

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26

Teacher: Griffin

Subject: ELA

Course: Lit. & Comp. II






Grade: 10

Date(s): August 5-8

Standard:

- 10.T.SS.1.a: Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose.
- 10.T.SS.1.b: Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience.
- 10.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- 10.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
- 10.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.
- 10.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.
- 10.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.

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	 							

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26





Teacher: Griffin

Subject: ELA

Course: Lit. & Comp. II

Grade: 10

Date(s): August 5-8

Tuesday	 I am learning the basics of a well-developed paragraph.  I can name the essential elements of an analytical paragraph.	Do Now: Complete Student Inventory form.	Instruction: Riddle Exercise Demonstration: Riddle Exercise	n/a	Discussion: With a partner, discuss the riddle and possible answers.	Written Response: Using the provided riddle, write a paragraph explaining what you think the answer is. Cite the riddle and explain the evidence in your response. Turn in your paper.	Revisit Learning Target: What are the essential parts of an analytical paragraph?
Wednesday	 I am assessing my understanding of poetic techniques.  I can determine what I know about poetic techniques.	Poll: How many of the words below can you define? - Alliteration - Hyperbole - Personification - Simile - Theme - Mood - Personification - Irony - Connotation - Denotation - Literal - Structure - Organization - Imagery	Instruction: Testing Protocols	n/a	n/a	Assessment: Unit 1 Pre-Test	Exit Ticket: Think about the pre-assessment you just took. Choose one of the prompts below and respond to it on your sticky note/index card. Turn it in before you leave. <ul style="list-style-type: none"> One question I had during the pre-assessment was... I'm curious to learn more about... One thing I noticed about the kinds of stories we'll be reading is... This unit might connect to _____ in history, culture, or modern life. A part of the test that made me stop and think was...

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 25-26





Teacher: Griffin

Subject: ELA

Course: Lit. & Comp. II

Grade: 10

Date(s): August 5-8

Thursday	 I am learning the different writing techniques we'll learn this year.  I can identify one writing mode, its purpose, associated organizational patterns, and its techniques.	Anticipation Guide: Complete the anticipation guide for Unit 1.	Instruction: Jigsaw and Collaboration Protocol	n/a	Expert Groups: In your first assigned group, complete the reading and assignment. Each student should record their own answers for a grade.	n/a	3-2-1 Summary: What 3 things did you learn? What are 2 examples where what you learn will be useful? What is 1 question you have?
Friday	 I am learning the different writing techniques we'll learn this year.  I can identify 4 writing modes, their purposes, associated organizational patterns, and their techniques. I can explain 1 writing mode, its purpose, associated organizational patterns, and its techniques.	KWL: What do you know about poetic, narrative, expository, and argumentative writing? What do you want to know?	Instruction: Jigsaw and Collaboration Protocol Review	Model: Model jigsaw script.	Jigsaw: In your second assigned group, follow the script to teach your peers the lesson on what you learned Thursday.	n/a	KWL: What did you learn about the different writing techniques we'll cover this year? Fill in your KWL chart.