# Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26

Teacher: Weatherred Subject: ELA Course: American Literature. Grade: 11. Date(s): September 2–5, 2025

## Standards

* Explain and learn concepts and processes by interpreting and constructing texts.
* Identify, apply, and analyze literary/expository/rhetorical elements and evaluate how they support the text’s purpose.
* Analyze figurative, connotative, and/or rhetorical language for meaning, tone, or mood.
* Make, track, and support inferences about different levels of meaning within the text.

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| Learning Target / Success Criteria | Activation of Learning (5 min) | Focused Instruction (10 min) | Guided Instruction (10 min) | Collaborative Learning (10 min) | Independent Learning (10 min) | Closing (5 min) |
| Tuesday, Sept 2 | **MAP Testing** | **MAP Testing** | **MAP Testing** | **MAP Testing** | **MAP Testing** | **MAP Testing** |
| Wednesday, Sept 3 Learning Target: I am learning how to identify cultural values and historical context in Coming of Age in Dawnland. Success Criteria: - Summarize key points about Native American adolescence. - Paraphrase passages that reveal cultural practices. | Quick Write – “What do you already know about adolescence in Native American cultures?” | Think Aloud/Modeling – Teacher previews first two paragraphs of Dawnland (p. 55–56), modeling annotation of key vocabulary. | Reciprocal Teaching – In pairs, students practice paraphrasing short passages (teacher circulates). | Jigsaw – Students form groups; each group reads a short excerpt about social roles, coming-of-age practices, or daily life and teaches it to peers. | Graphic Organizer – Students note one cultural practice, one inference, and one connection to modern adolescence. | Exit Ticket – “What is one thing you learned today about adolescence in Dawnland?” |
| Thursday, Sept 4 | **MAP Testing** | **MAP Testing** | **MAP Testing** | **MAP Testing** | **MAP Testing** | **MAP Testing** |
| Friday, Sept 5 Learning Target: I am learning how to analyze how authors use evidence to explain cultural traditions in Coming of Age in Dawnland. Success Criteria: - Identify details that reveal cultural values. - Make an inference about how adolescence was shaped by community life. - Compare/contrast Dawnland adolescence to my own experiences. | Anticipation Guide – Students respond to true/false prompts (e.g., “Adolescents were expected to contribute to their community at a young age”). | Worked Example – Teacher models analyzing a passage for evidence of cultural expectations (pp. 56–57). | Error Analysis – Students review paraphrased sentences and correct them for accuracy/clarity. | Socratic Seminar – Discuss: “How does adolescence in Dawnland compare with our modern concept of adolescence?” | Choice Board – Students write a short theme statement OR create a comparison chart between Dawnland adolescence and today. | 3-2-1 Summary – 3 things learned, 2 questions, 1 connection. |