









# Westside High School - Weekly Plan to Align Lessons (Week At a Glance) - 2025-26

Teacher: Porter    Subject: ELA    Course: Brit. Lit.    Grade: 12th    Date(s): Sept.23-Oct 3

<b>Standard: Standard: 12.PST.1</b> <b>Students will investigate the relationship between author's purpose and audience purpose of texts and analyze the influence of contextual factors.</b>							
<b>Assessment:</b> <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab <b>Assessments</b>							
	<b>Pre-Teaching</b>   Learning Target  Success Criteria 1  Success Criteria 2	<b>Activation of Learning</b> <i>(5 min)</i> <ul style="list-style-type: none"> <li>• Do Now</li> <li>• Quick Write*</li> <li>• Think/Pair/Share</li> <li>• Polls</li> <li>• Notice/Wonder</li> <li>• Number Talks</li> <li>• Engaging Video</li> <li>• Open-Ended Question</li> </ul>	<b>Focused Instruction</b> <i>(10 min)</i> <b>*I DO</b> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Visuals</li> <li>• Demonstration</li> <li>• Analogies*</li> <li>• Worked Examples</li> <li>• Nearpod Activity</li> <li>• Mnemonic Devices*</li> </ul>	<b>Guided Instruction</b> <i>(10 min)</i> <b>*WE DO</b> <ul style="list-style-type: none"> <li>• Socratic Seminar *</li> <li>• Call/Response</li> <li>• Probing Questions</li> <li>• Graphic Organizer</li> <li>• Nearpod Activity</li> <li>• Digital Whiteboard</li> </ul>	<b>Collaborative Learning</b> <i>(10 min)</i> <b>*Y'ALL DO</b> <ul style="list-style-type: none"> <li>• Jigsaw*</li> <li>• Discussions*</li> <li>• Expert Groups</li> <li>• Labs</li> <li>• Stations</li> <li>• Think/Pair/Share</li> <li>• Create Visuals</li> <li>• Gallery Walk</li> </ul>	<b>Independent Learning</b> <i>(10 min)</i> <b>*YOU DO</b> <ul style="list-style-type: none"> <li>• Written Response*</li> <li>• Digital Portfolio</li> <li>• Presentation</li> <li>• Canvas Assignment</li> <li>• Choice Board</li> <li>• Independent Project</li> <li>• Portfolio</li> </ul>	<b>Closing</b> <i>(5 min)</i> <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Exit Ticket</li> <li>• 3-2-1</li> <li>• Parking Lot</li> <li>• Journaling*</li> <li>• Nearpod</li> </ul>
<b>Monday</b>	*(Upar Login) Assessment RE-TEST Beowulf   I can identify the historical and cultural context of <i>Le Morte d'Arthur</i> .   I can explain how the Wars of the Roses influenced Malory's writing.   I can describe how chivalric values are reflected in the text.	<b>Quick-write:</b> <b>"What do you know about King Arthur?" Share out.</b>	<b>Mini-lecture on Sir Thomas Malory's life and the historical context (Wars of the Roses, feudalism, knighthood).</b>	<b>Read selected passage from <i>Le Morte d'Arthur</i> aloud. Annotate for historical references.</b>	<b>Small group discussion: How does the passage reflect medieval values?</b>	<b>Students write a short paragraph connecting the text to historical context.</b>	<b>Exit ticket: One thing you learned about Malory's world.</b>



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Tues	    	<p>I can analyze the author's purpose in <i>Le Morte d'Arthur</i>.</p> <p>I can identify textual evidence that supports Malory's purpose.</p> <p>I can explain how Malory's purpose affects the tone and message.</p>	<p>Review Monday's exit tickets. Pose question: "Why write about Arthur in a time of war?"</p>	<p>Model analysis of a passage for author's purpose (e.g., glorifying knighthood, moral instruction).</p>	<p>Group reads a second passage. Identify tone and purpose together.</p>	<p>Students work in pairs to find evidence of author's purpose in a new excerpt.</p>	<p>Write a claim about Malory's purpose with two pieces of evidence.</p> <p>Share claims aloud. Peer feedback.</p>
Wed	  	<p>I can evaluate how audience expectations shape a text's message.</p> <p>I can describe the intended</p>	<p>Think-pair-share: "Who do you think Malory was writing for?"</p>	<p>Mini-lesson on medieval audience expectations (chivalry, loyalty, religious values).</p>	<p>Analyze a passage for how it appeals to audience values.</p>	<p>Small groups create a "reader profile" for a medieval audience.</p>	<p>Students write a short reflection: How would a modern audience respond differently?</p> <p><b>Closing:</b> Quick discussion: What values have changed?</p>



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		audience of <i>Le Morte d'Arthur</i> .  I can explain how audience values influence the story's themes.						
Thurs	    	I can analyze how context, purpose, and audience interact in a literary text.  I can connect historical context to author's and audience's purpose.  I can explain how these elements shape meaning in the text.	Review SPEC framework. Students match examples to each SPEC element.	Model a full SPEC analysis of a short passage.	Students help complete a SPEC chart for a new excerpt.	Groups complete a SPEC chart for a different passage.	Students write a paragraph analyzing how SPEC elements interact.	Gallery walk: Read and comment on peers' paragraphs.



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Fri		I can synthesize my understanding of <i>Le Morte d'Arthur</i> using the SPEC framework	Review SPEC anchor chart. Students share one insight from the week.	Model how to structure a literary analysis paragraph using SPEC.	Co-write a paragraph with student input.	Peer review: Students exchange drafts and give SPEC-based feedback.	Write final SPEC analysis paragraph.	Reflection: What SPEC element helped you understand the text best?
		I can write a cohesive analysis using SPEC.						
		I can support my ideas with textual and contextual evidence.						

\*key literacy strategies