



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:

GMAS Prep

MAP Testing March 18 – 19, 2025

March 17, 2025 District PLC

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	March 10 – 21, 2025
	March 10 -11	March 12 - 13	March 14 - 17	March 18 - 19 (Map Testing)	March 20 - 21
Standards Academic Focus: Fundamentals of essay writing Explanatory/Informational Text (Writing) Reading comprehension (informational text) Grammar: Subject/verb agreement fragments comma splices	ELAGSE11-12W2 (a-e) ELAGSE11-12W4 ELAGSE11-12W5 ELAGSE11-12W9 Reading Informational: ELAGSE11-12RI10 Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)	ELAGSE11-12W2 (a-e) ELAGSE11-12W4 ELAGSE11-12W5 ELAGSE11-12W9 Reading Informational: ELAGSE11-12RI10 Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)	ELAGSE11-12W2 (a-e) ELAGSE11-12W4 ELAGSE11-12W5 ELAGSE11-12W9 Reading Informational: ELAGSE11-12RI10 Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)	ELAGSE11-12W2 (a-e) ELAGSE11-12W4 ELAGSE11-12W5 ELAGSE11-12W9 Reading Informational: ELAGSE11-12RI10 Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)	ELAGSE11-12W2 (a-e) ELAGSE11-12W4 ELAGSE11-12W5 ELAGSE11-12W9 Reading Informational: ELAGSE11-12RI10 Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)

run-on sentences					
Learning Target At the end of the lesson, each student can...	Explain the key components of essays, particularly informative/explanatory genre	Explain parts of a paragraph, especially introductory paragraph of essay	Evaluate components of good body paragraphs	Integrate transitional words and phrases in essays as well as write memorable conclusions for essays	Write an exemplary essay
Differentiated Instruction	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
Opening (more ideas) • Bell Ringer/Engage/Warm-Up	Opening: Poem Test-taking Tip #3: Antonyms	Opening: Journal: Response to picture Test-taking Tip #4 Process of	Opening: Unscramble Test-taking Tip #5 Close vs Precise Answer	Opening Women's History Month Trivia Test-taking Tip #6 Read prompt 3 times.	Opening: Women's History Month Trivia Test-taking Tip #7 Answer all questions

		Elimination			
<p>Work Session</p> <ul style="list-style-type: none"> • Gradual Release w/ I Do & We Do Instructional Strategies 	<p>(We do.) Sentence corrections</p> <p>(I do.) Mini-lesson on the fundamentals of essay writing; review of informational/explanatory essays</p> <p>(We do.) Analyze and discuss informational sample text: "The Seed-Flower Cycle"</p> <p>(They do.) Comprehension quiz on passage</p>	<p>(We do.) Sentence correction</p> <p>(I do) Lesson for exemplary first paragraph one of essay (engaging introduction, bridge sentences, thesis</p> <p>Engaging Ways to Start an essay</p> <p>Interesting fact, anecdote, definition, rhetorical question, quote, opposite</p> <p>(We do) Analyze and discuss sample introductions to informative text</p> <p>(They do.) Write introductory paragraph for informational text</p>	<p>(We do.) Correct run-on sentences</p> <p>(I do) Lesson on strong body paragraphs for informative text; parts of a paragraph (sandwich chart); citing evidence</p> <p>(We do) Analyze and discuss sample body paragraphs of informative text</p> <p>(They do) Write body paragraphs for informative text</p>	<p>(We do.) Correct fragments</p> <p>(I do.) Lesson on transitional words and phrases; writing conclusions</p> <p>(We do) Analyze and discuss concluding paragraphs for informative essays</p> <p>(They do) Write conclusion for informative text</p>	<p>(We do.) Correct comma splices</p> <p>(I do.) Review key elements of informative text</p> <p>(We do.) Read, second sample of informative text</p> <p>"Maslow's Hierarchy of Needs"</p> <p>(They do) Comprehension Quiz. Write informative/explanatory essay</p>
Closing	<p>411: Write three facts about informative/explanatory text</p>	<p>3 ways to start essay</p> <p>2 facts about the thesis statement</p> <p>1 way to create bridge sentence (s)</p>	<p>Completion</p> <p>Body paragraphs must have _____. The topic sentence _____.</p>	<p>List 5 transitional words and phrases</p>	<p>Q/A</p> <p>What are the most important components of informative text?</p>

			Supporting details_____. The concluding sentence_____.		
Independent Practice /HW	Subject/verb agreement	Sentence correction	Correct run-on sentences	Fix fragments	Fix comma splices

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.