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

**Teacher: Jamal Chatman Subject: ELA Course: \_\_Grade: 9th Date(s): \_08/14 – 08/18\_\_**

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| **Standard: ELAGSE9-10RI2:** **DETERMINE** a **central idea** of a text and **ANALYZE** its **development over the course of the text**, including how it **emerges and is shaped and refined by specific details**; **PROVIDE**an **objective summary** of the text.  **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 to define key vocabulary for a text. | How would you react in a crisis? | -Students will check out book. When they have the book they will start on the vocab assignment.  -page 6 Vocabulary: Students will divide paper into three columns and label them: vocabulary word, definition, and example sentence. | -page 6 Background: students will read the background of the author and underline anything that might influence the author’s writing. | ☐ I can define key vocabulary.  ☐ I can use clues in a text to determine author’s purpose.  ☐ I can describe the author’s purpose.  ☐ I can support my thoughts with textual evidence.  ☐ I can distinguish main ideas from irrelevant details.  **Tool(s) for Success Criteria:**  ☐ Rubric  ☒ Self-Assessment  ☐ Checklist  ☐ Peer Assessment  ☐ Exemplars/Non-Exemplars  ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Tuesday** | I am learning to identify author’s purpose. | Think about the title of this text. Does everyone have the same chances and opportunities to be successful in life? Answer on page 4 of the textbook. Complete t-chart. | -discuss author’s purpose and what details we are going to be looking for as we read.  -Start reading “A Chance in the World” | -add to the author’s perspective chart on page 5 from paragraphs 1-10 |
| **Wednesday** | I am learning to identify key details in a text and how to annotate while reading. | Look back at page 10 paragraph 9. What sentence reveals what Steve wonders about most and what does this suggest about his sense of identity? | -continue reading “A Chance in the World”  -discuss memory moments | Look at paragraph 30. Compare what other observers thought about the narrator with what he understood about himself. |
| **Thursday** | I am learning to determine the main ideas of a text. | Based on this excerpt, what is the single most important factor in making Steve feel like he has “a chance in the world”? | -Finish reading and discussing parts as a class. Fill in chart on author’s perspective.  -assessment practice page 15  -analyze the text on page 16  -vocabulary on page 18 | Look back at paragraphs 34-36. How do they relate to the question “What does it take to survive a crisis?” |
| **Friday** | I am learning to identify author’s purpose. | What is a pre-assessment and why would teachers use it? | -pre-assessment  -When finished, make sure pages 15,16,&18 are completed. | What is the author’s perspective and what clue leads you to that? |

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

***Literacy Strategies*** ☐ Anticipation Guide ☐ Extended Writing ☐ Socratic Seminar ☒ Jigsaw ☐ Thinking Maps ☐ Fishbowl ☐ World Cafe ☐ Interactive Note-book ☐ Other\_\_\_\_\_\_\_\_\_\_\_\_\_