

Teacher Name	Corendis Hardy	Subject/ Grade	11 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 Academic Focus Writing Exemplar Essays Reading Informational Text Rhetorical Strategies Diction Imagery	ELAGSE11-12RI1: 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. ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats	ELAGSE11-12RI2: 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. ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,	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)	ELAGSE11-12SL4: 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 are appropriate to purpose, audience, and a range of formal and informal tasks	ELAGSE11-12SL3: 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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12RL6: Analyze a case in

	<p>(e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12W2 (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>quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12W2 (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>Higher Order Thinking Skills (HOTS) Gifted Standards Advanced Communication Skills (ACS) Creativity (CRT) ELAGSE11-12W2 (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 Advanced 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) ELAGSE11-12W2 (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>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) ELAGSE11-12W2 (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>
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				selection, organization, and analysis of content.	
Learning Target	<p>Informational Reading 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 where the text leaves matters uncertain.</p> <p>Writing After an analysis of informative text, each student will be able to say, “I can</p>	<p>Informational Reading 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; provide an objective summary of the text.</p> <p>Writing 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>Reading 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 and meaning as well as its aesthetic impact</p> <p>Writing 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</p>	<p>Speaking/Listening 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 addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p>	<p>Listening/Evaluating 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>Writing 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>

	write a model essay that thoroughly explains why Kamala Harris or Donald Trump should be the next president of the United States.		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.		
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 	Opening: Reading Comp. & Quiz (Kahoot)	Opening: Quiz on colon and semi-colon	Video on introduction to poetry. Quiz on homework (poetic structures on page 165)	Quiz on homework: diction French words or phrases used in English: 1. laissez-faire; 2. liaison; 3. carte blanche; 4. coup d'état; and 5. Renaissance	Kahoot on imagery 6. à la carte; 7. omelet/omelette; 8. sauté; 9. soufflé; 10. hors d'oeuvres
Work Session	(I do) Review writing strategy: MEAL and format for explanatory essay (They do) Research	(I do) Lesson on ways to start paragraph one (We do) Analysis of exemplar essay	(I do) Review expectations for doing oral presentations. Lesson on the	(I do.) Lesson on Conventions and Style: Sentence Variety (Syntax) p. 212	(I do.) Lesson on Craft and Structure: Development of Ideas for Essay

<ul style="list-style-type: none"> Gradual Release w/ I Do & We Do Instructional Strategies 	<p>on presidential candidates Kamala Harris and Donald Trump (We do). Discuss what information they have found and how to integrate in explanatory essay.</p>	<p>(They do) Write an explanatory essay for which candidate should be the next president.</p>	<p>following rhetorical devices: alliteration, allusion, and anaphora</p> <p>(We do) Create original examples of the rhetorical devices (They do.) Speeches explaining why their candidate should win the election.</p>	<p>(We do.) Analyze and discuss text in Walden by Thoreau 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>(They do.) Read children's book.</p> <p>(They do.) Comprehension activity on "Walden". Reconstruct the opening or closing paragraph of the text.</p>	<p>(We do) Using model narrative essay in textbook, read and analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>(They do.) Read children's book.</p> <p>(They do.) Plan their narrative. Review craft and structure</p>
<p>Closing</p>	<p>3-2-1 3 -elements of MEAL 2- facts you will use in explanatory essay 1 – quote by presidential candidate and brief explanation</p>	<p>Venn Diagram Compare/Contrast and showing what the candidates have in common</p>	<p>Write an academic reflection of what you have learned about rhetorical devices</p>	<p>Q/A</p> <p>What style does Thoreau use in his writing? How did you make your conclusion</p>	<p>Exit Ticket In your own words, explain the term: point of view.</p>

<p>Independent Practice /HW</p>	<p>(They do.) Homework: independent study and concept maps for colon and semicolon AP Opening: (We do.) Watch and discuss video from Work Session: Same as above Homework Analyze and discuss excerpt from <i>Up from Slavery</i> by Booker T. Washington (They do) Write short rhetorical analysis of excerpt. HW: AP Central video and quiz</p>	<p>(They do.) Homework: Conduct independent study and concept maps for poetic structures: epic poem, free verse, anaphora, and catalogue (p. 165 in textbook) AP Opening: (We do.) Watch and discuss video from AP Central Kahoot on excerpt from <i>Up from Slavery</i> (I do) Review requirements for synthesis essay (They do) -Reading Drill 5. -Check correct answers and explanations. HW Videos on understanding graphs</p>	<p>(They do.) Homework: Conduct independent study and concept maps for diction. AP . (We do) Watch and discuss video from AP Classroom. (They do) Kahoot on graphs (I do) Lesson on rhetorical devices used in Self-reliance" by Emerson (They do) Read and evaluate excerpt from "Self-reliance" by Ralph Waldo Emerson (pp. 207 – 208) Write short rhetorical analysis</p>	<p>(They do.) Homework: Conduct independent study and concept map on imagery/sensory language. Using vivid language to evoke a sensory response from the reader, each student will write a paragraph describing one of the following: a hot summer day, a cold winter day, a day at a festival AP (We do.) Watch and discuss video from AP Central (They do) Self-assessment from practice book (I do) Lesson on rhetorical devices used in "Walden" by Henry David Thoreau (We do) Evaluate and discuss Thoreau's rhetorical strategies (They do) AP Write rhetorical analysis of "Walden" by Thoreau</p>	<p>(They do.) Homework: AP (Opening): Kahoot on Walden (We do.) Watch and discuss video from AP Central (They do) Self-assessment Reading Drill and academic reflection. (20 minutes) Writing Drill (40 minutes) Argumentative Essay Prompt Henry David Thoreau (1817 – 1862) was an essayist, naturalist, and philosopher. In <i>Walden</i>, his most famous book, he reflects on simple living in natural surroundings. His critically acclaimed essay, "Civil Disobedience" (originally published as "Resistance to Civil Government"), is an argument in favor of citizen disobedience against</p>
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					<p>an unjust state. Read one of his famous quotes:</p> <p>“Disobedience is the true foundation of liberty. The obedient must be slaves.” – Henry David Thoreau</p> <p>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>
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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.