

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): November 3-7

Standard:

- 11.T.T.2: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.
 - 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 texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.
 - 11.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarified the relationship between ideas, includes multiple and varied types of information, uses multiple text structures, and adjusts tone for a variety of audiences and purposes.
- 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.

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 writing creative texts to consider the themes of identify and the self. I can write texts that incorporate at least 2 poetic/literary devices. I can develop meaning and theme through poetic devices. I can demonstrate creative voice and thoughtful word choice. I can show attention to structure (use of refrain, rhythm, or scene development).	Discussion: With a partner, think about the most braggadocios songs you know. Record the best lines from the song.	Direct Instruction: A Song for Yourself or A Scene from a Short Story about an Unconventional Person	Word Web: Create a word web to organize your major character traits you would celebrate in your song (or of an unconventional person).	n/a	Writing Response: Write a song for yourself. Use at least 3 of the qualities you recorded for a refrain. Also, think about the musical qualities of different genres of music, and what genre your song would be. Consider how the music might reflect your personality. Alternative: Write a scene of a short story about someone who is unconventional.	Group Discussion: Share what you have.

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Tuesday  	I am understanding the historical context of the American Renaissance. I can identify key events that shaped American literature and culture in from 1810-1850. I can recall major philosophical movements during the time.	Think/Pair/Share: Choose the boldfaced term that best reflects your thoughts as they relate to the unit topic, "the individual and society." Then, discuss your ideas with a partner. The interests of the individual and society are usually (aligned/opposed). The (individual/society) should take priority in most situations.	Direct Instruction: The Individual and Society: Historical Context	Guided Notes: Complete the notes as you read pgs. 252-255. Probing Questions: The suffix -ism indicates that a word is a label for a particular doctrine. What are the different systems of belief mentioned in the essay?	Debate: Which historical event had the biggest impact on America's new spirit of nationalism? Be sure to support your opinion with evidence	n/a	Exit Ticket: Name at least 3 belief systems that we discussed today and their tenants.

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Wednesday		I am analyzing poetry. I can define free verse poetry.	Engaging Video: Walt Whitman Revolutionized American Poetry (YouTube)	Direct Instruction: Introduction to Walt Whitman, Analyzing Free Verse, and Analyzing Themes Think Aloud: Read and analyze "I Celebrate myself, and sing myself" [HMH Unit 3 pg. 260] Screen Cast: Watch the close read screen cast of lines 10-13.	n/a	Chunked Reading and Discussion: With your group, read "A child said What is the grass?". - Read lines 8-11. What is the key idea of this metaphor in your own words? - Read lines 12-17. With a partner, interpret key ideas and provide supporting details from the text. - Mark the metaphors of in lines 3-11. How do these metaphors give structure to the poem? What theme do they suggest? - Watch the close read screencast of the modeled discussion of lines 13-20. Then, with a partner, close read lines 21-24. - In lines 27-22, mark places where Whitman expresses his thoughts directly. How do these ideas relate to each other and to Whitman's theme(s)?	n/a	3-2-1: Record 3 ideas or concepts presented in "I celebrate myself" or "A child said "What is the grass?". Name two examples of the ideas or concepts. Name 1 unresolved question or possible confusion.
		I can explain and identify the poetic techniques rhythm, cataloging, and repetition. I can identify and analyze themes.						

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Thursday		I am analyzing poetry.	Think/Pair/Share: “I celebrate myself..” is the first section of Whitman’s poem “Song of Myself.” In What ways does this section serve as an introduction to the themes and poetic vision described in these excerpts? After writing your answer down, share your answer with a partner/ your group.	Review: Walt Whitman, Analyzing Free Verse, and Analyzing Themes	Call/Response: Read lines 1-7 of from 33 I understand the large hearts of heroes.” • What is the poet describing? • What are 3 words from the first stances that share the poet’s feelings. What feeling do these words convey? • Complete the sentence: The words _____, _____, and _____ convey a(n) _____ tone.	Chunked Reading w/ Analysis: Read from “33 I understand the large hearts of heroes.” • Re-read lines 23-34. Describe the poet’s attitude toward the fireman. Provide examples to support your interpretation. • Re-read lines 42-47. The technique Whitman is using is called a catalog—where a poet lists things, people, events, or attributes. What is Whitman describing? What’s the mood of the passage? How does the cataloging help you understand the poem?	Silent Reading w/ Written Response: Read “The spotted haws swoops by.” Then answer the following: Compare the themes of “A Child said...” and “The spotted hawks swoops by.” What insight do they share? Respond using the C.E.R. method.	Exit Ticket: Assessment Practice [HMH Unit 3, pg. 265]
		I can identify and analyze tone and mood in poetry.						

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Friday		I am analyzing poetry.	Do Now: Mini Quiz on “Song of Myself”	Direct Instruction: Analyzing Theme, Figurative Language, & Structure Model: Analyze Figurative Language in “The Soul Selects her own Society”	n/a	Two-Column Graphic Organizer: Read “Because I could not stop for Death.” As you read, record, “What the Poem Describes” and “What it Might Mean.”	Silent Reading w/ Written Response: Read “Much Madness is divinest Sense” and “Tell all the Truth but tell it slant” [HMH Unit 3, pg. 284]. Then, answer the following: Identify the paradoxes in the two poems. What truth does each paradox reveal?	Discussion: What are the themes that Dickinson explores in her poetry? Do you think the themes are unique to her experience or are they universal?
		I can identify and analyze the themes.						
		I can identify and analyze figurative language.						
		I can analyze describe and analyze structure.						