

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

Teacher: Griffin

Subject: ELA

Course: Literature and
Composition II

Grade: 10

Date(s): November 3-7

Standard:

10.T.T.2: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.

- 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information.
- 10.T.T.2.b: Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.
- 10.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes.

10.T.C.1: Analyze the impact of purpose and audience on a wide variety of texts.

- 10.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.
- 10.T.C.1.b: Evaluate the impact of context and language on a text's reception by the audience.
- 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentation that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

10.T.C.2: Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.

- 10.T.C.2. a: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.
- 10.T.C.2.b: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications text creation.
- 10.T.C.2. d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.

10.T.SS.1: Analyze, evaluate, and use organization structures and style to shape thoughts across genres.

- 10.T.SS.1.a: Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
- 10.T.SS.1.b.: Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience.
- 10.T.SS.1.c.: Guide the audience through texts using varied transitions, including between paragraphs and text sections to enhance cohesion.
- 10.T.SS.1.d.: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanation, details, descriptions, and/or events; and a memorable conclusion.

10.T.SS.2: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.

- 10.T.SS.2.a.: Analyze how the use of figurative, conative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- 10.T.SS.2.b.: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
- 10.T.SS.2.c: Use formal style when speaking or writing to establish credibility and tone.

Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☒ None

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		Pre-Teaching	Activation of Learning <i>(5 min)</i>	Focused Instruction <i>(10 min)</i> *I DO	Guided Instruction <i>(10 min)</i> *WE DO	Collaborative Learning <i>(10 min)</i> *Y'ALL DO	Independent Learning <i>(10 min)</i> *YOU DO	Closing <i>(5 min)</i>
		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 interpret graphics.	Think/Pair/Share: Examine the two contrasting infographics provided. As a group discuss: 1. Which one do you trust more? Why? 2. What's the first message or emotion this infographic makes you feel?	Direct Instruction: Interpreting Graphics and Analyzing Motives Think-Aloud: Display another infographic. Model questioning using the following: • What's the title suggesting? • What data is shown—what's missing? • How do the colors, icons, or proportions affect your perception? • Who made this—and what might their motive be?	n/a	Think/Pair/Share: Examine the infographic provided. Complete a short analysis of the text. • What is the main message or claim? • What design choices stand out? • What's not included that might change interpretation? • Why might the creator want you to see it this way? • On a scale of 1-5, how credible is it? Why?	n/a	Exit Ticket: Imagine you were hired to make an infographic that influences people to support your point of view. What would you emphasize? What might you leave out? Write 2-3 sentence reflecting on how motive affects design.
		I am learning to analyze the motives behind the creation of infographics.						
		I can summarize the claim, purpose, and information in an infographic.						
		I can locate and explain motives and bias in an infographic.						

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Tuesday	 	I can summarize the claim, purpose, and information in an infographic. I can locate and explain motives and bias in an infographic.	Think/Pair/Share: With your group, brainstorm all the ways that your can statistically classify the world population. [HMH pg. 157]	Review: Interpreting Graphics and Analyzing Motives [In-Class]	Model: Display pg. 159. Analyze the graphic. [In-Class] Probing Question: What do these text and graphic elements suggest is the purpose of the infographic? [In-Class]	Think/Pair/Share: With a partner, perform a short analysis on “The 100 Person Planet” [HMH pg. 159-160]	Written Response: Answer questions 1 and 2 on page 168 in your textbook. When you finish, discuss your answers with a partner. [In- Class/ HMH textbook/ Canvas]	Discussion: What statistic did you find the most surprising or interesting? Why? [In-Class]
Wednesday	 	I am learning to identify the central idea of an informational text. I am understanding the author’s purpose and point of view. I can identify the key elements of an informational/expository text—thesis, key ideas, evidence, and conclusion. I can locate multiple purposes of a text. I can pinpoint an author’s point of view using purpose as a clue.	Poll and Discussion: Are selfies annoying or useful? [In-Class] Discussion: Any examples?	Direct Instruction: Identifying the Central Idea and Understanding the Author’s Purpose and Point of View [In-Class]	Graphic Organizer: Record Cornell Notes on Central Idea, Purpose, and Point of View {[In-Class/Canvas] Demonstration: Pre-read the text. Refer to the title, the first and last sections, and any subheadings/transitions to predict the claim and purpose of the text. [In-Class]	Chunk and Check: In groups, read the assigned chunk from Sarah Mervosh’s “How Do You See Your Self(ie)?” [HMH pg. 123]. After the timer, take turns summarizing the “gist” of each section, and identify the key idea, each piece of supporting evidence. Record your key ideas and observations about evidence in your notes. [In-Class/Canvas]	Written Response: Record your notes on “How Do You See Your Self(ie)?” and be prepared to submit your notes at the end of class. [Canvas/In-Class]	1-Sentence Summary: In one sentence, summarize the article. [In-Class/Canvas]

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Thursday		I am learning to write an objective summary.	Do Now: As a class, use a t-chart to list positive and negative evidence about selfies that the author includes in the text.	Direct Instruction: Expository Writing	Guided Notes: Complete the graphic organizer on expository writing as you go through the Canvas assignment.	n/a	Written Response: Write an objective summary of the text using the outline provided. Be sure to write a statement of	Exit Ticket: Name 3 reasons a writer may choose to summarize in an expository text.
		I can identify the key elements of an informational/expository text—thesis, key ideas, evidence, and conclusion. I can locate multiple purposes of a text. I can pinpoint an author's point of view using purpose as a clue.						
Friday		I am learning to identify the central idea of an informational text.	Mini-Quiz: Expository Writing	Direct Instruction: Small Group Stations	n/a	Small Group Stations: In your assigned group, complete the following tasks: - Group 1: Review Fact and opinion. - Group 2: Understand Informational Texts - Group: Identify Central Idea - Group 3: Understand Author's Purpose and Point of View - Group 4: Explaining Different Approaches to Analyzing Informational Texts	n/a	Exit Ticket: Circle the strategy that helped you most when analyzing expository texts this week: - Identifying the author's purpose - Annotating key ideas and evidence - Comparing multiple viewpoints - Using graphic organizers or Cornell notes Then, in 2–3 sentences, explain how that strategy made the text easier to understand or analyze.
		I am understanding the author's purpose and point of view. I can identify the key elements of an informational/expository text—thesis, key ideas, evidence, and conclusion. I can locate multiple purposes of a text. I can pinpoint an author's point of view using purpose as a clue.						