

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

Teacher: Griffin,
Weatherred,
Wells

Subject: ELA

Course: American
Literature and
Composition

Grade: 11

Date(s): October 20-24

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.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 texts 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. I
 - 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 comparing themes and poetic devices in “On Being Brought from Africa to America” and “Sympathy.” I am analyzing poetic devices across texts. I can identify the central idea/theme of a poem. I can support my inferences with textual evidence. I can identify poetic devices.	Pair/Share: With a partner, explain your project using the following sentence stems: For my project, I am _____. I chose this project because _____. So far I have _____.	Instruction: Choice Board Project	n/a	n/a	Choice Board: Continue to work on your Choice Board project from last week.	Group Discussion: Are there any foreseeable problems with completing your project by the deadline?
		I can explain the impact of poetic devices on meaning. I can explain and evaluate the authors' choices in the poems.						

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Tuesday	 	I am determining the central idea of a seminal document. I am determining the purpose of a text. I can locate the central idea of a seminal document. I can identify the audience, purpose, and tone of a text.	Quick-write: What strategies help you stay focused when reading or testing? Share 2–3 responses aloud.	Model: Pre-read and read the Bill of Rights, annotating the text for central idea, purpose, audience, and techniques. Instruction: Stations		Stations: Rotate through each station to complete the practice assessment questions for the text.	Written Response: On your own, complete the following question using the C.E.R. method. <i>What single idea is developed throughout the Bill of Rights? Cite examples from the selection to support your answer.</i>	After completing all stations, answer the following: - Which station felt easiest for you? Which was hardest? - How did working in a group help your understanding? - What skill do you want to focus on before the unit test?
Wednesday	 	I am determining the central idea of a seminal document. I am analyzing an argument. I can identify the topic, audience, and purpose of a text. I can identify the rhetorical devices and appeals used in the text. I can explain the impact of rhetorical devices on a meaning and effectiveness of a text.	Do Now: Match the terms with their definitions: tone, theme, argument, structure, alliteration, end rhyme, internal rhyme.	Model: Previewing the Questions on an Assessment	Probing Questions: Pre-read the text. Predict: What is the central idea of this text? Who is Henry's audience? What is Henry's purpose for making this speech? On which rhetorical devices does he seem to rely?	WRAP (Whisper Read Aloud Alternating Paragraphs): With a group, read Patrick Henry's speech to the Virginia Convention. Annotate/take notes as you go. Discussion w/ Chunking: As each test question is presented, discuss the potential answer with your group. Record what each member says.	Written Response: Answer one of the following using the C.E.R. method. <i>Was Adams' will successful in accomplishing her goals? Why or why not? Cite evidence from the text.</i> <i>Describe the author's view of Adams' character. Cite evidence from the selection to support your answer.</i>	Exit Ticket: How does structure shape meaning in the Bill of Rights?

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Thursday		I am determining the central idea of a historical writing text.	Do Now: Pre-read and make prediction on the following: - What is the central idea of this text? - Who is the author's audience? - What is author's purpose in writing this text?	Model: Pre-read and make prediction on the following: - What is the central idea of this text? - Who is the author's audience? - What is author's purpose in writing this text?	Probing Questions: Review the practice test questions provided. Mark and annotate the practice questions for key words, phrases, and clues regarding the correct answer.	Think/Pair/Share: Read the excerpt from <i>Abigail Adams' Last Act of Defiance</i> by Woody Holton, annotating/notetaking as you go along. Then, answer the 5 practice test questions on your own. When you finish, compare your answers with a partner.	n/a	Self-Assessment: What type of text is easiest to analyze for you? Why do you think that is?
		I am analyzing the structure and development of a historical writing text. I can identify the topic, audience, and purpose of a text. I can identify the rhetorical devices and appeals used in the text.						
Friday		I am determining the central idea and theme of a poem. I am analyzing a poem. I can identify the topic, audience, themes, and purpose of a poem.	Do Now: Read Langston Hughes's poem "Democracy." Annotate/note any clues about theme, purpose, or audience. In addition, note any poetic or sound devices in the poem.	Instruction: Fishbowl	Probing Questions: Review the practice test questions provided. Mark and annotate the practice questions for key words, phrases, and clues regarding the correct answer.	Fishbowl: Take notes as the group in the inner circle discuss the answers to the practice assessment.	Assessment: Answer the 5 practice questions on your own. Review your answers as the group discusses them.	Self-assessment: Which skill—tone, structure, theme—still needs the most practice before the test?
		I can identify the poetic techniques used in a poem and explain their impact on the development of the theme(s) and meaning.						

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