

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

Teacher: Deloach, Dunn, Griffin
Subject: ELA

Course: ---






Grade: 10

Date(s): February 10-14

Standard:

- ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.)
- ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
- ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 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 learning about narrative structure. I am learning to write a narrative. I can identify the essential parts to narratives.	Do Now: Review the sample narrative from last week. What sensory details help bring the scene to life? Include specific examples in your response.	n/a	n/a	n/a	Timed Writing: Unit 4 Narrative Writing Assessment- Review the sample narrative from last week. What sensory details help bring the scene to life? Include specific examples in your response.	Reflection: Read over your narrative. In 3-5 sentences, respond to the following: What narrative technique (dialogue, pacing, description, reflection) did you use most effectively? How did you develop Calpurnia's point of view in your rewrite? What was the most challenging part of this assignment?
		I can analyze a narrative passage for structure, technique, and detail. I can explain what make a strong narrative.						









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

Teacher: Deloach, Dunn, Griffin
Subject: ELA

Course: ---

Grade: 10

Date(s): February 10-14

Tuesday	 I am assessing my knowledge of Unit 5 standards. I can describe the expectations for Unit 5.  I can determine my areas of understanding and my areas for growth.	Do Now: When you read something, how do you recognize if it feels formal or informal? What do you notice about words? Brainstorm a list of ways you can determine tone or meaning in writing.	n/a	n/a	n/a	Assessment: Unit 5 Pre-Assessment / Unit 4: Re-Learn/ Re-Assess	Reflection: How do you usually figure out what a word means in a text? What do you do when you don't understand the tone of a passage?
Wednesday	 I am assessing my knowledge of Unit 5 standards. I can describe the expectations for Unit 5.  I can determine my areas of understanding and my areas for growth.	Do Now: Think about a time when you read something that challenged your perspective. What made it different from your usual point of view? Do you naturally trust certain kinds of sources or voices more than others? Why?	n/a	n/a	n/a	Assessment: Unit 5 Pre-Assessment / Unit 4: Re-Learn/ Re-Assess	Exit Ticket: Complete the following statements: 1) One thing I realized about how I interpret a text is... 2) Something that influences how I understand an author's perspective is..."
Thursday	 I am learning how to write well-developed research paragraphs. I can identify the parts of a well-developed research-based paragraph.  I can explain how to incorporate evidence to support an argument or main idea.	Do Now: Answer the following based on what you already know about informational writing: 1) How might research writing differ from other types of writing (e.g., narrative, persuasive)? 2) What do you think are important things to remember when incorporating sources into your writing?	Flipped-Classroom: Unit 5 Introduction	Guided Notes: Take notes as you complete the Unit 5 Introduction. See Canvas for materials.	n/a	n/a	Exit Ticket: What are the key elements you need to include when developing a strong paragraph for an informational text?
Friday	 	Student Holiday: No School					