



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plans for World Literature (10th Grade)

*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.

Teacher Name	Corendis Hardy	Subject/ Grade	World Lit.	Date range:	August 26 – September 9, 2024
	August 26 - 27	August 28 - 29	August 30 & Sept. 3	Sept. 4 - 5	Sept. 6 & 9
<p>Standards</p> <p>Anchor Texts:</p> <p>“My Introduction to Gothic Literature” (page 6-7)</p> <p>“The Spider and the Fly” by Mary Howitt</p> <p>Model Informative/Explanatory Essay: “Moai: The Giant Statues of Easter Island” (p. R14)</p> <p>“The Fall of the House of Usher” by Edgar Allan Poe (pp 12 – 30)</p>	<p>ELAGSERL9-1ORL2</p> <p>Determine a theme and/or central idea of text and closely analyze 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.</p> <p>ELAGSE9-1OW2:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>	<p>ELAGSERL9-1ORL2</p> <p>Determine a theme and/or central idea of text and closely analyze 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.</p> <p>ELAGSE9-1OW2:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>	<p>ELAGSE9-1ORL3:</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.</p> <p>ELAGSE9-1OW2:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p>ELAGSE9-1ORL4:</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>ELAGSE9-1OW4:</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards</p>	<p>ELAGSE9-1ORL5:</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>ELAGSE9-1OW4:</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>

	selection, organization, and analysis of content.	selection, organization, and analysis of content.	organization, and analysis of content.	1–3 above.)	for writing types are defined in standards 1–3 above.)
Reading Learning Target (s):	I can determine a theme and/or central idea of the sample explanatory essay, “My Introduction to Gothic Literature” and closely analyze 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.	I can determine a theme and/or central idea of the model explanatory essay, “Moai: The Giant Statues of Easter Island” and closely analyze 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	I can analyze how complex characters with multiple motivations in “The House of Usher” develop and interact with other character over the course of the text.	I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone in “The House of Usher”.	I can analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Writing Learning Target (s):	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.	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.	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.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiated Instruction	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...) 	<ul style="list-style-type: none"> *Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
Opening <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	<p>Hangman (10 minutes) Term du jour Gothic Literature</p> <p>Quick Read (12 minutes) Focus: nouns</p>	<p>Hangman (10 minutes) Term du Jour Magical Realism</p> <p>Quick Read (12 minutes) Focus: vocabulary strategies</p>	<p>Hangman (10 minutes) Word du jour: preposition</p> <p>Quick Read (12 minutes) Focus: prepositions</p>	<p>Journal #6 (Think/Write/Share)</p> <p>Describe a scary prank played on someone. What happened? Remember to use colorful details.</p>	<p>Journal #7 (Think/Write/Share)</p> <p>Can fear stop a person from achieving his/her goals? How? (Thoroughly explain your answer. Give examples.) Use CHORES to help you brainstorm ideas.</p>
<p>Work Session</p> <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do 5E: Explore, Explain, Elaborate 	<p>I introduce Gothic Literature https://www.youtube.com/watch?v=rB7EneEI3io</p> <p>We analyze and discuss "The Fall of the House of Usher".</p>	<p>I do a mini-review of what we have read so far with "The House of Usher"</p> <p>We continue reading the text as a whole class with regular checks for understanding. Students (They) will make a list of unfamiliar words. We</p>	<p>I do a mini-review of what we have read so far with "The House of Usher"</p> <p>We continue reading the text as a whole class with regular checks for understanding. Students (They) will make a list of unfamiliar words. We</p>	<p>I conduct lesson on literary devices used in the text: allusion, imagery, and symbolism.</p> <p>They (Students) work in small groups to discuss literary devices used in the story. They create concept maps for all three terms.</p>	<p>I conduct a mini-lesson on Magical Realism.</p> <p>In pairs, students read "House Taken Over".</p> <p>They will take a Kahoot on "House Taken Over"</p>

		will discuss key vocabulary from the text.	will discuss key vocabulary from the text. Audio file: https://www.youtube.com/watch?v=ldjnKUY_G9w		
Closing	Q/A What is Gothic Literature?	3-2-1 3 interesting details from the story 2 new words you learned 1 adjective from the story	Exit Ticket Write one line from the story that stands out to you. Explain why you chose this line.	T-chart on mood/tone with at least two lines from text	Q/A What is Magical Realism?
Independent Practice /HW	Reviews notes from lesson. Kahoot on Gothic Literature.	Concept maps of unfamiliar words	Concept maps of unfamiliar words	They can create word maps for unfamiliar words	They will take a Kahoot on "House Taken Over"