

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Deloach, Dunn, Griffin Subject: ELA

Course: 10th Grade ELA





Grade: 10th

Date(s): September 16-20

Standard: Standard:

- ELAGSE9-10RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

		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	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	 	Students will review writing objective summaries. Students can write concise, objective summaries of texts.	Read sample text. Underline relevant information, points, and details that should be included in an objective summary.	Demonstration: Sentence Frames for Objective Summaries	Probing Questions: 1. What is the main topic or subject of the text? 2. Who is the author, and what is their purpose in writing this text? 3. What is the overall message or thesis of the text? 4. What are the most important points the author makes? 5. Which details support the main idea or thesis? 6. How is the text organized? (e.g., chronological, cause and effect, problem and solution) 7. How do the sections or paragraphs connect to each other? 8. What transitions are appropriate for summarizing this text?	Paired Reading- Review the text and compare your highlights and annotations with a partner.	Written Response: Write an objective summary on the assigned reading.	Self-Assessment and Self-Assessment Checklist: <ul style="list-style-type: none"> • Do I identify the text, author, and any other significant information about the text? • Do I identify the purpose of the text? • Do I identify the main idea/theme? • Are the most significant points and/or events included in the summary? • Do I include transitions? Are the transitions appropriate? • Is the summary "objective"? • Does the summary include only the essential information without personal opinions or thoughts?









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Tuesday	 Students will review key concepts from Unit 1.  Students can demonstrate understanding of using words in context, writing objective summaries, and locating main ideas and themes.	Mini-Quiz over Unit 1	n/a	Review and Self-Grade Quiz		n/a	Discussion: What questions do you have? Is there anything you'd like to review?
Wednesday	 Students are assessing their ability to identify the meanings of words in context and theme/main idea as well as their ability to write objective summaries.  Students can demonstrate their knowledge of the skills explored in Unit 1.	Clear your desk in preparation for the assessment. Grab a writing utensil. On the slip of paper provided, write down any questions or concepts you would like to review before the assessment.	n/a	n/a	n/a	Unit 1 Post Assessment (Part 1)	When you are finished with your assessment, read "The Wife's Story" by Ursula K. Le Guin and complete the assignment posted in Canvas.
Thursday	 Students are assessing their ability to identify the meanings of words in context and theme/main idea as well as their ability to write objective summaries.   Students can demonstrate their knowledge of the skills explored in Unit 1.	Clear your desk in preparation for the assessment. Grab a writing utensil. On the slip of paper provided, write down any questions or concepts you would like to review before the assessment.	n/a	n/a	n/a	Unit 1 Post Assessment (Part 2)/ Unit 2: Pre-Assessment	When you are finished with your assessment, read "The Wife's Story" by Ursula K. Le Guin and/or the excerpt from <i>The Pleasure of Reading</i> by Kamila Shamsie on Canvas. Complete the assignment(s) posted in Canvas.
Friday	 Students are assessing their knowledge of development, analyzing ideas/plot, determining words in context, informational writing, and the writing process. Students can describe the expectations and goals for Unit 2.	Clear your desk in preparation for the assessment. Grab a writing utensil.	n/a	n/a	n/a	Unit 2 Pre-Assessment	When you are finished with your assessment, read "The Wife's Story" by Ursula K. Le Guin and/or the excerpt from <i>The Pleasure of Reading</i> by Kamila Shamsie on Canvas. Complete the assignment(s) posted in Canvas.