



Coretta Scott King Young Women's Leadership Academy
2024-2025 Lesson Plans for 10th Grade (**World Literature**)

Good instruction is driven by the students' academic needs. Instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, adjustments of instruction will be made on a continual basis.

Special Notes: Unit 3

Teacher Name	Corendis Hardy	Subject/ Grade	10 th World Literature and Composition	Date range:	February 24 to March 7, 2025
	Feb. 24 - 25	Feb. 26 - 27	Feb. 28 to March 3	March 4 - 5	March 6 – 7
Standards Academic Focus: Persuasive appeals - 279 Noun phrase – p. 281 Charged language – p 289 Restatement – p. 289 Rhetorical devices (repetition, parallelism, antithesis, allusion, anecdote, proverb, example) – pp. 291 and 316 Comparison and contrast – p. 292 Informative essay	ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas and concepts clearly and accurately through the selection, organization, and analysis of relevant content.	ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)

<p>structure: pp. 292 - 293, 300, 301</p> <p>Media Vocabulary (tone, inflection, gesture, enunciation, lead-in, close-up shot, slant) – pp. 294 and 318</p> <p>Adverbial phrase – p. 317</p> <p>Figurative language (simile, metaphor, personification...) pp. 333 and 342</p> <p>Imagery – p. 334</p> <p>Context clues – p. 336</p> <p>Satire – p. 341</p> <p>Infographic – p. 349</p> <p>Writing Focus: Informational Text</p>	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content .</p>	<p>informative/explanato ry texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ELAGSE9-10W2:</p> <p>Write informative/explanat ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>
<p>Learning Target</p> <p>By the end of the unit, each student will be able to say,</p>	<p>Reading</p> <p>“I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Reading</p> <p>“I can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Reading</p> <p>“I can determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or</p>	<p>Reading</p> <p>“I can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Reading</p> <p>“I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g.,</p>

	<p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>beauty of the text.</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”</p>	<p>how Madison defines faction in Federalist No. 10).</p> <p>Writing</p> <p>At the end of Unit 3, each student will be able to say, “I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.”.</p>
Differentiated Instruction	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p> <p>*Choice Board of assignments</p> <p>*Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>
Lesson Structure					
Opening (more	Opening:	Opening:	Opening:	Opening:	Opening:

<p>ideas)</p> <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	Black History Trivia	Journal	Black History Trivia	Sentence Correction	Unscramble
<p>Work Session</p> <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do Instructional Strategies 	<p>(I do) Introduce reading comprehension activity</p> <p>(We do) Read and analyze text (They do.) Reading comprehension activities</p>	<p>(I do) Lesson on Satire</p> <p>(They do.) Student presentations/project</p>	<p>(I do) Using context clues in literature</p> <p>(They do.) Student presentations/project</p>	<p>I do. Lesson on media vocabulary</p> <p>(They do.) Student presentations/project</p>	<p>(I do.) Continue lesson on media vocabulary</p> <p>(They do.) Student presentations/project</p>
Closing	411: Write a summary of the article	Q/A	<p>3-2-1</p> <p>3 things you learned from the presentation</p> <p>2 vocabulary words that you didn't know</p> <p>1 question you still have</p>	Top 10 List: What are the most important takeaways from your peers' presentation	Exit Ticket Matching activity with media vocabulary terms
Independent Practice /HW	<p>Homework: (They do.) Watch video on satire. Take assessment.</p> <p>https://www.youtube.com/watch?v=io58hl1ZOTY (Satire)</p>	<p>Homework: (They do) Watch video on comparison and contrast. Take quiz. (Kahoot)</p> <p>https://www.youtube.com/watch?v=QVyOeD2xg94 (compare and contrast)</p>	<p>Homework: (They do.)</p> <p>Figurative language: https://www.youtube.com/watch?v=lzKj-bLvrYQ</p>	<p>Homework: (They do.)</p> <p>Pronouns: https://www.youtube.com/watch?v=j9klACViG6Q</p>	<p>Homework: (They do.)</p> <p>Greek/Latin roots from Unit 3</p>

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Additional Standards:

ELAGSE9-10L1(b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE9-10L2 (a-c): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.