**Westside High School - Weekly Plan to Align Lessons (Week At a Glance) - 2023-24**

**Teacher: Jamal Chatman Subject: ELA Course: \_\_\_\_\_\_\_\_\_ Grade: 9th Date(s): 8/21-8/25**

|  |
| --- |
| **Standard** **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** (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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:** [x]  **Quiz** [ ]  **Unit Test** [ ]  **Project** [ ]  **Lab** [ ]  **None** |
|  | **Learning Target****(What)** | **Opening***(10 - 15 Mins)* | **Work-Session***(20 - 25 mins)* | **Closing** *(5 - 10 mins)* | **Criteria for Success****(How)** |
| *(Include at least one/two Formatives\*in any part of the lesson as needed)* |
| **Monday** | I am learning how to annotate a graphic novel. | \*Post onto board and have students look at the story and answer the questions on a piece of paper. They are going to use the same paper for the entire week for warm ups. Set a timer on board. Have students share their answers and discuss.\*The graphic novel excerpt you are about to read flashes back to the Holocaust. Scan the images from *Maus*. What do you predict the excerpt focuses on? What do you predict the tone of the scene is? | I do: Go over what a graphic novel is and what a graphic memoir is. Read Art Spiegelman’s background. Have students underline the last line.We do: Set a timer (~5min.) for students to read over the first page of *Maus*. Do the Notice and Note about narrative text together. Show on board where the narrative text is and ask the class who is speaking these words. Have them write down the answers on their books.You do: Have students read the rest of the pages and tell them to continue to answer and complete the Notice and Note and the Analyze Graphic Memoir sections. Circulate and help students as they read through *Maus*.\*You can also do this part as a we do. Have them look at a page and then go over the questions together. | Think-pair-share: Have students turn to a partner and find three or four words to describe a community members’ feelings as the Nazis classify and prepare to deport them. Have each student tell you one as they leave or have them write it on a white board and hold it up.  |  [ ]  I can identify different parts of a graphic novel. [ ]  I can answer questions using details from the text. [ ]  I can answer questions using textual evidence.[ ]  I can take a stance on a writing prompt. [ ]  I can annotate texts to support comprehension and analysis.[ ]  I can practice close and critical reading.[ ]  I can identify words and phrases which indicate the tone of the passage.[ ] I can introduce precise claims in writing.**Tool(s) for Success Criteria:**[ ]  Rubric[x]  Self-Assessment[ ]  Checklist[ ]  Peer Assessment[ ]  Exemplars/Non-Exemplars[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Tuesday** | I am learning how to support my answers with textual evidence. | Based on what you read yesterday from *Maus*. What does it take to survive a crisis? | Assessment practice. Have students complete individually and then go over correct answers as a class.Analyze the text: Go over first questions together. Show how to go back and find textual evidence. Have students complete the questions (if they don’t finish, let them know they will be able to finish Wednesday/Thursday. | Which part of answering a question using textual evidence do you still need help on? |
| **Wednesday** | I am learning how to support my answers with textual evidence. | Write a three to five sentence summary of the excerpt from *Maus*. | -Start Pre-assessment | Work on Analyze the text questions. |
| **Thursday** | I am learning how to support my answers with textual evidence. | In *Maus* Mice represent Jews and cats represent Germans. Was this an effective way for Spiegelman to tell this story? | -Finish Pre-assessment | Work on Analyze the text questions. |
| **Friday** | I am learning how to pick a side of an argument and support it with evidence.  | What does R.A.C.E.S. mean? | -Go over R.A.C.E.S. -Have students write a R.A.C.E.S. response for the question “Is it appropriate for an event like the Holocaust to be the subject of a graphic novel.” Evidence can be from *Maus* or they can find their own evidence from online.  | What other historical event would make a good graphic novel? |

***Formatives* \***[x]  Exit Ticket/Final Stretch Check [x]  Quick Write [x]  Dry Erase Boards – quick checks [x]  Think-Pair-Share [ ]  Clip-board [ ]  I-Chart [ ] Concept Chart [ ]  Other\_\_\_\_\_\_\_\_\_\_\_

***Literacy Strategies*** [ ]  Anticipation Guide [x]  Extended Writing [ ]  Socratic Seminar [ ]  Jigsaw [ ]  Thinking Maps [ ]  Fishbowl [ ]  World Cafe [ ]  Interactive Note-book [x]  Other: annotate a text