

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

Teacher: Bickle, Dunn,
Griffin, Hahn

Subject: ELA

Course: Literature and
Composition II

Grade: 10

Date(s): October 6-9

Standard: 10.T.T.3: Evaluate and apply argumentative techniques to enhance text's appeal to audiences.

- 10.T.T.3. a: Read, discuss, evaluate and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
- 10.T.T.3. b: Analyze the use of rhetorical appeals; identify fallacies in a text.
- 10.T.T.3. c.: Apply argumentative techniques strategically to enhance writing and engage audiences.
- 10.T.T.3. d: Integrate multiple rhetorical devices or appeals strategically.

10.T.C.1: Analyze the impact of purpose and audience on a wide variety of texts.

- 10.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.
- 10.T.C.1.b: Evaluate the impact of context and language on a text's reception by the audience.
- 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentation that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

10.T.C.2: Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.

- 10.T.C.2. a: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms.
- 10.T.C.2.b: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications text creation.
- 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.SS.1: Analyze, evaluate, and use organization structures and style to shape thoughts across genres.

- 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.1.c.: Guide the audience through texts using varied transitions, including between paragraphs and text sections to enhance cohesion.
- 10.T.SS.1.d.: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanation, details, descriptions, and/or events; and a memorable conclusion.

10.T.SS.2: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.

- 10.T.SS.2.a.: Analyze how the use of figurative, conative, 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.SS.2.c: Use formal style when speaking or writing to establish credibility and tone.

Assessment: Quiz Unit Test Project Lab Essay Response None

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		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	<p>I am reading "Letter from Birmingham Jail" by Martin Luther King, Jr.</p> <p>I am learning to analyze an argument.</p> <p>I am learning to identify rhetorical devices and explain their impact on meaning and purpose.</p>	Do Now: Read the excerpt from "The Call for Unity." Name one logical fallacy in the text.	Instruction: Reciprocal Teaching Instructions Instruction: Logical Fallacies	Probing Questions: Summarize the text, paragraphs 1-32. [Class] Reciprocal Teaching: Graphic Organizer [Canvas/Class]	5) Guided Reciprocal Teaching w/ Chunking: With a partner, read paragraphs 33-50 . Assign roles—one person should serve as the clarifier, another should serve as the summarizer, and the third as the questioner. As each paragraph is read aloud, the class will pause to allow each group to discuss. During this time, one student should summarize the paragraph, the other student should pose a question about the text, and the other student should identify any words/phrases that are difficult to understand. At the end of the section, students will discuss what they wrote. [HMH Unit 3, pg. 193] Chunk 1: Pars. 33-37 Chunk 2: Pars. 38-42	Reciprocal Reading w/ Chunking: By yourself, summarize each remaining paragraph, pose a comprehension question pertaining to each paragraph, and highlight/underline any word or phrase you don't know or understand. [HMH Unit 3, pg. 193] Chunk 3: Paragraphs 43-50	Discussion: A shift is a rhetorical device. It is a change in mood or tone, often signaled by words like <i>however</i> or <i>but</i> . Review paragraph 43. <ul style="list-style-type: none"> • What is the shift at the beginning of the paragraph? • Does Kings lack of confidence continue? • What is the effect of this shift on King's argument? 	
	<p>I can identify the purpose, audience, context, and exigence in the letter.</p> <p>I can explain how MLK, Jr. appeals to the interests of his audience and works towards a clear goal and purpose.</p> <p>I can explain how MLK Jr.'s rhetorical techniques enhance his argument and undermines the argument of the other clergymen.</p>							

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Tuesday	<p>I am reading "Letter from Birmingham Jail" by Martin Luther King, Jr.</p> <p>I am learning to analyze an argument.</p> <p>I am learning to identify rhetorical devices and explain their impact on meaning and purpose.</p>	Do Now: Test Tip Tuesday	Instruction: SPACE CAT and Constructed Response	Graphic Organizer: "Letter from Birmingham Jail" [Canvas]	Think/Pair/Share: With a partner, complete the graphic organizer on "Letter from Birmingham Jail." [Class]	Written Response: Discuss whether King uses valid reasoning when he states, "Injustice anywhere is a threat to justice everywhere." What evidence does he provide to support this idea? What appeal does he use? Write your answer in 5-7 sentences. [HMH pg. 212, question # 4/Canvas]	Discussion: Identify a logical fallacy at the beginning of paragraph 25. How does King make his point about the logical fallacy?
	<p>I can identify the purpose, audience, context, and exigence in the letter.</p> <p>I can explain how MLK, Jr. appeals to the interests of his audience and works towards a clear goal and purpose.</p> <p>I can explain how MLK Jr.'s rhetorical techniques enhance his argument and undermines the argument of the other clergymen.</p>						

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Wednesday	<p>I am reading "Letter from Birmingham Jail" by Martin Luther King, Jr.</p> <p>I am learning to analyze an argument.</p> <p> I am learning to identify rhetorical devices and explain their impact on meaning and purpose.</p> <p>I am assessing my ability to analyze arguments and identify rhetorical devices. [Alternative]</p>	<p>Do Now: Examine paragraph 3 (pg. 194). What rhetorical device is used heavily in this paragraph? How likely is this to be effective?</p>	<p>Instruction: SPACE CAT and Constructed Response</p>	<p>Graphic Organizer: "Letter from Birmingham Jail" [Canvas]</p>	<p>Think/Pair/Share: With a partner, complete the graphic organizer on "Letter from Birmingham Jail." [Class]</p>	<p>Written Response: Discuss whether King uses valid reasoning when he states, "Injustice anywhere is a threat to justice everywhere." What evidence does he provide to support this idea? What appeal does he use? Write your answer in 5-7 sentences. [HMH pg. 212, question # 4/Canvas]</p> <p>Assessment: "Letter from Birmingham Jail" [Alternative]</p>	<p>Exit Ticket: Before you leave and/or submit your assignment, double-check the "Choices," "Appeals," and "Tone" section of your graphic organizer. Did you use specific examples from the text?</p> <p>Exit Ticket: Do you think you missed points because you didn't understand the speech or because you don't have the skills to analyze an argument and identify rhetorical devices. [Alternative]</p>
	<p>I can identify the purpose, audience, context, and exigence in the letter.</p> <p>I can explain how MLK, Jr. appeals to the interests of his audience and works towards a clear goal and purpose.</p> <p> I can explain how MLK Jr.'s rhetorical techniques enhance his argument and undermines the argument of the other clergymen.</p> <p>I can pass the assessment with a 70% score or higher. [Alternative]</p>						

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Thursday	 I am preparing to read "Letter to Lord Viceroy."  I am learning about movements for independence.	n/a	n/a	n/a	Discussion: On the discussion board, respond to the following: How does a fight for freedom start? Write a post in which you explore how one person might begin a movement for independence? Respond to at least 2 other classmates.	n/a	n/a	
	 I can discuss how fights for freedom begin.							
Friday		No School						
	