














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): Oct 6-10th

Standard: Standard: 12.PST.1								
Students will investigate the relationship between author’s purpose and audience purpose of texts and analyze the influence of contextual factors.								
Assessment: <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab Assessments								
 	Pre-Teaching	Activation of Learning <i>(5 min)</i>	Focused Instruction <i>(10 min)</i> *I DO	Guided Instruction <i>(10 min)</i> *WE DO	Collaborative Learning <i>(10 min)</i> *Y’ALL DO	Independent Learning <i>(10 min)</i> *YOU DO	Closing <i>(5 min)</i>	
	 Learning Target	<ul style="list-style-type: none">• Do Now• Quick Write*• Think/Pair/Share• Polls• Notice/Wonder• Number Talks• Engaging Video• Open-Ended Question	<ul style="list-style-type: none">• Think Aloud• Visuals• Demonstration• Analogies*• Worked Examples• Nearpod Activity• Mnemonic Devices*	<ul style="list-style-type: none">• Socratic Seminar *• Call/Response• Probing Questions• Graphic Organizer• Nearpod Activity• Digital Whiteboard	<ul style="list-style-type: none">• Jigsaw*• Discussions*• Expert Groups• Labs• Stations• Think/Pair/Share• Create Visuals• Gallery Walk	<ul style="list-style-type: none">• Written Response*• Digital Portfolio• Presentation• Canvas Assignment• Choice Board• Independent Project• Portfolio	<ul style="list-style-type: none">• Group Discussion• Exit Ticket• 3-2-1• Parking Lot• Journaling*• Nearpod	
	 Success Criteria 1							
	 Success Criteria 2							
Monday		I can identify the historical and cultural context of <i>Le Morte d’Arthur</i> .	Quick-write: “What do you know about King Arthur?” Share out.	Quick-write: “What do you know about King Arthur?” Share out.	Read selected passage from <i>Le Morte d’Arthur</i> aloud. Annotate for historical references. (ppt)	Small group discussion: How does the passage reflect Chivalric values?	Students complete guided notes connecting the text to chivalric values.	Exit ticket: One thing you learned about Malory’s world.
								
		I can explain how the Wars of the Roses influenced Malory’s writing. I can describe how chivalric values are reflected in the text.						
Tues		I can analyze the author’s purpose in <i>Le Morte d’Arthur</i> .	Review Monday’s exit tickets. Is chivlary still relevant?	Model analysis of a passage for author’s purpose (e.g., glorifying knighthood, moral instruction).	Group reads a second passage. Identify tone and purpose together.	Students work in pairs to find evidence of author’s purpose in a new excerpt.	Write a claim about Malory’s purpose with two pieces of evidence.	Share claims aloud. Peer feedback.
		I can identify textual evidence that supports Malory’s purpose.						
		I can explain how Malory’s purpose affects the tone and message						



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Wed	  	<p>I can evaluate how audience expectations shape a text's message.</p> <p>I can describe the intended audience of <i>Le Morte d'Arthur</i>.</p> <p>I can explain how audience values influence the story's themes.</p>	Think-pair-share: "Who do you think Malory was writing for?"	Mini-lesson on medieval audience expectations (chivalry, loyalty, religious values).	Analyze a passage for how it appeals to audience values.	Small groups create a "reader profile" for a medieval audience.	Students write a short reflection: How would a modern audience respond differently?	Quick discussion: What values have changed?
Thurs	  	<p>I can analyze the text to learn Core Chivalric values</p> <p>I can connect historical context to author's and audience's purpose.</p> <p>I can explain how these elements shape meaning in the text.</p>	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. (Practice a Discussion Board)
Fri	 	<p>I can synthesize my understanding of <i>Le Morte d'Arthur</i> using the SPEC framework.</p> <p>I can support my ideas with textual and contextual evidence</p>	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?

*key literacy strategies