

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): September 8-12

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)**
 - 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 an author's 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 texts, providing both reasoning and supportive textual evidence.
 - 11.T.T.1.d: Analyze how literary works draw on theme, event patterns, or character types from different time periods.
 - 11.T.T.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) 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.
- **9-12.T.T.4: Poetic Techniques- Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes.**
 - 11.T.T.4.a: Read, discuss, evaluate, and critique a 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 text for an intended purpose.
- **9-12.T.RA.1: Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.**
 - 11.T.RA.1.a: Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
 - 11.T.RA.1.b: Synthesize information from a variety of credible sources to support a central thesis, citing the sources of the quoted, paraphrased, and summarized ideas following the guidelines of MLA or APA format.
 - 11.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.
- **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

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		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	 <p>I am completing my NWEA MAP assessment.</p> <p>I am completing any missing assessment I have from the first 6 weeks.</p> <p>I am assessing my knowledge of writing techniques in nonfiction writing.</p> <p>I can determine my areas of strength and growth pertaining to Unit 1 objectives.</p>  <p>I can submit my completed NWEA MAP assessment.</p>	<p>Do Now: Open to the NWEA MAP app from LaunchPad if you have not already completed the test. Be ready to begin when class starts.</p> <p>If you have completed the NWEA MAP assessment, check Infinite Campus to make sure you are not missing any major assessment. If you are, open to Canvas, and await an access code.</p> <p>If you have completed both the NWEA MAP assessment and all of your major assessments for the first 6 weeks, open today's agenda, click the Unit 1, Part 2 assessment, and wait for the access code.</p>	n/a	n/a	n/a	n/a	NWEA MAP Assessment Missing Assessments Assessment: Unit 1, Pt. 2 Pre-Test	n/a

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Tuesday	<p>I am reading "A Desperate Trek Across America" by Andres Resendez.</p> <p>I am learning how ideas are developed in nonfiction texts.</p> <p>I am analyzing and evaluating the structure of a nonfiction text.</p> <p>I can explain how ideas are developed in "A Desperate Trek Across America."</p> <p>I can explain how the text's structure contributes to the readers' understanding of a text.</p> <p>I can explain how the integration of quotations from primary and secondary sources helps an author achieve their purpose and clarifies meaning.</p>	<p>Reflection: Write about a time when you found yourself in strange circumstances and had to work your way through them. Were you able to achieve a positive outcome? If so, how did you do it? If not, what did you learn? [Canvas]</p>	<p>Model: Annotate paragraphs 1-5 in "A Desperate Trek Across America" by Andres Resendez. Note primary sources, citations, structure and central idea. [HMH pg. 43-44]</p>	<p>Guided Reading w/ Probing Questions: As we read, follow the prompts provided to guide your annotations and note-taking. (paragraph 6-10) [HMH pg.44-46]</p>	<p>Written Response: Read paragraphs 11-16 taking notes/annotating your text. Use the common annotation key and the provided Cornell Note template. Complete what you don't finish for homework. [HMH pg. 47-48]</p>	n/a	<p>Reflection: Write a list of questions members of the Spanish court might have asked Cabeza de Vaca about the new world. [Canvas]</p>

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Wednesday	<p>I am practicing assessment strategies.</p> <p>I am learning how ideas are developed in nonfiction texts.</p> <p>I am analyzing and evaluating the structure of a nonfiction text.</p> <p>I can explain how ideas are developed in "A Desperate Trek Across America."</p> <p>I can identify how the text's structure contributes to the readers' understanding.</p> <p>I can recognize how the integration of quotations from primary and secondary sources helps an author achieve their purpose and clarifies meaning.</p>	<p>Do Now: Assessment Practice [HMH pg. 49]</p> <p>1. Why do the Spanish adventurers call the estuary near their campsite the "Bay of Horses"?</p> <ol style="list-style-type: none"> There are several herds of horses nearby. The surrounding land is shaped like a horse's head. They are killing, roasting, and eating their horses. The expedition's leader raises and sells horses. <p>2. Why is the trip by raft so difficult for the Spaniards?</p> <ol style="list-style-type: none"> They face constant storms while traveling the Gulf. They do not know how to navigate, and they grow weaker. They are frequently attacked by Native Americans. They have to travel by night for their safety. <p>3. What does Cabeza de Vaca do after returning to Spain for the first time?</p> <ol style="list-style-type: none"> He pushes for better treatment of Native Americans. He retires and vows never to return to North America again. He writes a report glorifying his achievements. He argues that Spain should abandon efforts to colonize the Americas. 	<p>Modeling w/ Think-Aloud: Teacher will model finding the answers to 3 multiple choice questions on "A Desperate Trek Across America" [In-Class]</p>	n/a	<p>Think/Pair/Share: With a partner (or by yourself) complete the remainder of the practice quiz, being sure to explain why your answer is what it is on the provided answer sheet. [In-Class/Canvas]</p>	n/a	<p>Group Discussion: Review the answers to the practice assessment. [In-Class]</p>

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Thursday	<p>I am reading "Coming of Age in the Dawnland" by Charles Mann.</p> <p>I am learning how ideas are developed in nonfiction texts.</p> <p>I am learning how to determine the central idea of a text, evaluate structure, and analyze language in nonfiction texts.</p> <p>I can explain how ideas are developed and shaped by purpose.</p> <p>I can explain how the text's structure contributes to the readers' understanding.</p> <p>I can explain the impact word choice, tone, and imagery to develop ideas.</p>	Engaging Video: Identify Main Idea Peer Coach	Direct Instruction: Determining Central Idea and Analyzing Language	Chunked Guided Read Aloud with Prompts: Read paragraphs 1-4 of "Coming of Age in the Dawnland." Follow the provided annotation prompts. {HMH pg. 65/ Canvas]	Collaborative Annotation: Read paragraphs 5-8 with a partner (or solo and later compare annotations). Use the common annotation/note-taking key. [HMH pg. 68-69/ Canvas]	Silent Reading w/ Summary: By yourself, finish reading "Coming of Age in the Dawnland." As you read, use the provided annotation/Cornell-Note prompts to guide your understanding and reflection of the text. [HMH pg. 69-74/ Canvas]	Exit Ticket: What central idea about Native American societies in the Dawnland is communicated in this excerpt? Explain your answer using evidence from the text.

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Friday	<p>I am reading an excerpt from William Bradford's historical narrative Of Plymouth Plantation.</p> <p>I am learning to analyze primary sources by considering purpose, genre, audience, and tone.</p> <p>I am determining the central idea of a primary source.</p> <p>I can determine William Bradford's purpose for writing Of Plymouth Plantation and his central idea.</p>	<p>Quick Write: What are 3 characteristics of history writing? If you need help, refer to the sentence stems below:</p> <ul style="list-style-type: none"> - History writing is nonfiction writing meant to... - History writing relies on - History writing incorporates.... - History writing uses... 	<p>Demonstration: Annotate paragraphs 1-3 of the excerpt from Plymouth Plantation during read aloud. [HMH pg. 83-84/ Canvas]</p>	<p>Probing Questions: Read paragraphs 4-8 annotating/recording the important excerpts to the corresponding prompts. {HMH pg. 84-85/ Canvas]</p>	n/a	<p>Silent Reading w/ Summary: Read the remaining paragraphs of the text. Continue to annotate/note-take as you go. [HMH pg. 86-88/ Canvas]</p>	<p>Canvas Discussion: What is the central idea of the excerpt from Of Plymouth Plantation? How does this reflect Bradford's purpose in writing it? Post your response to the discussion board, and comment on one other student's post.</p>