



# Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plans for World Literature (10<sup>th</sup> Grade)

\*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	World Lit.	Date range:	September 23 – Oct. 4
	Sept. 23 - 24	Sept. 25 - 26	Sept. 27 and 30	October 1 - 2	October 3 – 4
<p><u>Standards</u></p> <p>Anchor Texts:</p> <p>“My Introduction to Gothic Literature” (page 6-7)</p> <p>“The Spider and the Fly” by Mary Howitt</p> <p>Model Informative/Explanatory Essay: “Moai: The Giant Statues of Easter Island” (p. R14)</p> <p>“The Fall of the House of Usher” by Edgar Allan Poe (pp 12 – 30)</p>	<p><b>ELAGSE9-10RL3:</b> <b>Analyze</b> how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>ELAGSE9-10W2:</b> <b>Write</b> informative/explanatory texts to <b>examine</b> and <b>convey</b> complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p><b>ELAGSE9-10RL1:</b> <b>Cite</b> strong and thorough textual evidence to <b>support</b> analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE9-10W2:</b> 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><b>ELAGSE9-10RI2:</b> <b>Determine</b> a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>ELAGSE9-10W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p>District Mandated Unit 1 Exam</p> <p>Write Score Exam</p>	<p>District Mandated Unit 1 Exam</p> <p>Write Score Exam</p>

	organization, and analysis of content.		organization, and analysis of content.		
Reading Learning Target (s):	Using the poem, “The Raven”, I can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from “Why Do Some Brains Enjoy Fear” by Allegra Ringo(pp 91 – 95).	Using “Beware: do not read this poem”, (pp 102 – 103) I can determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone in the Unit One Benchmark.	I can analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise in the Unit One Benchmark.
Writing Learning Target (s):	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.	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.	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.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">Differentiated Instruction</a>	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small	*Graphic organizers *Collaborative Small

	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
<a href="#">Opening</a> <ul style="list-style-type: none"> <li>Bell Ringer/ Engage/ Warm-Up</li> </ul>	Hispanic Heritage Month Trivia  Quick review of Informational Graphics. (pp 51 - 54, and page 57) <b>Remind students of Unit 1 Exam</b>	Hispanic Heritage Month Trivia  Quick review of elements of explanatory essay with narrative evidence (p. 58 & 60) <b>Remind students of Unit 1 Exam</b>	Sentence Correction  Quick review of descriptive details. (page 61)  <b>Remind students of Unit 1 Exam</b>	Sentence corrections  Quick review of context clues (p. 68)	Hispanic Heritage Month Trivia  Quick review of “The Dream Collector by Arthur Tress” (pp 82 – 87)
Work Session <ul style="list-style-type: none"> <li><a href="#">Gradual Release</a> w/ I Do &amp; We Do</li> <li><a href="#">5E: Explore, Explain, Elaborate</a></li> </ul>	Using model essay from the text, I lead discussion about informational/explanatory text and writing. I review academic vocabulary and assignment on page 122.  Independent study Students read and annotate “The Raven” Answer the	I review elements of good informational essays. (page 123)  Students read and annotate “Why Do Some Brains Enjoy Fear” by Allegra Ringo (pp 91 – 95).  -key terms from unit; continue developing essay	I do lesson on dialogue in the story  In pairs, students read and analyze Using “Beware: do not read this poem”, (pp 102 – 103)  Complete page 111	Students Take Unit 1 Exam	Students Take Unit 1 Exam

	questions on page 111.				
<a href="#">Closing</a>	How are informational graphics used?	3-2-1 3 key details from the explanatory essay 2 new words you learned 1 adjective	Exit Ticket Write one line from the poem that stands out to you. Explain why you chose this line.	Instructional Reflection: What new literary terms have you learned in this unit?	How do you think you're doing? Green: Good Yellow: I am okay. Red: Not so good Explain your answer.
Independent Practice /HW	Start draft of explanatory essay assignment on page 122. Study for Unit 1 Exam	Finish draft of essay. Study for Unit 1 Exam	Study for Unit Exam	Study for Unit Exam	Study for Unit Exam