

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Deloach, Dunn, Griffin Subject: ELA

Course: 10th Grade ELA






Grade: 10

Date(s): January 27-31

Standard:

- ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
- ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ELAGSE9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Assessment: ☒ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None

		Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 min)
		 Learning Target  Success Criteria 1  Success Criteria 2	Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question	Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices*	Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard	Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk	Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio	Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Monday	 	I am reviewing my understanding of <i>Macbeth</i> . I can explain how characterization, figurative language, and rhetoric develop the plot and theme. I can use evidence from the text to support my inferences about the text.	Define <i>dramatic irony</i> in your own words. Then, provide an example from <i>Macbeth</i> .	Overview: Instructions for the review of our answers for the <i>Macbeth</i> stations.		Discussions: In groups of 2-3, review your answers regarding the Macbeth stations on at a time, as instructed by your teacher. Be sure to correct any of your answers on your paper as you go.	n/a	Exit Ticket: Define dramatic irony in your own words.

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Deloach, Dunn, Griffin Subject: ELA

Course: 10th Grade ELA

Grade: 10

Date(s): January 27-31

Tuesday	<p>I am assessing my knowledge of characterization, structure, and language in <i>Macbeth</i>.</p> <p>I can demonstrate my mastery of characterization, figurative language, and author's choices regarding plot and theme.</p>	<p>Using a scale of 1-5 (1 being "strongly disagree" and 5 being "strongly agree"), rate yourself on the following:</p> <p>I can explain how the characterization of Macbeth influences the overall themes of ambition and power.</p> <p>I understand how Lady Macbeth's character drives the plot forward and affects the story's outcome.</p> <p>I can identify examples of figurative language in <i>Macbeth</i> and explain how they contribute to the play's themes.</p> <p>I understand how Shakespeare's choices in structuring the plot (e.g., the use of soliloquies, acts, and scenes) impact the overall narrative of <i>Macbeth</i>.</p>	n/a	n/a	n/a	Quiz: Macbeth	2 Stars, 1 Wish: What are two things you think you did well on? What's one thing you wish you did better?
---------	---	--	-----	-----	-----	---------------	---



Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Deloach, Dunn, Griffin
Subject: ELA

Course: 10th Grade ELA

Grade: 10

Date(s): January 27-31

Wednesday	<p> I am learning the different ways an informative text may be structured.</p> <p>I can analyze the features of an informative text to determine its structure.</p> <p>I can identify the best way to structure an informative text based on the purpose of the text.</p> <p></p>	Video: Determine Text Structure	Worked Example: Use the sample text to determine the text structure.	<p>Worked Example: Use the examples to work through the sample paragraphs to determine the text structure of the text.</p> <p>Probing Questions:</p> <ul style="list-style-type: none"> - What is the central idea of the text? - What sentences/phrases support the central idea of the text? - How does the author develop the ideas? - What's the author's purpose for writing the text? - What can you infer based on the information in the text? - What support does the author provide? - What can we infer to be the meaning of any unfamiliar words based on how they're used in the sentence and ideas surrounding the word? - How does the author organize a particular paragraph? - 	Think-Pair-Share: Using the provided paragraphs, determine the text structure that best fits the paragraph.	n/a	Exit Ticket: Create a checklist for determining a text's structure.
-----------	--	---	--	--	---	-----	---










Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Deloach, Dunn, Griffin Subject: ELA

Course: 10th Grade ELA

Grade: 10

Date(s): January 27-31

Thursday	<p> I am reading Ray Brown's history article "The Hitler Youth."</p> <p> I can determine the text structure of "The Hitler Youth."</p> <p> I can use a text's structure to better understand how an author is developing their ideas.</p>	Quick Write: When someone refers to the structure of an essay or story, what do they mean?	n/a	Guided Notes: Complete the guided notes as we read "The Hitler Youth"	Read Aloud: As a class, read "The Hitler Youth" by Ray Brown.	n/a	Parking Lot: Refer to your checklist and your guided notes. What structure does Brown use? Why? On the Post-It note write your explanation and place it in the appropriate lot.
Friday	<p> I am reading Ray Brown's history article "The Hitler Youth."</p> <p> I am analyzing the structure of Ray Brown's article "The Hitler Youth."</p> <p> I am assessing my knowledge of characterization, structure, and language in <i>Macbeth</i>.</p> <p> I can determine the text structure of "The Hitler Youth."</p> <p> I can use a text's structure to better understand how an author is developing their ideas.</p> <p> I can demonstrate my mastery of characterization, figurative language, and author's</p>	Do Now: What structural patterns does Brown rely on for "The Hitler Youth"?	n/a	Guided Notes: Complete the guided notes as we read "The Hitler Youth"	n/a	<p>Written Response: Complete the questions on Canvas, and submit by the end of class.</p> <p>Quiz: Macbeth</p>	Reflection: Why is structure important in writing? How can you use structure as a reader to help you understand texts better?

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Deloach, Dunn, Griffin **Subject:** ELA **Course:** 10th Grade ELA **Grade:** 10 **Date(s):** January 27-31

	choices regarding plot and theme.						
--	-----------------------------------	--	--	--	--	--	--