



Coretta Scott King Young Women's Leadership Academy
 2024-2025 Lesson Plan for 11th Grade (**American 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

ACT Thursday, February 27, 2025

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	February 24 to March 7, 2025
	February 24 – 25	Feb. 26 - 27	Feb. 28 and March 3	March 4 - 5	March 6 - 7
Standards Academic Focus: Parallelism – p. 290 Argumentative structure – p. 295 Noun and verb phrase – p. 297 Tone – p. 299 Chronological structure – p. 305 Prepositional and adverb phrase – p. 307 Allusion – p. 344 Rhetoric – p. 335 Diction – p. 336 Clauses – p. 345	ELAGSE11-12RI1: 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)	ELAGSE11-12RI2: 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	ELAGSE11-12RI6: 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)	ELAGSE11-12RI3: 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) ELAGSE11-12W2: Write	ELAGSE11-12RI4: 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)

<p>Irony – p. 358</p> <p>Writing Focus: Informational Text</p>	<p>ELAGSE11-12W2: 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>(HOTS) ELAGSE11-12W2: 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>ELAGSE11-12W2: 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>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>Higher Order Thinking Skills (HOTS) ELAGSE11-12W2: 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>Learning Target</p>	<p>Reading By the end of Unit 3 each student will be able to say, “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 By the end of Unit 3 each student will be able to say, “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 By the end of Unit 3, each student will be able to say, “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 beauty of the text.</p>	<p>Reading By the end of Unit 3, each student will be able to say, “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>Writing At the end of Unit 3, each student will be</p>	<p>Reading By the end of Unit 3, each student will be able to say, “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., how Madison defines faction in Federalist</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>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>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>No. 10). 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>Differentiated Instruction</p>	<p>*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>	<p>*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)</p>
Lesson Structure					
<p>Opening (more ideas)</p> <ul style="list-style-type: none"> Bell Ringer/ 	<p>Opening: SEL</p>	<p>Opening: *Black History Trivia</p>	<p>Opening: *Black History Trivia</p>	<p>Journal What is rhetoric? What is a rhetorical</p>	<p>Opening:</p>

Engage/ Warm-Up	Q/A What is a pronoun? What is an antecedent	Q/A What is irony?	What are effective writing strategies for essays?	situation What is rhetoric? What is the rhetorical situation?	Listening Comprehension activity How are diction and tone connected?
Work Session • Gradual Release w/ I Do & We Do Instructional Strategies	(I do) Lesson on pronouns and antecedents (We do) Read, analyze, and discuss informative text on IVF mishap (They do.) Quiz	(I do) Lesson on irony (We do) Read, analyze and discuss <i>The Story of An Hour</i> (They do.) Answer comprehension questions about text	(I do) Lesson on RACE (We do) Discuss elements of the literary anchor text, <i>The Story of an Hour</i> (They do) Complete activities related to story (They do) HW Write a synopsis of the story. Project: Create a cover for the story. (They do) Reading comprehension activity	(I do.) Review rhetorical devices in "Ain't I A Woman" by Sojourner Truth (pp. 331 – 332) (We do) Analyze and discuss Truth's famous speech (They do) Write argumentative essay.	(I do.) Lesson on diction and tone (We do.) Read, analyze and discuss Lincoln's Second Inaugural Address (pp 301 – 303) (They do) Reading comprehension activities
Closing	411: Write a summary of the article in one paragraph.	5 Words: What five words would you use to explain the story? Explain and justify your choices	3 things that stand out about the main characters 2 literary devices used in the story 1 interesting thing	Completion: Sojourner Truth used _____ (rhetorical devices) to _____ (purpose of speech) the audience to _____ (effect on audience)	Compare and Contrast: Using a Venn Diagram compare and contrast the lives of Sojourner Truth and Abraham Lincoln
Independent Practice /HW	Pronouns and their antecedents	Reading comprehension	Listening comprehension	(They do) Choice Board	Reading comprehension

		activity and questions	activity and questions	Write a letter to Truth explaining what you liked most about her speech. Cite from the text. B. Kahoot on speech C. Write a speech about women's rights	activity
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Additional Standards:

ELAGSE11-12L1(b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE11-12L2 (a-c): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE11-12L3: 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.