, culture, and values come together.</p> <p>✓</p>	<p>the mountains may hold special significance. If a culture develops alongside the ocean, that culture may value or honor the ocean and the food it provides. The Iroquois myth we're going to read describes how places, foods, and elements of the natural world came to be. How has your geographic location or history influenced your values and culture? This is a timed-writing exercise, and you should write for the entire 5 minutes, and your response should be at least 5 sentences.</p>			<ul style="list-style-type: none"> <li>- What values and beliefs shape who we are?</li> <li>- What does it mean to be a stranger in a strange land?</li> <li>- What happens when cultures collide?</li> </ul>		<p>have shaped the first European immigrants?</p>
<p>Tuesday</p>	<p>⊘</p> <p>I am assessing my understanding Early American literature.</p>	<p>Do Now:</p> <ol style="list-style-type: none"> <li>1. Narrative techniques are literary methods a writer uses to craft a story. Which of the following is not a narrative technique?               <ol style="list-style-type: none"> <li>A. Dialogue</li> <li>B. Plot</li> <li>C. Soliloquy</li> <li>D. Theme</li> </ol> </li> <li>2. A _____ involves songs and stories that include creation stories, histories, myths, and totems.               <ol style="list-style-type: none"> <li>A. Essays</li> <li>B. Historical accounts</li> <li>C. Oral traditions</li> <li>D. Personal narratives</li> </ol> </li> </ol>	<p>Instruction: Testing Protocols</p>	<p>n/a</p>	<p>n/a</p>	<p>Assessment: Unit 1 Pre-Test</p>	<p>Exit Ticket: Think about the pre-assessment you just took. Choose one of the prompts below and respond to it on your sticky note/index card. Turn it in before you leave.</p> <ul style="list-style-type: none"> <li>• One question I had during the pre-assessment was...</li> <li>• I'm curious to learn more about...</li> <li>• One thing I noticed about the kinds of stories we'll be reading is...</li> <li>• This unit might connect to _____ in history, culture, or modern life.</li> </ul>

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	 I can determine what I know about Unit 1.						A part of the test that made me stop and think was...
Wednesday	 I am preparing to read "The World on the Turtle's Back." I can define the context, purpose, and audience for the myth "World on a Turtle's Back."  I can identify the key academic vocabulary words and high-frequency words.	Anticipation Guide: Complete the anticipation guide for Unit 1.	Instruction: Jigsaw and Collaboration Protocol	n/a	Expert Groups: In your first assigned group, complete the reading and assignment. Each student should record their own answers for a grade.  <b>Homework: Complete what you did not finish for homework.</b>	n/a	3-2-1 Summary: What 3 things did you learn? What are 2 examples where what you learn will be useful? What is 1 question you have?
Thursday	 I am learning narrative techniques by examining an early American myth. I am learning about Early American oral traditions. I can define archetype, myth, setting, theme, and inferences.  I can identify the key academic vocabulary words and high-frequency words.	KWL: What do you know about narrative writing or Early American literature? What do you want to know?	Instruction: Jigsaw and Collaboration Protocol Review	Model: Model jigsaw script.	Jigsaw: In your second assigned group, follow the script to teach your peers the lesson on what you learned Thursday.	n/a	KWL: What did you learn about narrative writing or Early American literature? Fill in your KWL chart.
Friday	 I am learning narrative techniques as it relates to myth. I am learning about early American oral traditions.  I can define archetype, myth,	Do Now: In your own words, summarize what you've been responsible for learning in 3 sentences.	Instruction: Jigsaw and Collaboration Protocol Review	Model: Model jigsaw script.	Jigsaw: In your second assigned group, follow the script to teach your peers the lesson on what you learned Thursday.	n/a	Exit Ticket: What is one question you need clarity on about of the topics your groups members taught you about? Submit your question on the class discussion board.

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	setting, theme, and inferences.  I can define key academic vocabulary words and high- frequency words.						
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