

# Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26

Teacher: Griffin & Wells

Subject: ELA

Course: American  
Literature and  
Composition






Grade: 11

Date(s): August 18-22

## 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)
		 Learning Target   Success Criteria 1   Success Criteria 2	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 learning to situate a text.  I am learning to identify theme by analyzing context, structure and style, and narrative devices.	Think/Pair/Share: With your group, recap what you all talked about last week, and where you are in the reading process. At this point, everyone should be reading "The World on the Turtle's Back."	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.	Written Response: As your group reads, take Cornell Notes based on the instructions provided on Canvas.  <b>Homework: Complete what you did not finish for homework.</b>	Exit Ticket: In your notes, write the summary for "The World on the Turtle's Back."
		I can explain how context, structure and style, or narrative devices works in "The World on the Turtle's Back."						

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Tuesday	  	<p>I am learning strategies to pass an assessment.</p> <p>I am analyzing "The World on the Turtles' Back."</p> <p>I can explain the ways context, structure, word choice, and technique help an author convey a theme and achieve a purpose.</p>	<p>Quick Write: In your notes, write the summary for "The World on the Turtle's Back." Your summary should begin, "The Iroquois creation myth 'The World on the Turtle's Back' attempts to explain _____."</p>	<p>Instructions: Practice Assessment Questions</p>	<p>Graphic Organizer: Key Assessment Words in ELA</p>	<p>Expert Groups: Discuss your assigned questions. Record your answers, and write an explanation for each answer. Be sure to include evidence from the text.</p> <p><i>Alternative Think/Pair/Share (Chunked): Answer the provided questions one at a time as a class. Write down your answer and explanation to each question, then discuss your answer with a partner. As a class debrief after each question.</i></p>	n/a	<p>Exit Ticket: Using the words that often appear on an assessment, craft a multiple-choice question with 4 options.</p>
Wednesday	  	<p>I am learning strategies to pass an assessment.</p> <p>I am analyzing "The World on the Turtles' Back."</p> <p>I can explain the ways context, structure, word choice, and technique help an author convey a theme and achieve a purpose.</p>	<p>Practice Assessment: Answer the questions in the practice assessment.</p>	<p>Instruction: Group Review</p>	<p>Prompts: Use the provided resources to assist with participating in your group.</p>	<p>Discussion: In your assigned groups, review the practice assessment together. Follow the script/ prompts, to review the questions as a group. Explain why each answer is what it is.</p>	n/a	<p>Peer Debrief or Group Discussion: Reflect on what you understand well and what you need to seek clarity about.</p>

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Thursday	<p>I am assessing my understanding of "The World on the Turtle's Back."</p> <p></p> <hr/> <p>I can demonstrate a sufficient understanding of context, writing techniques, and structure and style in "The World on the Turtle's Back" by earning a 70% or higher on the quiz.</p> <p></p>	<p>Silent Reflection: Take a few moments to write down all of your thoughts. Especially write down the things that are bothering you that might distract you from doing well. It doesn't matter what it is, just put it on a sheet of loose-leaf paper. Then, we'll rip it up.</p>	<p>Instruction: Assessment Protocol</p>	<p>n/a</p>	<p>n/a</p>	<p>Assessment: "The World on the Turtle's Back"</p> <p>Canvas Assignment: When you are finished with your quiz, begin the assignment posted on Canvas.</p>	<p>Shout Outs: On the provided post-it note, write down something you're proud of about today's assessment. Don't put your name on it.</p>

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Friday	<p>I am learning to situate a text.</p> <p> I am learning to identify theme by analyzing context, structure and style, and poetic devices.</p> <p>I can define the relationship between author, audience, and text in "New Orleans."</p> <p> I can define free-verse poetry.</p> <p>I can identify the theme of "New Orleans" by examining the poetic devices, structure, and style of the poem.</p>	<p>Do Now: Read "New Orleans" by Joy Harjo. As you read, identify a stanza or line that you believe holds the biggest clue to the meaning behind the poem. Write your answer down in your notebook.</p>	<p>Demonstration: Cornell Notes for Poetry ("New Orleans" lines 1-13)</p> <p><i>Alternative Demonstration: To locate the theme through an analysis of figurative devices and evidence from the text, fill-in the graphic organizer. Fill-in using lines 1-13.</i></p>	<p>Guided Notes: See Canvas for a fill-in the blank version of today's notes/ graphic organizer.</p>	<p>Think/Pair/Share: Complete your Cornell Notes, focusing on the poetic devices.</p> <p><i>Alternative Think/Pair/Share: Complete the graphic organizer. Then, share what you have with a partner. Make adjustments, if necessary.</i></p>	n/a	<p>Exit Ticket: Write the summary to your Cornell Notes. Refer to the graphic organizer if you need help.</p>