

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

Teacher: Griffin

Subject: ELA

Course: Literature and
Composition II

Grade: 10

Date(s): November 10 - 14

Standard:

10.T.T.2: Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.

- 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information.
- 10.T.T.2.b: Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.
- 10.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes.

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>*I DO</i>	Guided Instruction (10 min) <i>*WE DO</i>	Collaborative Learning (10 min) <i>*Y'ALL DO</i>	Independent Learning (10 min) <i>*YOU DO</i>	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 to write an objective summary.	Mini Quiz: Expository Writing [In-Class]	Review: Expository Writing and Objective Summaries [In-Class]	Graphic Organizer: Objective Summary [Canvas/In-Class]	Peer Review: Exchange summaries with a partner. Read silently and respond with the following: - Does the summary clearly state the author's name, title, and the main idea? - Does the writer include the most important supporting points? Circle any extra or unnecessary details that feel like personal opinions or repetition. - Does the summary stay natural (excludes "I think," "I believe," or judgmental language)? If not, underline words that sound biased or opinionated. - Is the summary easy to follow? Does it use transitions? Suggest one change that would make it clearer or smoother. - Comment: Write one thing your partner did well and one thing to improve. [In-Class]	Written Response: Write an objective summary of the text using the outline provided. Be sure to write a statement of the overall conclusion she reaches based on the evidence. [Canvas/In-Class] Writing Process: After you complete your summary and get feedback from a peer, compare your summary to the original text. Highlight sentences or ideas you used to build your summary. If you don't have a book, write the quote and cite it. [A Ed Science Unit 2, pg. 123-127]	Exit Ticket: What makes a summary "objective"? [Canvas/In-Class]

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	I can identify the key elements of an informational/expository text—thesis, key ideas, evidence, and conclusion. ✓ I can locate multiple purposes of a text. I can pinpoint an author's point of view using purpose as a clue.						
Tuesday	🚫 ✓	No School- Veteran's Day					

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Wednesday	 I am analyzing an expository text.	Quick Write: Why might the author have started her informational text with the example of the earthquakes in paragraphs 1-3 instead of a more typical approach with an introductory paragraph and a thesis statement? [Canvas/In-Class]	Instruction: Roundtable Discussion Protocol [Canvas/In-Class]	Demonstration: Watch the teacher demonstrate how to complete your roundtable artifact. [In Class]	Discussions: In your assigned group, answer the "Analyze the Text" questions on page 128. Complete the Roundtable artifact as your go. • Group 1 & 3: Questions 2 & 3 • Group 2 & 4: Questions 2 & 4 • Group 5 & 7: Questions 1 & 4 • Group 6 & 8: 1 & 5 [GA Ed Science, Unit 2, pg. 128]	Written Response: "Analyze the Text" Question 7- Choose one examples from the article that helps you answer this Big Question: What challenged, changed, or confirmed what I already knew or believed about selfies? Explain how the text you quote fits with your previous knowledge. [Canvas/In-Class]	Group Discussion: Which statement is fact and which is an opinion? Before you answer, consider : can the statement be proven? If so, how? • People take selfies with their phones. • The best way to take a selfie is with a selfie stick. • More selfies are posted online each day than any other type of image. • Only self-absorbed people take selfies. [In-Class]
	 I can explain how the author builds their main idea. I can explain and evaluate the author's purpose. I can identify the structure of the text and explain its appropriateness for developing the thesis. I can locate evidence in the text and evaluate its credibility and effectiveness. I can evaluate the tone of the text, identifying strong examples of effective word choice.						

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Thursday	 I am analyzing an expository text. I can explain how the author builds their main idea. I can explain and evaluate the author's purpose. I can identify the structure of the text and explain its appropriateness for developing the thesis.  I can locate evidence in the text and evaluate its credibility and effectiveness. I can evaluate the tone of the text, identifying strong examples of effective word choice.	Prediction: Review the "Analyze the Text" questions on page 128. Predict the following: Which question will create the <i>most</i> confusion, disagreement, or uncertainty? Which question answer will be the easiest to agree on?	Instruction: Fishbowl Protocol	Demonstration: Watch the teacher demonstrate how to complete your fishbowl artifact.	Fishbowl Discussion w/ Tracker artifact: As you listen to the discussion, compare the inner circle's responses to your group's answers. Take notes, highlight similarities and differences, and reflect on how your understanding changes	Written Response: Reflection - Which questions showed the biggest difference between your group's answer and the inner circle's? - What was one ide or piece of evidence that made you rethink or refine your group's answer? - If you could join the fishbowl, what point or question would you raise? Why?	Exit Ticket: Revisit the questions from the opening. Answer the following: - Which questions created the most confusion, disagreement, or uncertainty? Why do you think that was? How specifically was the correct answer verified? - Which questions was the easiest? What was the process for arriving at that answer?

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Friday	 I am assessing my ability to analyze an expository text.	n/a	Instruction: Assessment Protocol	n/a	n/a	Assessment: "How Do you See Your Self(ie)? [In-Class] Vocabulary Practice: Effective readers keep a record of words and definitions to help with comprehension and make completing assignments easier. Divide a sheet of paper into three columns labeled vocabulary word, "Definition," and "Example Sentence" Fill in the information for the following words: • Differentiate • Incorporate • Mode • Orient • Perspective • Pensive • Simultaneously • Meticulous • Frivolous • Devoid • Dissipate [In Class/Canvas]	n/a
	 I can score a 70% or higher on my expository quiz.						