



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 11th Grade (**American Literature** and **AP Language and Comprehension**)

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.

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	December 2 – 13, 2024
	December 2 - 3	December 4 – 5	December 6 & 9	December 10 - 11	December 12 - 13
Standards Academic Focus Writing Exemplar Narrative Essays Literary Devices Craft and Structure (Poetry) Figurative language Reading Literary Text: "A Wagner Matinée" by Willa Cather (pp 249 - 256)	ELAGSE11-12RL1: 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) ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined	ELAGSE11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)	ELAGSE11-12RL5: 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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills	ELAGSE11-12L2 Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)	ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Gifted Standards Advanced

	<p>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>(HOTS) Gifted Standards Advanced Communication Skills (ACS) Creativity (CRT) ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Gifted Standards Advanced Communication Skills (ACS) Creativity (CRT) ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Communication Skills (ACS) Higher Order Thinking Skills (HOTS) 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 Advanced Communication Skills (ACS) Creativity (CRT) ELAGSE11-12W3 (a-f): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
Learning Target		Reading Literary Text	Reading Literary Text	Reading Literary Text	Reading Literary Text

	<p>Reading Literary Text</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, including determining where the text leaves matters uncertain.</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “ I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>At the end of the learning session, each student will be able to say, “I can determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “ I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>At the end of the learning session, 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.</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “ I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>At the end of the learning session, each student will be able to say, “I can determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “ I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</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 the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Writing</p> <p>At the end of Unit 2, each student will be able to say, “ I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
--	---	--	--	--	--

					.
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) <ul style="list-style-type: none"> Bell Ringer/ Engage/ Warm-Up 	Unscramble: Poetry MAP: December 3, 2024	Poems by Emily Dickinson (pp 172 – 178)	Hangman: enjambment Read and analyze example: “The Red Wheelbarrow” by William Carlos Williams	Quick write: As a trio, rewrite different parts of the story. (preassigned)	Quick read Language Focus: verbs and verbal phrases
Work Session <ul style="list-style-type: none"> Gradual Release w/ I Do & We Do Instructional Strategies 	(I do) Lesson on difference between prose and poetry with examples. Discuss the following types of poems and their structure: epic, haiku, sonnet, ode, elegy, free verse, ballad, and limerick. Video:	(I do) Lesson on poetic devices regularly used in poetry: rhyme, alliteration, consonance, assonance, repetition, imagery, and figures of speech (We do) Read three poems. (They do.) Create their own graphic	(I do) review previous lessons using BINGO. (They do) In pairs, read literary text from Unit 2. (We do.) Discussion of content, structure, language components and vocabulary	(I do.) Key components of literary text. Q/A (We do) Quick read. Language Focus: noun and pronouns (They do) Share their rewrites with peers	(I do.) Review of key figures of speech from selected text (Unit 2) (We do) Reread and analyze excerpt from Unit 2 text pointing out figures of speech. (They do.) Write a narrative poem with a partner or alone.

	(We do) Read, analyze and discuss types of poems (They do.) Complete Kahoot on types of poems.	organizer for each device (Complete for homework if necessary)	(They do) Kahoot (comprehension quiz)		Include internal dialogue (italics) and with a character.
Closing	3-2-1 3 -characteristics of prose 2- characteristics of poetry 1 – characteristic of a sonnet	Write an academic reflection of what you have learned about poetry	Write an analysis of “The Red Wheelbarrow” by William Carlos Williams	Q/A What is the difference between a noun and pronoun?	Self-assessment. Determine a numerical grade for yourself based on your progress. Explain why you should have this grade.
Independent Practice /HW	AP Writing Workshop: Synthesis Essay (Q1) (I do) Lesson on AP synthesis essay. (We do) Watch and discuss videos. (They do) In pairs, read, and complete analysis of model synthesis essay (They do) HW: Write a synthesis essay.	AP Writing Workshop: Rhetorical Analysis Essay (Q2) (I do) Lesson on (AP) rhetorical analysis essay. (We do) Watch and discuss videos. (They do) In pairs, read, and complete analysis of model rhetorical analysis essay (They do) HW: Write a rhetorical analysis essay	AP Writing Workshop: Argumentative Essay (Q3). (I do) Lesson on (AP) argumentative essay (We do) Watch and discuss videos. (They do) In pairs, read, and complete analysis of model argumentative essay (They do.) HW: Write argumentative essay.	AP (We do.) Watch and discuss video from AP Central (They do) AP Sample Practice Test (Reading Comprehension) (We do) Discuss reading comprehension and answers (They do.) HW: Read excerpt from <i>Self-Reliance</i> by Ralph Waldo Emerson (pp 207 - 208) Write a short analysis of the	AP (Opening): Kahoot on Self-reliance (We do.) Watch and discuss video from AP Central (They do) Practice Test (Reading Comprehension) (We do) Discuss reading comprehension and answers HW: Read excerpt from Civil Disobedience by Henry David Thoreau (1817 – 1862) Read one of his famous

				<p>rhetorical devices employed by Emerson</p>	<p>quotes: “Disobedience is the true foundation of liberty. The obedient must be slaves.” – Henry David Thoreau Write an essay that argues your position on the extent to which Thoreau’s claim is valid. Use appropriate examples from history, your reading, experiences, or observations to support your argument.</p>
--	--	--	--	---	---

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.