



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.

Special Notes: January 6 (Teacher Planning Day) and January 20 (MLK Day)

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	January 7 - 21
	January 7 - 8	January 9 - 10	January 13 - 14	January 15 - 16	January 17 - 21
Standards Academic Focus: Parallelism – p. 290 Argumentative structure – p. 295 Noun and verb phrase – p. 297 Tone – p. 299 Chronological structure – p. 305 Prepositional and adverb phrase – p. 307 Allusion – p. 344 Rhetoric – p. 335 Diction – p. 336 Clauses – p. 345 Irony – p. 358 Writing Focus:	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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex	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. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12W2: Write	ELAGSE11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex	ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS) ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex	ELAGSE11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Gifted Standards Advanced Communication Skills (ACS) Higher Order Thinking Skills (HOTS)

Informational Text	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content .</p>	<p>informative/explanato ry texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>ELAGSE11-12W2: Write informative/explanat ory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>
Learning Target	<p>Reading 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 At the end of Unit 3,</p>	<p>Reading At the end of the learning session, each student will be able to say, “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 At the end of Unit 3,</p>	<p>Reading At the end of the learning session, each student will be able to say, “I can determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Writing</p>	<p>Reading At the end of the learning session, each student will be able to say, “I can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Writing At the end of Unit 3, each student will be able to say, “I can write</p>	<p>Reading 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 a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>

	each student will be able to say, "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."	each student will be able to say, "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."	At the end of Unit 3, each student will be able to say, "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."	informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content."	Writing At the end of Unit 3, each student will be able to say, "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."
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) • Bell Ringer/ Engage/	Opening: Goals for New Year Sentence correction	Opening: Quick read and questions Language focus: nouns and verbs	Opening: Hangman Quick read Language focus: prepositions	Opening: Listening activity and comprehension questions	Quick read Language Focus: adverbs

Warm-Up		Sentence correction	Sentence correction		
<p>Work Session</p> <ul style="list-style-type: none"> • Gradual Release w/ I Do & We Do Instructional Strategies 	<p>(I do) Lesson on Informational text</p> <p>(We do) Watch and discuss video. Read, analyze, and discuss informational text model</p> <p>(They do.) Select informational text project from Choice Board</p>	<p>(I do) Review informational text; Lesson on noun and verbal phrases</p> <p>(We do) Read, analyze and discuss model essay in My Perspectives (pp. 278 – 279)</p> <p>(They do.) Comprehension questions about text</p> <p>(They do) Homework: Research project</p>	<p>(I do) Lesson on prepositions</p> <p>(We do) Watch and discuss video</p> <p>(They do) Read informational text (pp 282 – 289)</p> <p>Make a list of 10 prepositional phrases</p> <p>(They do) Homework: Research project</p>	<p>(I do.) Review verbs, nouns, and prepositions</p> <p>(We do) Read and discuss “What to the Slave is the Fourth of July?” (pp. 289 – 293)</p> <p>(They do) Kahoot (Comprehension questions)</p> <p>(They do) Homework: Research project</p>	<p>(I do.) Lesson on adverbs; lesson on comparing and contrasting</p> <p>(We do) Read and discuss pp 318 – 319 about writing an informative essay</p> <p>(They do) Essay: Think about what you already know about Dr. Martin Luther King, Jr. and what you have learned about Frederick Douglass. Write about how the men were different and similar. Give at least two examples to support your ideas.</p> <p>(They do) Homework: Research project</p>
Closing	<p>3-2-1</p> <p>3 – characteristics of informational text</p> <p>2- transitional words and phrases</p> <p>1 – purpose of informational text</p>	<p>4 1 1: Give a summary of the model essay on pages 278 - 279</p>	<p>Letter: Write a two-paragraph letter explaining what you learned today</p>	<p>Concept Maps: Create concept maps for selected terms assigned by Mme Hardy</p>	<p>Compare and Contrast: Using a Venn Diagram compare and contrast your life in 2025 with Frederick Douglass’s life (1818 – 1895)</p>

Independent Practice /HW	AP Writing Workshop: Rhetorical Analysis Essay (Q2) (They do) Quick read and questions (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: Read biography of George Orwell, author of <i>Animal Farm</i>	AP Writing Workshop: Rhetorical Analysis Essay (Q2) (They do) Kahoot on George Orwell (They do) Quick read and questions (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: Read preface of <i>Animal Farm</i>	AP Writing Workshop: Rhetorical Analysis Essay (Q2) (They do) Kahoot on preface of <i>Animal Farm</i> (I do) Review of rhetorical analysis essay (We do) Watch and discuss videos. (They do) Complete practice rhetorical analysis essay (They do.) HW: Read introduction to <i>Animal Farm</i>	AP (I do) Conduct anticipatory activity for <i>Animal Farm</i> (We do) Read and discuss Chapter 1 of <i>Animal Farm</i> (They do) Q/A for novel (They do.) HW: Read Chapter 2 of <i>Animal Farm</i>	AP (We do.) Discuss chapter 2 of <i>Animal Farm</i> (They do) Comprehension activity for <i>Animal Farm</i> (They do) Chapter 3 of <i>Animal Farm</i>
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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.