**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:** [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…*** **The rules of this class**
* **Why the rules matter**
 | Dry Erase poll the room “Do you like rules? Why/why not?”Cold Call DiscussionWatching “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**
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| **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 [x] Anchor Person

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