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

**Subject: ELA Course: Dramatic Writing Grade: 12 Date: 19-23 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** [x]  **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 answer what makes a strong first sentence in a piece of literature | Students will follow quotes from several famous writers and write their thoughts about those quotes. |  Students will answer a prompt that compares the different quotes to each other. | 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** | The class will review famous perspectives on writing from previous day. | Students will write notes on the “Four Commandments of Writing” from GFA. | Students will discuss in their own words what the commandments mean. |
| **Wednesday** | **I can consciously write detailed descriptions that reveal the unique nature of an object.** | The class will discuss important places from their youth where strong stories could be made. | The students will create memory maps with twelve memories from their youth on their map | n/a |
| **Thursday** | **I can determine the meaning of words as used in the text to deepen my understanding of the text’s meaning.**  | The teacher will model an “I Remember” statement for the students and explain the rules for how they function. | Students will work on their “I Remember” statements. | n/a |
| **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 Memory Maps and the “I Remember” statements. | Students will have a chance to finish their Maps and “I Remember” work. |  |  |

**\***[ ]  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\_\_\_\_\_\_\_\_