

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

Teacher: Griffin

Subject: ELA

Course: American
Literature and
Composition





Grade: 11

Date(s): August 25-29

Priority Standards:

- 11.T.T.1.a: Compare how narrative techniques (including archetypes, multiple perspectives, story structure, and symbolism) develop and interact across two or more texts using textual evidence
- 11. T.T.1.b: Compare and evaluate authors use of plot structures conflict narrative devices word choice and other craft techniques to impact audiences and create purpose in two or more texts.
- 11. T.T.1.c: Compare how different authors develop a similar theme comparing passages within and across text providing both reasoning and support of textual evidence.
- 11. T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods
- 11. T.T.1.e: Effectively apply a variety of narrative techniques to develop complex characters who change, use setting to create mood, develop an idea or theme across the text using metaphors and symbolism, achieve specific purposes, engage audiences, and enhance writing.
- 11.T.T.4.a: Read, discuss, evaluate, and critique of variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.
- 11. T.T.4.b: Apply knowledge of various poetic techniques and conventions to create poetic texts for an intended purpose.
- 11.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; evaluate clarity of information.
- 11.T.T.2.b: Analyze and evaluate text with conflicting information or opposing viewpoints and determine where the text disagree on matters of fact or interpretations.
- 11.T.T.2.d: not listed in *Language, Texts, & Practices Handbook* (GaDoe)

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 comparing "The World on the Turtle's Back" to "New Orleans."	Do Now: Preview the "New Orleans" by Joy Harjo. Examine the title, the structure of the stanzas, and read the first and line stanzas. Identify the subject, tone, and possible purpose.	Demonstration: Teacher demonstrates how to annotate details that will help with analyzing imagery and other poetic techniques. [HMH pg. 57, Ins 1-28]	Guided annotation w/ Probing Questions: With guidance [HMH pg. 58, Ins 29-42]	Think/Pair/Share: Individually, students should read the remainder of the poem, annotating the lines that significantly contribute to the tone, purpose, and/or meaning. Then, with a partner, students should compare notes/annotations.	n/a	Reflection: What makes New Orleans important to the speaker? Which passages reveal the speaker's attitude (tone) toward the city? Cite 3 passages from the poem to support your interpretation.

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	 I can compare the two texts by considering context, purpose, tone, and theme and the uses of poetic and narrative techniques.						
Tuesday	 I am learning to write a constructed response in preparation for Part 1 of my Unit 1 assessment.  I can identify my areas of strength and my areas of growth with writing.  I can successfully write a constructed response on Part 1 of the Unit 1 assessment.	Do Now: Assessment Practice [HMH pg. 59] 1. What inspires the speaker to travel to New Orleans? a. Interest in the present-day city b. Her ancestors' tragic experiences c. Distant memories from childhood d. Love of the Mississippi River 2. What do lace, silk, and gold represent in the poem? a. Beauty b. Memory c. Wealth d. death 3. What do the Creeks value that DeSoto did not? a. Earth and life b. Past experiences c. Storytelling d. Gold and silver	Mini-Lesson w/ Demonstration: Writing Developed Comparison Paragraphs with Evidence	Guided Instruction: Graphic Organizer (Comparison)	n/a	Written Response: How is the theme of "The World on the Turtle's Back" similar to "New Orleans"? Draft a developed paragraph that includes a strong topic sentence, context, evidence, and analysis.	Reflection: Use the provided rubric to assess your paragraph. If time permits, trade paragraphs with a partner, and assess each other's paragraphs.

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Wednesday	<p>I am learning to write a constructed response in preparation for Part 1 of my Unit 1 assessment.</p> <p>I can identify my areas of strength and my areas of growth with writing.</p> <p>I can successfully write a constructed response on Part 1 of the Unit 1 assessment.</p>	<p>Do Now: Paraphrasing is the strategy of putting the ideas of someone else into different words. This action is typically done to demonstrate an understanding of the content and to provide clarity to an audience. Usually, a paraphrase provides the same level of detail as the original source, unlike a summary which provides an overview.</p> <p>Which two phrases from “New Orleans” show the poet’s feelings towards the Spanish conquistador De Soto?</p> <p>A. He died like anyone else despite his quest for gold and riches (lines 37-41). B. He should not have explored the Mississippi River (line 42). C. Perhaps regretfully, De Soto did not think there was value the earth or children (lines 54). D. The Creeks killed De Soto so he wouldn’t have to commit suicide (lines 55-57).</p>	Mini Lesson: Writing with Clarity and Cohesion	Guided Revision: Following your teachers prompts, revise the paragraph you wrote yesterday.	n/a	Written Response: Re-write your new, revised paragraph for clarity and cohesion.	3-2-1: What are three essential parts to a developed paragraph? What are two major issues to be mindful of with your own writing? What is one minor issue you need to be careful of?

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Thursday	<p>I am assessing my ability to draw connections between different modes of writing, with similar themes, purposes, and/or tones.</p> <p>I am assessing my ability to analyze the use of poetic and narrative techniques.</p> <p>I can score a 70% or higher on Part 1 of the Unit 1 assessment.</p>	<p>Do Now: Preview your practice assessment. Develop a strategy for taking your assessment.</p> <p>After scanning the test, consider an approach:</p> <ol style="list-style-type: none"> 1) Tackle the sections that look easiest first. 2) Start with the sections that are worth the most points. 3) Work through the test in order but skip and mark the question that slow you down. <p>Other strategies to consider:</p> <ul style="list-style-type: none"> - Divide the amount of time you have evenly for each question, leaving some time to check over your answers. - Eliminate wrong answers to narrow your options on questions you're unsure of. 	<p>Think Aloud: Students will identify a question they don't know how to answer, and the teacher will demonstrate how to approach the answer strategically.</p>	n/a	n/a	<p>Canvas Assignment: Complete the practice assessment. For each of your answers, explain why your answer is what it is.</p>	<p>Discussion: Check your answers with the answer key provided. What questions did you miss? Do you understand why?</p>

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Friday	<p>I am assessing my ability to draw connections between different modes of writing, with similar themes, purposes, and/or tones.</p> <p>I am assessing my ability to analyze the use of poetic and narrative techniques.</p> <p>I can score a 70% or higher on Part 1 of the Unit 1 assessment.</p>	<p>Reflection: Complete the sentence: "I am ready because _____."</p>	<p>Instruction: Assessment Protocol</p>	n/a	n/a	<p>Assessment: Unit 1 Test, Part 1</p>	<p>Reflection: Complete the sentence: "Next time I will _____"</p>