



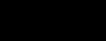
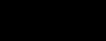
Coretta Scott King Young Women's Leadership Academy

Weekly Lesson Plan

Good instruction is driven by the students' academic needs. Therefore, instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, necessary adjustments of instruction will be made on a continual basis to maximize learning and mastery of content.

Teacher Name	Corendis Hardy	Subject/ Grade	Literature and Composition IV	Date range:	August 25 - 29, 2025
	Monday, 8/25 (B-day)	Tuesday, 8/26 (A Day)	Wednesday, 8/27 (B-day)	Thursday, 8/28 (A-Day)	Friday, 8/29 (B-Day)
Standards Anchor Text: "A Modest Proposal" (1729) by Jonathan Swift	12.T.T. 3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning and central idea. K-12.P.ST.1 Develop and apply knowledge of key components of context such as	12.T.T. 3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning and central idea. K-12.P.ST.1 Develop and apply knowledge of key components of context such as	K-12.P.AC.2 Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. Standards for Big Idea: Grammar Conventions are naturally integrated in all activities and assignments	K-12.P.AC.2 Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. Standards for Big Idea: Grammar Conventions are naturally integrated in all activities and assignments	12.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. Standards for Big Idea: Grammar Conventions are naturally integrated in all activities and assignments

	background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Standards for Big Idea: Grammar Conventions are naturally integrated in all activities and assignments.	background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Standards for Big Idea: Grammar Conventions are naturally integrated in all activities and assignments.			
Learning Target	I can... read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning and	I can... read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning and	I can... construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.	I can... construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.	I can... read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.

	central idea.	central idea.			
Success Criteria	Do a rhetorical analysis of the techniques employed in selected works	Do a rhetorical analysis of the techniques employed in selected works	Integrate narrative writing techniques to create a fictional story	Integrate narrative writing techniques to create a fictional story	Do a literary analysis of the techniques employed in poems, especially elegies.
Differentiated Instruction	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.	Hangman:  Vocabulary engagement Video: https://www.youtube.com/watch?v=izMt9fcAzno&pp=OgcJCfwAo7VqN5tD	Hangman:  Vocabulary engagement Video: https://www.youtube.com/watch?v=izMt9fcAzno&pp=OgcJCfwAo7VqN5tD	Watch. Write. Share Israel's starvation in Gaza mirrors Ireland's famine Does history repeat itself? https://www.youtube.com/shorts/8WYvtqHUqWO How do you stop history from	Watch. Write. Share. Watch. Write. Share Does history repeat itself? https://www.youtube.com/shorts/8WYvtqHUqWO How do you stop history from repeating itself?	Matching game: Elegy Repetition Alliteration Theme Speaker Lyrical epitaph

			repeating itself?		
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.	(I do.) Review terms related to satire: rhetoric, irony, understatement, hyperbole, paradox, parody, buffoonery, slapstick, ridicule, and sarcasm. (We do.) Question and answer. (They do.) Kahoot on terms	(I do.) Review terms related to satire: rhetoric, irony, understatement, hyperbole, paradox, parody, buffoonery, slapstick, ridicule, and sarcasm. (We do.) Question and answer. (They do.) Kahoot on terms	Mini-lesson on narrative writing elements and techniques. (We do.) Read, discuss, and analyze short story. (They do.) Write their own narrative based on image	Mini-lesson on narrative writing elements and techniques. (We do.) Read, discuss, and analyze short story. (They do.) Write their own narrative based on image	General mini-lesson on poetry as well as elegies and their elements. (We do.) Read and discuss about Thomas Gray and his poem, "Elegy Written in a Country Churchyard" (pp 419 – 423) (They do.) Answer questions about the poem.
Self-Reflect (Closing) Closing (more ideas) 10 min.	3-2-1 3 examples of hyperbole 2- examples of paradox 1-original sentence with the word, buffoonery	3-2-1 3 examples of hyperbole 2- examples of paradox 1-original sentence with the word, buffoonery	5 Words: Write 5 words that describe narrative writing.	5 Words: Write 5 words that describe narrative writing.	3-2-1 3 elements of elegies 2- original examples of alliteration 1-original sentence with the word, epitaph
Homework	Writing satire	Writing satire	Work on stories.	Work on stories.	Write an elegy.

	activity (page 413)	activity (page 413)			
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