



# Coretta Scott King Young Women's Leadership Academy

## \*Lit IV Weekly Lesson Plans

**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 1B and 4A	Date range:	January 12 – 16, 2026
	Monday, January 12 A-Day	Tuesday, Jan. 13 B-Day	Wednesday, Jan. 14 A-day	Thursday, Jan. 15 B-day	Friday, Jan. 16 A-day
Standards	<b>12.PAC.1</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	<b>12.PAC.1</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	<b>12.PAC.1</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	<b>12.PAC.1</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	<b>12.PAC.1</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions
Learning Target	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, <b>Jane Eyre</b> (pp.	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, <b>Jane Eyre</b> (pp. 627 –	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, <b>Jane Eyre</b> (pp.	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, <b>Jane Eyre</b> (pp.	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, <b>Jane Eyre</b> (pp.

	627 – 637) to shape her message and influence readers' understanding.	637) to shape her message and influence readers' understanding.	627 – 637) to shape her message and influence readers' understanding.	627 – 637) to shape her message and influence readers' understanding.	627 – 637) to shape her message and influence readers' understanding.
Success Criteria	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte Brontë.	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte Brontë.	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte Brontë.	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte Brontë.	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte Brontë.
<a href="#">Differentiated Instruction</a>	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing
Lesson Structure					
<b>Engage</b> (Opening) <a href="#">BellRinger/Warm-Up/Sponge (more ideas)</a> <a href="#">Opening (more ideas)</a> <b>15 min.</b>	107 Days by Kamala Harris	107 Days by Kamala Harris	107 Days by Kamala Harris	107 Days by Kamala Harris	107 Days by Kamala Harris
Explicit Instruction	(I do.) Term du Jour:	(I do.) Term du Jour:	(I do.) Term du Jour:	(I do.) Term du Jour:	(I do.) Review of five

<p><b>and Apply &amp; Assess</b> (Work Session) Gradual Release <a href="#">Instructional Strategies</a> <b>63 min.</b></p>	<p><b>point of view</b> (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence) ✓ Anticipatory lesson (background for story and author) on <b>Jane Eyre</b> by Charlotte Brontë (pp. 627 – 637) <b>(We do.)</b> Discuss point of view (p. 625) <a href="#">"What is Point of View?": A Literary Guide for English Students and Teachers</a> <b>(They do.)</b> Think. Write. Share. In journal section of notebooks, complete "Seasons of Change" activity on page 624 in textbook</p>	<p><b>point of view</b> (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence) ✓ Anticipatory lesson (background for story and author) on <b>Jane Eyre</b> by Charlotte Brontë (pp. 627 – 637) <b>(We do.)</b> Discuss point of view (p. 625) <a href="#">"What is Point of View?": A Literary Guide for English Students and Teachers</a> <b>(They do.)</b> Think. Write. Share. In journal section of notebooks, complete "Seasons of Change" activity on page 624 in textbook</p>	<p><b>setting</b> (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence) <b>(We do.)</b> Discuss setting on page 625. <a href="#">"What is a Setting?": A Literary Guide for English Students and Teachers - YouTube</a> <b>(We do.)</b> Start reading and analysis Jane Eyre (pp. 627 – 637) (They do.) Answer comprehension questions about story</p>	<p><b>setting</b> (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence) <b>(We do.)</b> Discuss setting on page 625. <a href="#">"What is a Setting?": A Literary Guide for English Students and Teachers - YouTube</a> <b>(We do.)</b> Start reading and analysis Jane Eyre (pp. 627 – 637) (They do.) Answer comprehension questions about story</p>	<p>parts of Jane Eyre (characters, setting, conflict, plot, theme) Guide students for story posters: five parts of story, two examples of metaphor, Gothic elements, simile, imagery, foreshadowing, allusion, symbolism, and irony) <b>(They do.)</b> In small groups, students work on Jane Eyre story</p>
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<b>Self-Reflect</b> (Closing) <a href="#">Closing (more ideas)</a> <b>10 min.</b>	<b>3-2-1</b> <b>3</b> kinds of point of view <b>2</b> things that distinguish third-person omniscient from third-person limited <b>1</b> thing you learned about first-person point of view	<b>3-2-1</b> <b>3</b> kinds of point of view <b>2</b> things that distinguish third-person omniscient from third-person limited <b>1</b> thing you learned about first-person point of view	<b>Contrasts</b> Think about Jane's experiences at Lowood Institution, a boarding school for orphans and poor girls. Using a T-chart, contrast CSK with the school three things	<b>Contrasts</b> Think about Jane's experiences at Lowood Institution, a boarding school for orphans and poor girls. Using a T-chart, contrast CSK with the school three things	<b>Exit Ticket A:</b> <b>Brain Dump:</b> Write a personal response to <i>Jane Eyre</i> and how the story affected you. <b>Or</b> <b>Exit Ticket B:</b> "A Diary Entry" page 639
<b>Homework</b>	Answer questions on pseudonyms on page 624	Answer questions on pseudonyms on page 624	Using paragraph four in the text, answer the following question: What does Jane's descriptions tell us about her point of view?	Using paragraph four in the text, answer the following question: What does Jane's descriptions tell us about her point of view?	Sentence Activity Reference page: 685 in textbook.

\*Last week's lesson plans were amended due to the Georgia Young Writers Competition.