



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:	September 9 - 20, 2024
	Sept. 9 - 10	Sept. 11 – 12	Sept. 13 & 16	Sept. 17 - 18	Sept. 19 - 20
<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>ELAGSERL9-10RL2</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>ELAGSE9-10W2:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>	<p>ELAGSERL9-10RL2</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>ELAGSE9-10W2:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>	<p>ELAGSE9-10RL3:</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>ELAGSE9-10W2:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p>ELAGSE9-10RL4:</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>ELAGSE9-10W4:</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>ELAGSE9-10RL5:</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>ELAGSE9-10W4:</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 Fall of the House of Usher” 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 Fall of the House of Usher” 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	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small

	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	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 	Hangman (10 minutes) Term du jour adverb Quick Read (12 minutes) Focus: adverbs	Hangman (10 minutes) Term du Jour plot Quick Read (12 minutes) Focus: vocabulary strategies	Hangman (10 minutes) Word du jour: diction Quick Read (12 minutes) Focus: prepositions	Tic-Tac-Toe Vocabulary from story Quick Read Focus: Subject and verb agreement	Journal #7 (Think/Write/Share) Can fear stop a person from achieving his/her goals? How? (Thoroughly explain your answer. Give examples.) Use CHORES to help you brainstorm ideas.
Work Session <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do 5E: Explore, Explain, Elaborate 	I discuss characterization. Using STEAL, we analyze and discuss characters from “The Fall of the House of Usher”. Using a T-chart, students compare themselves with one character.	I discuss plot development. We discuss key events in the story. Students create a plot line of 7 events from the story.	I do lesson on dialogue in the story In pairs, students must find the dialogue and cite four examples of internal and external conflict (2 of each) that match the dialogue from the story.	I conduct a lesson on literary devices used in the text: imagery, and symbolism. They (Students) work in small groups to discuss literary devices used in the story. They must cite two examples of imagery, allusion, and symbolism from the text.	I review imagery and symbolism in literature. I conduct a lesson on theme. We read and discuss the poem, “Windigo by Louise Erdrich (pp 108-109) They read “Why Do Some Brains Enjoy Fear?” by Allegra Ringo (pp 91-95)

Closing	Explain how characterization is developed indirectly by authors	3-2-1 3 interesting details from the story 2 new words you learned 1 adverb from the story	Exit Ticket Write one line from the story that stands out to you. Explain why you chose this line.	Instructional Reflection: What new things have you learned about literature?	Comprehension Check on "Windigo" page 109.
Independent Practice /HW	Research ways social scientists and doctors believe people should cope with grief.	Students should list three of the top ways people can cope with grief.	Students must explain (in their own words) each technique in detail. Students should use the following headings What (technique) How (actions people should take) Why (what makes this method effective)	Students will copy and paste their research in a brochure template.	Students should have a peer proofread and edit their brochures.