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

**Subject: ELA Course: Literature Grade: 9 Date: 08/07/2023**

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| **Standards: RL4, RL6, W2**  **Assessment:  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…**   * **The rules of this class** * **Why the rules matter** | Dry Erase poll the room “Do you like rules? Why/why not?”  Cold Call Discussion  Watching “Why We Have Rules” (7-8 min) | 1. **Analyze “Why We Have Rules” video**   **Explain why we have rules** | **Dry Erase Freewrite: How does the phrase “the rules make it fun” apply to this class?**  **Cold call share-out / groups** | **Monday: I can…**   * **Explain what the rules are, and why they matter.**   **Tuesday: I can…**   * **Follow complex rules and work together as a team to score points in a trivia game.**   **Wednesday: I can…**   * **Try my best to share researched information.** * **Try my best to understand words as used in a text.** * **Try my best to understand when a text means something different than its face-value**     **Thursday: I can…**   * **Answer each survey question honestly, so I can reflect on my own learning/experience** |
| **Tuesday** | **I am learning…**  **How to follow specific protocol/procedure for group work** | **Modeling Rules of Trivia Game** | **Trivia Game** | **Sudden Death Round** |
| **Wednesday** | **I am learning…**   * **To demonstrate my current understanding of words in context, irony/understatement, and informational writing** | **Informational reading/Writing Formative Pre-Assessment** | **RL4 and RL6 Formative Pre-assessment:**  Determine the meaning of words and phrases as they are used in the text; : Determine an author’s point of view or purpose in a tex | **Self- Assessment** |
| **Thursday** | **I am learning…**   * **To reflect on/challenge my relationship to writing** | **Opening: Word association, modeling first question** | **Answering:** | **Reflecting on answers** |
| **Friday** | **I am learning…**   * **How to read with multiple perspectives/purposes** | **Opening: First reading, neutral perspective.** | **Highlighting key info for perspective of:**  **(insert character name)** | **Self Assessment** | **Friday: I can…**  **Identify key information in a text relevant to one perspective.** |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document Clipboard Anchor Person

Quick Write  Exemplars/Non-Exemplar  Rubric  Check-List  Self-Assessment/Peer Assessment  The Main Formative- evidence  Questioning  Super Sleuth  Other\_\_\_\_\_\_\_\_