

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

Teacher: Griffin,
Weatherred,
and Wells

Subject: ELA

Course: American
Literature and
Composition

Grade: 11

Date(s): September 22-26

Standard:

- 11.T.T.3: Evaluate and apply argumentative techniques to enhance text's appeal to audiences.
 - 11.T.T.3a.: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central ideas.
 - 11.T.T.3b.: Explain and analyze the impact of logical fallacies in a variety of texts.
 - 11.T.T.3c.: Apply argumentative techniques strategically to enhance writing and engage audiences.
 - 11.T.T.3d: Integrate multiple rhetorical devices or appeals strategically.
- 11.T.T.4: Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes.
 - 11.T.T.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.b.: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.
- 11.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.T.1.a: Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
 - 11.T.T.1.b: Synthesize information from a variety of credible sources to support a central thesis, citing the sources of quoted, paraphrased, and summarized ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.
 - 11.T.T.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.

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		I am reading “The Declaration of Independence” by Thomas Jefferson. I am learning to determine the central idea of a public document and analyze its use of argumentative techniques.	Do Now: What do you expect the central idea is in “The Declaration of Independence” based on the title, the first and last paragraphs, and what you already know? Write your answer is a complete sentence. Sentence Starter: I expect the central idea of “The Declaration of Independence” to be about _____.	Mini Lesson w/ Graphic Organizer: Building a Democracy Instruction w/ Modeling: Chunked Reciprocal Reading and Graphic Organizer with paragraphs 1-2	Chunked Reciprocal Reading w/ Graphic Organizer (teacher-led): Follow along to the recording of the text from paragraphs 3-11. When prompted, complete the assigned section of the reciprocal reading graphic organizer. Review as a class. [Option 2]	Chunked Reciprocal Reading w/ Graphic Organizer (student-led): With a partner, read the next assigned portion of the text (paragraphs 12-22). When prompted, complete the assigned section of the reciprocal reading graphic organizer.	Chunked Reciprocal Reading w/ Graphic Organizer (individual): With a partner, read the next assigned portion of the text (paragraphs 23-33). When prompted, complete the assigned section of the reciprocal reading graphic organizer.	1 Sentence Summary: Summarize the key purpose and key ideas of “The Declaration of Independence” in 1-2 sentences.
		I can identify the central idea of “The Declaration.” I can explain how Jefferson combines rhetoric and structure to create a compelling argument.			Chunked Reciprocal Reading w/ Graphic Organizer: With a partner, read the Adapted Text w/ Targeted Passages. Complete the graphic organizer as you go. [Option 3]			

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Tuesday		I am reading “The Declaration of Independence” by Thomas Jefferson. I am learning to determine the central idea of a public document and analyze its use of argumentative techniques.	Quick Write: When you read paragraph 2, you identified Jefferson’s central idea. How does Jefferson use extreme or absolute language to support his central idea? Explain whether you find the use of this language effective.	Visuals: Display and review the guided notes up to paragraph 22.	n/a	Chunked Reciprocal Reading w/ Graphic Organizer (student-led): With a partner, read the next assigned portion of the text (paragraphs 12-22). When prompted, complete the assigned section of the reciprocal reading graphic organizer.	Chunked Reciprocal Reading w/ Graphic Organizer (individual): With a partner, read the next assigned portion of the text (paragraphs 23-33). When prompted, complete the assigned section of the reciprocal reading graphic organizer. Canvas Assignment: When you are finished, answer either question number 2, 4, 5, or 6. Be sure to write in complete sentences and use evidence from the text. Your response should be 5-7 sentences.	Exit Ticket: According to Jefferson, what are the characteristics of a good government?
		I can identify the central idea of “The Declaration.” I can explain how Jefferson combines rhetoric and structure to create a compelling argument.						

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Wednesday	 	<p>I am learning to apply fundamental argumentative techniques.</p> <p>I am learning to write a claim for an argumentative essay.</p> <p>I can recall the basic parts of an argument.</p> <p>I can develop a claim about the meaning of the quote “All men are created equal.”</p>	<p>Do Now: Jefferson's list of complaints against the king makes up a large part of the text. How do these complaints fit into Jefferson's argument and support his central idea? Identify 2 complaints and explain how each supports his argument.</p>	<p>Mini-Lesson: Argumentative Techniques and Writing Prompt</p> <p>Demonstration: Developing a Thesis Statement/Claim</p>	<p>Guided Writing with Graphic Organizer: Develop a Claim</p>	<p>Peer Feedback: Exchange the claims you wrote with a partner. Review the claim to make sure that the language is precise and that the claim is focused on a single assertion.</p>	<p>n/a</p>	<p>Exit Ticket: Revise your claim based on the feedback your partner provided.</p>

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Thursday	 I am learning to apply fundamental argumentative techniques. I am learning to support reasons with evidence.	Do Now: Consider the following situation. Identify each type of evidence. CLAIM: All communities should have dedicated bicycle lanes. REASON: Dedicated bicycle lanes will make biking safer for cyclists and bring benefits to the community. EVIDENCE: • "The thing we really like about protected bike lanes is they really get the people who are interested in cycling but are concerned about their safety," says Rebecca Serna, executive director of the Atlanta Bicycle Coalition • Recent studies show that dedicated bike lanes reduce the risk of injury by 50% relative to similar streets without bike lanes. • Cities are increasingly adding bike lanes to their existing roads. • A lack of bike lanes here means I often take the bus instead of riding my bike to school; it doesn't feel safe to ride in heavy traffic. • The city of Chicago, for instance, has made protected bike lanes into an integral part of a larger economic development plan.	Demonstration: Developing Reasons Using Evidence	Guided Writing w/ Graphic Organizer: Supporting Reasons with Evidence	Jigsaw: In pairs, read the provided documents. Find two quotes from each passage that directly prove/support your claim. Write these quotes into your graphic organizer.	Peer Feedback: Exchange your paper with a partner. Review the reasons and evidence to make sure that the evidence directly supports the claim your partner is making.	Exit Ticket: Why should writers take their audience into account when choosing evidence to support a claim?	
	 I can recall the definitions for reason and evidence. I can use evidence to develop reasons that directly support my claim about the quote "All men are created equal."							

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Friday		I am learning to apply fundamental argumentative techniques. I am combining my claim, reasons, and evidence to form a thoughtful essay.	Do Now: A conclusion should do more than just summarize an argument. One way to add interest to a conclusion is to extend the argument in a logical way. For example, in an editorial that proposes a solution to a problem, the writer might end with a call to action. If the argument is a critical analysis of a poem, the conclusion might suggest how the claim also applies to other poems written in the same era. Write a conclusion for your claim. Make sure that the conclusion logically follows up on the main ideas of your argument, restates the claim and its significance, and ties up any loose ends.	Instruction: Timed Writing Assignment	n/a	n/a	Timed Writing Assignment: "All men are created equal" are perhaps the most famous words of the Declaration of Independence or any document in American history. What do you think the statement really meant to Jefferson and the men who revised the draft—considering that they went on to form a government in which slavery was legal, women could not vote, and Native Americans were called 'merciless Indian savages'? Write an essay in which you assess the Declaration of Independence in light of these facts. Offer specific reasons and examples to support your position and to address the opposing position.	Revisit Learning Target w/ Reflection: Review your essay. Using the checklist/rubric, determine your areas of strength and your areas of weakness. Set a goal for the next writing assignment.
		I can write an essay that responds to the Jefferson's claim that "All men are created equal." I can create cohesiveness between a claim, reasons, and evidence. I can explain the significance of my viewpoint.						

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