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

**Subject: ELA Course: Dramatic Writing Grade: 12 Date: 12-16 August 2024**

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| **Standard:**  **TAHSTL.CR.2 (c), TAHSTL.CR.3 (m), TAHSTL.RE.1 (c,g,h)**  **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 can determine an author’s word choice and how it impacts the piece thematically** | Students will read two openings (from the teacher) for short stories. They will choose which story they would prefer to read and explain why that opening connected with them. | Students will read three real openings from literature and explain if/why it does or does not work.  Classroom rules are explained. | Students receive their first homework assignment. The homework process is explained. | CR3:  [ ] Do the details I include all work together to support my intended message? (Theme topic chart)  RE4:  [ ] Can I create a line of reasoning connecting figurative language/connotations to the meaning of a text.    **‘** |
| **Tuesday** | **I can determine an author’s word choice and how it impacts the piece thematically** | Students will hear the story of Icarus while attempting to find him in Peter Brugal’s “The Landscape with the Fall of Icarus.) | Students will read “Do Not Go Gentle Into That Good Night” by Dylan Thomas and annotate for language. | Teacher will reiterate homework expectations. |
| **Wednesday** | **I can consciously write detailed descriptions that reveal the unique nature of an object.** | Students will practice showing character traits without telling character traits. | Students will write every detail they can find for a red stool. They will then scratch through every detail but the three best observations. (We are practicing the editing process.) | Students will write about what connects them to others and separates them from others. |
| **Thursday** | **I can determine the meaning of words as used in the text to deepen my understanding of the text’s meaning.** | Students will analyze E.E. Cummings quote | Students will critique a Stephen King quote, watch a clip from *Friends*, and describe how it reveals the importance of word choice. | The class will discuss the importance of sincerity in their writing. |
| **Friday** | **I can determine the meaning of words as used in the text to deepen my understanding of the text’s meaning.** | The class will review the topic of sincerity from the previous closing. | Students will take notes on the four commandments of writing. | N/A |  |

**\*** 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\_\_\_\_\_\_\_\_