



## Coretta Scott King Young Women's Leadership Academy

### 2024-2025 Lesson Plan for 10<sup>th</sup> Grade (World Literature and English Composition)

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	10 <sup>th</sup> 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
<b>Standards</b>  <b>Academic Focus</b>  <b>Writing Exemplar</b> <b>Argumentative Essays</b>  <b>Reading Literary Text</b>  <b>Literary Devices</b>  <b>Craft and Structure (Poetry)</b>  <b>Figurative language</b>  <b>Literary Text: "The Doll's House" by Katherine Mansfield (pp 201 -207)</b>	<b>ELAGSE09-1ORL1:</b> 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.	<b>ELAGSE09-1ORL2:</b> 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.	<b>ELAGSE09-1ORL5:</b> 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	<b>ELAGSE09-1OL2</b> 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	<b>ELAGSE09-1ORL4:</b> 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

<p>Diction</p> <p>Imagery</p>	<p><b>Gifted Standards</b></p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p><b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Gifted Standards</b></p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p><b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>well as its aesthetic impact.</p> <p><b>Gifted Standards</b></p> <p>Advanced Communication Skills (ACS)</p> <p><b>Creativity (CRT)</b></p> <p><b>ELAGSE9-10W1:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>objective summary of the text.</p> <p><b>Gifted Standards</b></p> <p>Advanced Communication Skills (ACS)</p> <p>Higher Order Thinking Skills (HOTS)</p> <p><b>ELAGSE9-10W1:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>Gifted Standards</b></p> <p>Advanced Communication Skills (ACS)</p> <p><b>Creativity (CRT)</b></p> <p><b>ELAGSE9-10W1:</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>Learning Target</p>	<p>At the end of Unit 2, students will be able to say, “I can cite strong and thorough textual evidence to</p>	<p>At the end of Unit 2, students will be able to say, “I can determine two or more themes or</p>	<p>At the end of Unit 2, students will be able to say, “I can analyze how an author’s choices concerning</p>	<p>At the end of Unit 2, students will be able to say, “I can determine two or more themes or</p>	<p>At the end of Unit 2, each student will be able to say, “I can determine the meaning of words and phrases</p>

	<p>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><b>Writing</b></p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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><b>Writing</b></p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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><b>Writing</b></p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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</p>	<p>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><b>Writing</b></p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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><b>Writing</b></p> <p>At the end of Unit 2, each student will be able to say, “I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
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			structure and meaning as well as its aesthetic impact and integrate what I have learned in an explanatory essay.		
<a href="#">Differentiated Instruction</a>	*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					
<a href="#">Opening (more ideas)</a> <ul style="list-style-type: none"> <li>Bell Ringer/ Engage/ Warm-Up</li> </ul>	Unscramble: Poetry  MAP: December 3, 2024	Poems from Unit 2: “Sonnet, With Bird” by Sherman Alexis; “Elliptical” by Harryette Mullen; and “Fences” by Pat Mora (pp. 214 – 218)	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

<p>Work Session</p> <ul style="list-style-type: none"> <li>• <a href="#">Gradual Release</a> w/ I Do &amp; We Do</li> </ul> <p><a href="#">Instructional Strategies</a></p>	<p>(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, and limerick.</p> <p>Video:</p> <p>(We do) Read, analyze and discuss types of poems</p> <p>(They do.) Complete Kahoot on types of poems.</p>	<p>(I do) Lesson on poetic devices regularly used in poetry: rhyme, alliteration, consonance, assonance, repetition, imagery, and figures of speech</p> <p>(We do) Read three poems.</p> <p>(They do.) Create their own graphic organizer for each device (Complete for homework if necessary)</p>	<p>(I do) review previous lessons using BINGO.</p> <p>(They do) In pairs, read literary text from Unit 2.</p> <p>(We do.) Discussion of content, structure, language components and vocabulary</p> <p>(They do) Kahoot (comprehension quiz)</p>	<p>(I do.) Key components of literary text, including theme, symbolism, tone, diction, characterization (209 – 211) Q/A</p> <p>(We do) Quick read. Language Focus: noun and pronouns</p> <p>(They do) Share their rewrites with peers</p>	<p>(I do.) Review of key figures of speech from selected text (Unit 2)</p> <p>(We do) Reread and analyze excerpt from Unit 2 text pointing out figures of speech.</p> <p>(They do.) Write a narrative poem with a partner or alone. Include internal dialogue (<i>italics</i>) and with a character.</p>
<p>Closing</p>	<p>3-2-1</p> <p>3 -characteristics of prose</p>	<p>Write an academic reflection of what you</p>	<p>Write an analysis of “The Red Wheelbarrow” by</p>	<p>Q/A</p>	<p>Self-assessment. Determine a numerical grade for yourself based on</p>

	<p>2- characteristics of poetry</p> <p>1 – characteristic of a sonnet</p>	have learned about poetry	William Carlos Williams	What is the difference between a noun and pronoun?	your progress. Explain why you should have this grade.
Independent Practice /HW	<p>(They do.)</p> <p><b>HW</b></p> <p>We will be reading “The Doll’s House” by Katherine Mansfield which deals with classism, elitism, and prejudice attitudes. The main characters, the Kelvey sisters, face alienation and prejudice because they are poor. Read the article about school vouchers <a href="https://www.edchoice.org/school-choice/types-of-school-choice/what-are-school-vouchers-2/">https://www.edchoice.org/school-choice/types-of-school-choice/what-are-school-vouchers-2/</a>.</p> <p>Then write a five-paragraph argumentative essay for the following</p>	<p>(They do.)</p> <p><b>HW:</b> Do draft for argumentative essay. Make sure you have a concise claim and two reasons for your claim. Research evidence to support your claim.</p>	<p>(They do.)</p> <p><b>HW: Continue argumentative essay.</b></p> <p>Make sure you include the counterclaim and refutation (evidence and explanation to support why the opposing idea is wrong.</p>	<p>(They do.)</p> <p>HW: Final draft of argumentative essay. Make sure you have a memorable conclusion. <a href="https://www.indeed.com/career-advice/career-development/how-to-write-a-conclusion">https://www.indeed.com/career-advice/career-development/how-to-write-a-conclusion</a></p>	(They do.)

	<p>prompt: Do school vouchers really help poor and socioeconomically disadvantaged students?</p> <p>Do they create more alienation if poor students attend school with very rich students?</p>				
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Additional Standards:

**ELAGSE 9-10L1(b):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELAGSE 9-10L2 (a-c):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**ELAGSE 9-10L3:** 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.

