



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plans for 10th Grade (**World 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: January 6 (Teacher Planning Day) and January 20 (MLK Day)

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	January 7 - 21
	January 7 - 8	January 9 - 10	January 13 - 14	January 15 - 16	January 17 - 21
Standards Academic Focus: Persuasive appeals - 279 Noun phrase – p. 281 Charged language – p 289 Restatement – p. 289 Rhetorical devices (repetition, parallelism, antithesis, allusion, anecdote, proverb, example) – pp. 291 and 316 Comparison and contrast – p. 292 Informative essay	ELAGSE9-10RI1: 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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write informative/explanat	ELAGSE9-10RI2: 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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE9-10W2: Write	ELAGSE9-10RI6: 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) ELAGSE9-10W2: Write informative/explanat	ELAGSE9-10RI3: 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) ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex	ELAGSE9-10RI4: 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) Higher Order Thinking Skills (HOTS)

<p>structure: pp. 292 - 293, 300, 301</p> <p>Media Vocabulary (tone, inflection, gesture, enunciation, lead-in, close-up shot, slant) – pp. 294 and 318</p> <p>Adverbial phrase – p. 317</p> <p>Figurative language (simile, metaphor, personification...) pp. 333 and 342</p> <p>Imagery – p. 334</p> <p>Context clues – p. 336</p> <p>Satire – p. 341</p> <p>Infographic – p. 349</p> <p>Writing Focus: Informational Text</p>	<p>ory 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>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ELAGSE9-10W2:</p> <p>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</p> <p>At the end of the learning session, 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,</p>	<p>Reading</p> <p>At the end of the learning session, 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</p>	<p>Reading</p> <p>At the end of the learning session, 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</p>	<p>Reading</p> <p>At the end of the learning session, 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</p>	<p>Reading</p> <p>At the end of the learning session, 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</p>

	<p>including determining where the text leaves matters uncertain.</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>to provide a complex analysis; provide an objective summary of the text.</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>and content contribute to the power, persuasiveness, or beauty of the text.</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>over the course of the text.</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>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).</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>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

Opening (more ideas) <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	Opening: Goals for New Year Sentence correction	Opening: Quick read and questions Language focus: nouns and pronouns Sentence correction	Opening: Hangman Quick read Language focus: prepositions Sentence correction	Opening: Listening activity and comprehension questions	Quick read Language Focus: adverbs
Work Session <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do Instructional Strategies 	(I do) Lesson on Informational text (We do) Watch and discuss video. Read, analyze, and discuss informational text model (They do.) Select informational text project from Choice Board	(I do) Review informational text; Lesson on noun and verbal phrases (We do) Read, analyze and discuss model essay in My Perspectives (pp. 262– 263) (They do.) Comprehension questions about text (They do) Homework: Research project	(I do) Lesson on prepositions (We do) Watch and discuss video (They do) Read and discuss speech, “The Four Freedoms” (pp 269 - 276) Kahoot (Comprehension questions) (They do) Homework: Research project	(I do.) Review verbs, nouns, and prepositions; lesson on persuasion, rhetoric and appeals (p. 279) (We do) Read and discuss “Inaugural Address” (pp. 283 – 286) (They do) Rewrite beginning or end of speech (They do) Homework: Research project	(I do.) Lesson on charged language and restatement (p 289) (We do) Read and discuss rhetorical devices on p. 291 in text (They do) Kahoot on rhetorical devices; Write speech about the meaning of freedom using selected rhetorical devices. (They do) Homework: Research project
Closing	3-2-1 3 – characteristics of informational text 2- transitional words and phrases 1 – purpose of informational text	4 1 1: Give a summary of the model essay on pages 262 - 263	Letter: Write a two-paragraph letter explaining what you learned today	Concept Maps: Create concept maps for selected terms assigned by Mme Hardy	Compare and Contrast: Using a Venn Diagram compare and contrast your life in 2025 with President John F.

					Kennedy (1917 – 1963)
Independent Practice /HW					

Additional Standards:

ELAGSE9-10L1(b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE9-10L2 (a-c): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE9-10L3: 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.