



Westside High School - Weekly Plan to Align Lessons (Week At a Glance) - 2024-25

Teacher: Bass

9th Grade Literature

Date(s): May 5-9

Standard: 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).

ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELAGSE9-10W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 9–10.)

Supporting Standards:

ELAGSE9-10RL2 Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Assessment:	Quiz	Test	Project	Lab	Writing	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	<ul style="list-style-type: none"> Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question 	<ul style="list-style-type: none"> Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices* 	<ul style="list-style-type: none"> Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard 	<ul style="list-style-type: none"> Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk 	<ul style="list-style-type: none"> Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio 	<ul style="list-style-type: none"> Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Mon	Students will be able to show what knowledge they have on character development and ideas. -I can quietly take a test. -I can answer all questions.	Meaningful Monday	Pre-Assessment Expectations			Unit 2: Pre-Assessment	Editing exit tickets
Tues	Students will be able to use noun clauses in a descriptive paragraph. -I can use a pronoun at the beginning of the noun clause. -I can use a subordinating conjunction at the beginning of a noun clause.	Text Structure Tuesday	Noun Clauses -go over examples from the textbook (page 111) -video: Bass is looking			Where do you typically eat dinner? Is it in the kitchen, in the living room, or on the go? With whom do you typically eat? Do you talk during dinner, watch TV, work on homework, or something else?	On your own, write one descriptive paragraph about a meal or snack you especially enjoyed sharing with family or friends. Use noun clauses and vary whether they start with a pronoun or with a subordinating conjunction.



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					-Teacher shares their answer. Share your answers about where you eat, etc. with a partner next to you.		
Wed	Students will be able to determine the central idea. -I can identify key ideas. -I can identify supporting details.	Wordy Wednesday		Start reading "The Power of the Dinner Table" -T-chart: key ideas and supporting details to get to the central idea -add mandatory vocab (sibling, anomalous, charismatic, intricate) to vocab sheet and add your own words as we read.		Start reading "The Power of the Dinner Table" -T-chart: key ideas and supporting details to get to the central idea -add mandatory vocab (sibling, anomalous, charismatic, intricate) to vocab sheet and add your own words as we read.	Editing exit tickets
Thurs	Students will be able to determine the central idea. -I can identify key ideas. -I can identify supporting details.	Throwback Thursday		Finish reading "The Power of the Dinner Table" -T-chart: key ideas and supporting details to get to the central idea -add mandatory vocab (sibling, anomalous, charismatic, intricate) to vocab sheet and add your own words as we read.		Finish reading "The Power of the Dinner Table" -T-chart: key ideas and supporting details to get to the central idea -add mandatory vocab (sibling, anomalous, charismatic, intricate) to vocab sheet and add your own words as we read.	Editing exit tickets
Fri	Students will be able to answer questions about the author's word choice. -I can support my answer with textual evidence. -I can make connections to the real world.	Figurative Friday		Complete the assessment practice questions: Whiteboard	With a partner, answer the following questions from the textbook page 108: 2. Why do teens call Kathy "Momma" and David "Dad" (paragraph 6)? Why is the teens' use if these terms significant? Cite evidence from the text to support your response. 3. Explain what a "listening heart" means as used in paragraph 10. How can "a		Editing exit tickets



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					listening heart" be part of the solution to the struggles many teens face?		
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**key literacy strategies*