

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 17-21

Standard:

10. T.T.1. Evaluate and apply various techniques to comprehend and shape meaning.

- 10.T.T.1.a. Evaluate how narrative techniques (including archetypes, multiple perspectives, story structure, and symbolism) interact, using textual evidence.
- 10.T.T.1.b. Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author's purpose.
- 10.T.T.1.c. Analyze and evaluate how a text's theme(s) has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence.
- 10.T.T.1.d. Analyze how literary works draw on themes, event patterns, or character types from different time periods.
- 10.T.T.1.e. Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing.

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	 I am learning how to make inferences.  I am understanding character motivations.	Do Now: With a partner, complete the following. What's great—and not so great—about humans? Make a t-chart listing our positive qualities on one side and negative qualities on another. Discuss your overall conclusion about humanity with a partner.	Mini-Lesson: Narrative Techniques w/ Focus on Character and Plot	Graphic Organizer: Guided Cornell Notes	Reciprocal Teaching: Read paragraphs 1-75 of "Super Human" in your groups. Alternate reading the paragraphs aloud and complete the guided notes as you go along. [HMH Unit 2, pg. 105-111]	n/a	Poll: Hold up fingers to indicate your agreement with each statement. One finger indicates a strong disagreement, and 5 fingers indicates a strong agreement. 1. X is a superhero who has decided to destroy the world. 2. Syrita is chosen to save humanity from X. X stopped helping humanity after he was shot by a police officer.
	 I can make inferences about characters. I can define "motivations" as it relates to characters. I can assess dialogue, thoughts, and feelings, and character actions to determine character motivations.						

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Tuesday	I am learning how to make inferences.  I am understanding character motivations.	Do Now: Look at the message X sends to the world in paragraph 12. With a partner, discuss the following: What conflicting ideas or feelings are conveyed in X's brief message? • What might be X's motivation for giving the world three days to send someone to talk to him? • How does the author use this message to characterize X? What do you expect X to be like?	Mini Lesson: Making Inferences and Understanding Character Motivations	Graphic Organizer: Guided Cornell Notes	Reciprocal Teaching: Read paragraphs 76-142 of "Super Human" in your groups. Alternate reading the paragraphs aloud and complete the guided notes as you go along. [HMH Unit 2, pg. 111-115]	n/a	Assessment Practice: Complete assessment practice [HMH Unit 2, pg. 115]
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Wednesday	 I am learning about archetypes.  I can define archetype . I can identify the different archetypes. I can explain how the use of an archetype interacts with the other elements of narrative to convey a theme.	Do Now: With a partner discuss the following: What do you think will happen next? What evidence from the text can you point to to support your answer?	Mini-Lesson: Archetypes and Narratives	Handout: Archetypes and Narratives	Gallery Walk: Examine the superheroes posted around the room. On your chart, mark the differences and similarities between X and the posted superhero. Alternative Analyze the Text: As a group, complete the analyze the text questions on page 116. Use textual evidence to support your answers and write your answers in complete sentences. [GA Ed Science Unit 2, pg. 116]	C.E.R Written Response: Write a paragraph comparing X to one of the superheroes posted in the room.	Exit Ticket: "Super Human" Comprehension Mini Quiz

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Thursday	 	I am analyzing “Super Human.” I can identify the theme and purpose of the story. I can explain and analyze characters’ motivations. I can distinguish between direct and indirect characterization. I can make inferences using textual evidence and prior knowledge.	Do Now: Which statement BEST analyzes the social relevance of the major theme in “Super Human”? a. The theme of connectedness shows how dangerous it can be when people expect one person to solve all of society’s problems. It shows readers the importance of being involved in your community. b. The theme of taking the moral high ground is illustrated through Syrita’s attempt to convince X to continue doing his job despite racial injustice. It shows readers that oppressed people should continue to act morally, even if those that oppress them do not. c. The fact that X—a poor person—is a super hero shows how important working class people are in our society. d. The story shows how racial injustice can erode even the strongest sense of duty, revealing how deeply social inequalities can affect individuals and communities.	Instruction: Analyze the Text	n/a	Analyze the Text: As a group, complete the assigned analyze the text questions on page 116 [GA Ed Science Unit 2, pg. 116]. Use textual evidence to support your answers and write your answers in complete sentences.	Written Response: C.E.R.: Write a well-developed paragraph answering question 6 on page 116. [GA Ed Science Unit 2, pg. 116]	Exit Ticket: Many stories feature a “Reluctant Hero”—a character who possesses extraordinary abilities or responsibilities but withdraws from their role due to fear, trauma, or disillusionment. This character type is defined by inner conflict, moral hesitation, and a struggle between personal desire and societal expectation. Which TWO statements describe the ways the story MOST draws on this character type in “Super Human”? A. X retreats from helping humanity after experiencing violence and injustice because he no longer trusts the word he once served, B. Syrita agrees to confront X even though she feels unsure of herself which shows that sometimes heroes are pushed into responsibility. C. X gives the world a deadline before he destroys it, reflecting the reluctant heroes . D. Syrita’s community pressures her to meet with X, illustrating how reluctant heroes are often chosen against their will and must rise to expectations they did not ask for.

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Friday	I am learning how to define words using context clues.  I am examining how author's use sentence fragments and dialect to create dialogue. I can identify 3 ways to identify an unfamiliar word using context clues.  I can define dialogue and dialect. I can explain the why an author might use sentence fragments and dialect in a story.	Do Now: Which definition is correct? Explain why. 1. <i>"Dr. Alvarez stayed unflappable despite harsh criticism. Every question was met with the same calm, measured tone."</i> Which meaning fits? A. Easily rattled or upset B. Steady and composed, even under pressure 2. <i>"The committee rejected his explanation as untenable. It lacked evidence and fell apart under even the slightest scrutiny."</i> Which meaning fits? A. Unable to be defended or supported B. Strong and well-supported	Mini-Lesson: Defining Words Using Context Clues and Sentence Fragments	Graphic Organizer: Adapted Freyer-Model (pensive)	Discussion: Practice and Apply [HMH Unit 2, pg. 118]	Adapted Freyer-Model: By yourself, complete the graphic organizer for your assigned vocabulary words.	Exit Ticket: Refer to the excerpts from "Super Human." Then, answer the following for each excerpt: - What type of craft technique is used here? - Why might the author use this technique here?