

# 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 15-19

## 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)
		 <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		<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>Quick Write: Consider the genre, central idea, word choice, tone, and imagery in what we've read so far of "Coming of Age in the Dawnland." Based on these factors, what might be the author's purpose? To make your ideas more specific, consider what assumptions or biases might the author be challenging?</p>	<p>Instruction: Review text from last week. Recall the main idea, how readers can infer the main idea when it isn't stated, and the ways word choice, tone, and imagery to achieve a writer's purpose.</p>	<p>Probing Questions: Read paragraph 5 aloud. Annotate significant details using the prompts provided.</p>	<p>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]</p>	<p>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]</p> <p>Written Responses: Complete questions 1,2,4, and 6 (HMH pg. 76). Underneath each question, write a short</p>	<p>Exit Ticket: In paragraph 6, Mann creates a Word Gap by describing nocake as "a flour-like powder." What purpose might he want to achieve by comparing a Native American food with one that is commonly known today?</p>

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	<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>					explanation that explains why it is correct.	
Tuesday	<p>I can analyze the structure and language of a historical nonfiction text.</p> <p>🎯 I can evaluate how authors' perspectives influence meaning.</p>	Notice/Wonder: What do you already know about the Pilgrims and Plymouth?	Mini-Lesson: Review strategies for analyzing historical nonfiction	Worked Example: Annotate the first passage from "Of Plymouth Plantation" together.		Practice Assessment: "Of Plymouth Plantation"	Exit Ticket: What challenges do you anticipate for tomorrow's assessment?
	<p>✓ I can annotate "Of Plymouth Plantation" for central ideas and language.</p> <p>I can respond to practice assessment questions with text evidence.</p>						

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Wednesday		I can apply my understanding of narrative and poetic techniques to demonstrate mastery of Unit 1.	n/a	Instruction: Assessment Protocol	n/a	n/a	Assessment: Unit 1, Pt. 2	n/a
		I can respond to assessment questions with accuracy and text evidence.  I can show my ability to analyze author's craft and central ideas.						
Thursday		I can demonstrate prior knowledge and skills to prepare for the next unit.  I can identify areas where I need to grow in analyzing democratic texts.	n/a	Instruction: Assessment Protocol	n/a	n/a	Assessment: Unit 2 Pre-Assessment  Assessment: Unit 1, Pt. 2 (Make-up)	n/a
		I can complete the Unit 2 pre-assessment to the best of my ability.  I can reflect on what skills I need to strengthen.						

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Friday	 <p>I can connect my personal experiences and prior knowledge to the essential questions of the unit.</p> <p>I can identify and discuss key themes that will guide our study of democracy in American literature</p>	<p>Quick Write: Review the Essential Questions on page 127. Which question is most intriguing to you? Perhaps it relates to something you have read or reminds you of a personal experience. Write down your thoughts. Submit on Canvas.</p>	<p>Mini-Lesson / Think Aloud: Model unpacking an essential question, making historical and modern connections.</p>	<p>Socratic Seminar (mini): Discuss one essential question together.</p>	<p>Gallery Walk / Graffiti Wall: Rotate around essential questions, adding connections and predictions</p>		<p>Exit Ticket (3-2-1):</p> <ul style="list-style-type: none"> <li>• 3 insights about democracy/literature</li> <li>• 2 questions you want to explore</li> <li>• 1 way literature can connect to democracy</li> </ul>
	 <p>I can explain how at least one essential question connects to my own life or society today.</p> <p>I can contribute ideas during group discussion and activities.</p>						