



Coretta Scott King Young Women's Leadership Academy
Lit IV Weekly Lesson Plans

Good instruction is driven by the students' academic needs. Therefore, instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, necessary adjustments of instruction will be made on a continual basis to maximize learning and mastery of content.

Teacher Name	Corendis Hardy	Subject/ Grade	Literature and Composition IV 1B and 4A	Date range:	January 6 - 9
	Monday, January 5	Tuesday, Jan. 6 A-day	Wednesday, Jan. 7 B-day	Thursday, Jan. 8 A-day	Friday, Jan. 9 B-day
Standards	Student Holiday/ Teacher Workday	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts,	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts,	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts,

		questions	decisions, and questions	decisions, and questions	decisions, and questions
Learning Target		Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, Jane Eyre (pp. 627 – 637) to shape her message and influence readers' understanding.	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, Jane Eyre (pp. 627 – 637) to shape her message and influence readers' understanding.	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, Jane Eyre (pp. 627 – 637) to shape her message and influence readers' understanding.	Students have met the learning target when they can... analyze and evaluate how Charlotte Brontë structures her novel, Jane Eyre (pp. 627 – 637) to shape her message and influence readers' understanding.
Success Criteria		Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Jane Eyre</i> by Charlotte

		Brontë.	Brontë.	Brontë.	Brontë.
Differentiated Instruction		Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.		SEL ✓ Goal-setting ✓ “On the Road with Steve Hartman” Facebook	SEL ✓ Goal-setting ✓ “On the Road with Steve Hartman” Facebook	Share answers for homework SEL: “On the Road with Steve Hartman”	Share answers for homework SEL: “On the Road with Steve Hartman”

Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.		(I do.) Term du Jour: point of view (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)	(I do.) Term du Jour: point of view (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)	(I do.) Term du Jour: setting (technical terms) (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)	(I do.) Term du Jour: setting (technical terms) (In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)

		<p>✓ Anticipator y lesson (backgroun d for story and author) on Jane Eyre by Charlotte Brontë (pp. 627 – 637)</p> <p>(We do.) Discuss point of view (p. 625)</p> <p>"What is Point of View?": A Literary Guide for English Students and Teachers</p> <p>(They do.) Think. Write. Share. In journal section of notebooks, complete “Seasons of Change” activity</p>	<p>✓ Anticipator y lesson (backgroun d for story and author) on Jane Eyre by Charlotte Brontë (pp. 627 – 637)</p> <p>(We do.) Discuss point of view (p. 625)</p> <p>"What is Point of View?": A Literary Guide for English Students and Teachers</p> <p>(They do.) Think. Write. Share. In journal section of notebooks, complete “Seasons of Change” activity</p>	<p>(We do.) Discuss setting on page 625.</p> <p>"What is a Setting?": A Literary Guide for English Students and Teachers - YouTube</p> <p>(We do.) Start reading Jane Eyre (pp. 627 – 637)</p> <p>(They do.) Answer comprehension questions about story</p>	<p>(We do.) Discuss setting on page 625.</p> <p>"What is a Setting?": A Literary Guide for English Students and Teachers - YouTube</p> <p>(We do.) Start reading Jane Eyre (pp. 627 – 637)</p> <p>(They do.) Answer comprehension questions about story</p>
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		on page 624 in textbook	on page 624 in textbook		
Self-Reflect (Closing) Closing (more ideas) 10 min.		3-2-1 3 kinds of point of view 2 things that distinguish third-person omniscient from third-person limited	3-2-1 3 kinds of point of view 2 things that distinguish third-person omniscient from third-person limited	Contrasts Think about Jane's experiences at Lowood Institution, a boarding school for orphans and poor girls. Using a T-chart, contrast CSK with the school three things	Contrasts Think about Jane's experiences at Lowood Institution, a boarding school for orphans and poor girls. Using a T-chart, contrast CSK with the school three things
Homework		Answer questions on pseudonyms on page 624	Answer questions on pseudonyms on page 624	Using paragraph four in the text, answer the following question: What does Jane's descriptions tell us about her point of view?	Using paragraph four in the text, answer the following question: What does Jane's descriptions tell us about her point of view?

