



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 10th Grade (World Literature and English Composition)

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.

National Children's Book Week (November 4 – 10, 2024)

National French Week (November 6 – 12, 2024)

Teacher Name	Corendis Hardy	Subject/ Grade	10 th American Literature and Composition	Date range:	October 28 – November 8, 2024
	Oct. 28 - 29	Oct. 30 - 31	Nov. 1 & 4	Nov. 4 & 6	Nov. 7 - 8
Standards	ELAGSE 09-10RI1: 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.	ELAGSE 09-10RI2: 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.	ELAGSE09-10RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	ELAGSE 09-10SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style	ELAGSE 09-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Academic Focus					
Writing Exemplar Essays					
Reading Informational Text	ELAGSE1 09-10RI7: Integrate and evaluate multiple sources of	ELAGSE 09-10RI7RI7: Integrate and evaluate			Gifted Standards

<p>Rhetorical Strategies</p> <p>Diction</p> <p>Imagery</p>	<p>information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE 09-10W2 (a-f): 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>multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE 09-10W2 (a-f): 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>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Creativity (CRT)</p> <p>ELAGSE 09-10W2 (a-f): 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>are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE09-10RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Creativity (CRT)</p>	<p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p>ELAGSE11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Gifted Standards</p> <p>Advanced Communication Skills (ACS)</p> <p>Creativity (CRT)</p> <p>ELAGSE09-10W2 (a-f): Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>
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Learning Target	<p>Informational Reading</p> <p>Each student will be able to say, “I can employ informative/explanatory text to 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</p>	<p>Informational Reading</p> <p>Each student will be able to say, “Using informative text, 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;</p>	<p>Reading</p> <p>Each student will be able to say, “Using informative text, I can analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure</p>	<p>Speaking/Listening</p> <p>Each student will be able to say, “Based on an analysis of informative text, I can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are</p>	<p>Listening/Evaluating</p> <p>After listening to her peers’ speeches, each student will be able to say, “I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

	<p>where the text leaves matters uncertain.</p> <p>.</p> <p>Writing</p> <p>After an analysis of informative text, each student will be able to say, “I can write a model essay that thoroughly explains why Kamala Harris or Donald Trump should be the next president of the United States.</p>	<p>provide an objective summary of the text.</p> <p>Writing</p> <p>After an analysis of informative text, each student will be able to say, “I can write a model essay that thoroughly explains why Kamala Harris or Donald Trump should be the next president of the United States.</p>	<p>and meaning as well as its aesthetic impact</p> <p>Writing</p> <p>Each student will be able to say, “I can analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact and integrate what I have learned in an explanatory essay.</p>	<p>addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p>	<p>Writing</p> <p>After the students debate, each student will be able to say, “I can write a rhetorical analysis of the devices used during the activity</p>
<p>Differentiated Instruction</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p>	<p>*Graphic organizers</p> <p>*Collaborative Small Groups</p> <p>*Multi-modal resources</p>

	*Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
Opening (more ideas) <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	Opening: Reading Comp. & Quiz (Kahoot)	Opening: Quiz on colon and semi-colon	Hangman: rhetoric	Sentence correction French words or phrases used in English: 1. laissez-faire; 2. liaison; 3. carte blanche; 4. coup d'état; and 5. Renaissance	Kahoot on media vocabulary 6. à la carte; 7. omelet/omelette; 8. sauté; 9. soufflé; 10. hors d'oeuvres
Work Session <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do 	(I do) Review writing strategy: MEAL and format for explanatory essay (They do) Research on presidential candidates Kamala Harris and Donald Trump (We do). Discuss what	(I do) Lesson on ways to start paragraph one (We do) Analysis of exemplar essay (They do) Write an explanatory essay for which candidate	(I do) Review expectations for doing oral presentations. Lesson on building good body paragraphs and transitional words and phrases	(I do.) Lesson on strong conclusions (We do.) Watch and discuss video about conclusions. (They do.) Finish speeches explaining why their candidate	(I do.) Discuss debate, rules, and expectations (They do) Teams debate and evaluate rhetorical devices

Instructional Strategies	information they have found and how to integrate in explanatory essay.	should be the next president.	(We do) Write a body paragraph together (They do.) Speeches explaining why their candidate should win the election. Read aloud: Children's book	should win the election. Comprehension . Read aloud: Children's book	Read aloud: Children's book
Closing	3-2-1 3 -elements of MEAL 2- facts you will use in explanatory essay 1 – quote by presidential candidate and brief explanation	Venn Diagram Compare/Contrast and showing what the candidates have in common	Write an academic reflection of what you have learned about rhetorical devices	Q/A What is a summary?	Exit Ticket Academic self-assessment and reflecton.
Independent Practice /HW	(They do.) Homework: independent study and concept maps for colon and semicolon	(They do.) Homework: Conduct independent study and concept maps for modernism, absurdist literature, ambiguity, and themes of	(They do.) Homework: Conduct independent study and concept maps for verbs and verb phrase (p.183)	(They do.) Homework: Conduct independent study and concept map on the elements of debate (page 185)	(They do.) Homework: media vocabulary (p. 186)

		alienation) (p. 181 in textbook)			
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Additional Standards:

ELAGSE 9-10L1(b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE 9-10L2 (a-c): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE 9-10L3: 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.