

SUMMER SCHOOL TEACHER GUIDE



English 10

TABLE OF CONTENTS

| Day | Grade Results Title | Lesson | Standard # | Page |
|------------|--|--------|--|------|
| 1 | Analyzing a Text, Themes and Sentence Fragments | 1 | 10.RL.KID.1, 10.RL.KID.2 10.L.CSE.2 | 4 |
| 2 | Complex Characters, Author's Style and Diction and Spelling | 2 | 10.RL.KID.1, 10.RL.KID.3 10.L.CSE.2 | 8 |
| 3 | Analyzing Story Elements and Capitalization | 3 | 10.RL.CS.5, 10.RL.IKI.7 10.L.CSE.2 | 12 |
| 4 | Comparative Literature, Narrative Writing, and Pronouns | 4 | 10.RL.CS.6, 10.RL.CS.4 | 17 |
| 5 | Understanding Writing and The Writing Process | 5 | 10.RL.CS.4, 10.L.CSE.2 | 21 |
| 6 | Analyze and Compare Key Subjects in Two Different Mediums | 6 | 10.RL.IKI.7 | 26 |
| 7 | Comprehend Complex Texts and Word Analogies | 7 | RL.RRTC.10, 10.L.VAU.5, | 30 |
| 8 | Analyze Word Meanings in Reading Passages | 8 | RL.RRTC.10, 10.RI.KID.1 | 35 |
| 9 | Analyze Primary and Secondary Sources Using Phrases and Clauses | 9 | 10.W.RBPK.7 10.L.CSE.1, 10.L.KL.3 | 39 |
| 10 | Post-Test Review & Post-Test | | | 43 |
| SEMESTER 2 | | | | |
| 11 | Determine the Central Idea of a Text and Reference Materials | 1 | 10.RI.KID.2, 10.W.TTP.1 10.L.VAU.4 | 45 |
| 12 | Significance of Word Choice in Narrative Writing and Literary Writing | 2 | 10.RI.CS.4 10.RI.CS.6 | 50 |
| 13 | Analyze a Stated Argument in US Documents | 3 | 10.RI.CS.5 10.RI.IKI.8, 10.RI.KID3 | 53 |
| 14 | Expository Writing, Using Technology, Discussions and Oral Presentations | 4 | 10.W.TTP.2, 10.RI.KID.2 10.SL.CC.1 | 57 |
| 15 | Expository Writing, Using Technology, Discussions | 5 | 10.L.CSE.2, 10.WPDW.4, RI.KID.1 | 63 |
| 16 | Tenses, Subject-Verb Agreement & Context Clues | 6 | 10.L.CSE.1, 10.L.VAU.6 | 67 |
| 17 | Pronoun-Antecedent Agreement, Use of Colons, Multiple Meaning Words | 7 | 10.L.CSE.2 | 72 |
| 18 | Read Passages Using Commas and Capitalization Correctly | 8 | RI.RRTC.10, 10.L.CSE.2 | 76 |
| 19 | Context Clues and Etymology | 9 | 10.RI.KID.2 10.L.VAU.6 | 80 |
| 20 | Post-Test Review & Post-Test | | | 83 |

Summer School Teacher Guide

The Summer High School Program will be **20 days** for full credit and **10 days** for semester / half ($\frac{1}{2}$) credit). First Semester will be **days 1-10** and Second Semester will be **days 11-20**. Breakdown of days will have the following per semester / half ($\frac{1}{2}$) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

HS Classroom Schedule – *Time below is an approximate breakdown of time.*

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (Site Administrator will work with teachers on breaks)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up**– 5 minutes
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

Graded Work – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 1

Topic/Lesson Title & Grade Results #: Lesson #1: Analyzing a Text, Themes and Sentence Fragments

Objective(s): Students will

- Lesson A
 - Learn to identify the explicit meaning of a text.
 - Identify key ideas that contribute to infer the meaning of a text.
 - Annotate text to question author's purpose.
- Lesson B
 - Analyze central ideas and universal themes.
 - Compare similar themes across multiple texts.
 - Interpret important ideas in literary texts.
- Lesson C
 - Define sentence fragment.
 - Explain how fragments can be avoided in writing.
 - Demonstrate his or her understanding of sentence fragment.

Guiding Question(s):

- Lesson A
 - Do you know the difference between explicit and implicit information?
- Lesson B
 - Why should we analyze the central idea of a literary text?
- Lesson C
 - How can you prevent sentence fragments?

TN Curriculum Standard(s):

- A. **9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusion.
- B. **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- C. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A

- Iambic pentameter: A poetic meter consisting of a line with five feet in each of which the iamb is dominant.
- Megalomaniac: Egotist.
- Reminiscent: Serving to bring to mind.
- Sneer: Smile contemptuously.
- Transience: An impermanence that suggests the inevitability of ending or dying.
- Visage: The human face.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review the objectives.
 - (Slide 2) Introduction – Students will discuss *Explicit and Implicit Information* and answer the guided question.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 3) Students will analyze P. B. Shelley poem and discuss how it relates to the Romantic Period.
 - (Slide 4) Students will read Ozymandias.
 - (Slide 5) Students will view the 58 second video of Ozymandias and analyze intonations.
 - (Slide 6) Students will review background Information on Ozymandias.
 - (Slide 7) Students will analyze a detailed Analysis of the Poem – Ozymandias.
 - (Slide 8) Students will review a character Analysis of Ozymandias.
 - (Slide 9) Students will review a structural analyze of the poem.
 - (Slide 10-11) Students will review and discuss the poetic devices in Ozymandias.

Lesson A Supplemental [25 minutes]:

- **Video:** Students will watch a 25 minute video about Analyzing a Text

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Arrogant:** Extremely proud; thinking that one is much more important than other people.
 - **Comprehension:** The act or fact of grasping the meaning.
 - **Dissuade:** To convince someone not to do something.
 - **Timelessness:** The state of being unaffected by time.
 - **Universal themes:** Universal themes in literary texts appeal to everyone in the same way. These make a great impact on all readers, regardless of their differences in culture, language, region, etc.
 - **Viewpoint:** A position from which something is considered; a point of view.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.

Lesson B Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 2) Students will review the slide about Central Idea.
 - (Slide 3) Students will discuss the guided question: What are Universal Themes?
 - (Slide 4-6) Students will complete the Practice Activities.

Lesson B Supplemental [15 minutes]:

- **Video:** Students will watch the 15-minute video about Theme.

LESSON C KEY VOCABULARY /TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - Dependent clause: A clause that cannot stand alone as a full sentence and functions as a noun, adjective, or adverb within a sentence.
 - Disconnected: Disjointed or broken.
 - Fragments: Pieces of sentences that are disconnected from the main clause.
 - Predicate: The predicate is the verb along with other words that tells something about the subject.
 - Sentence: A sentence is a group of words put in the correct order to make it complete in meaning.
 - Subject: In a sentence, the subject is the one which tells us who or what it refers to.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [5 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will review the side about Fragments.
 - (Slide 4-7) Students will review the slide What is a Sentence? and analyze clauses.
 - (Slide 8-9) Students will complete the Practice Activities.

Lesson C Supplemental [5 minutes]:

- **Video:** Students will watch a 5-minute video on Sentence Fragments.

BREAK (10 Minutes)

Lesson Review [5 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Explicit information is information that is clearly explained.
 - Implicit information is information that is not obviously stated.
 - It is essential to read between the lines to understand the text completely.
 - Inference is an act of taking clues from the text and combining them with reader's prior knowledge to arrive at a logical conclusion.

- Lesson B
 - Authors express their views and ideas about a particular subject in different ways using appropriate word choices.
 - To understand what is not stated, it is important to analyze a text's main idea and its supporting details.
 - The process of dividing a text in smaller chunks for easier comprehension is known as "analysis."
 - Analyzing the main idea helps us:
 1. understand the text.
 2. connect the supporting details to the central idea.
 3. identify the author's viewpoint.
 - Universal themes in literary texts are themes that appeal to everyone in the same way. These make a great impact on all readers.

- Lesson C
 - Fragments are pieces of sentences that are disconnected from the main clause.
 - Dependent clauses can act as fragments. They can be attached to a main clause to form a complete sentence.
 - A complete sentence needs a subject and a predicate.

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Write a postcard to a friend or family member explaining what you did in class today.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 2

Topic/Lesson Title & Grade Results #: Lesson #2: Complex Characters, Author's Style and Diction and Spelling

Objective(s): Students will

- Lesson A
 - Learn how the conflicting motives of the characters help in the development of plot.
 - Understand how character dimension helps in plot development.
- Lesson B
 - Determine how words and phrases contribute to the meaning of a text.
 - Analyze the cumulative impact of word choice on meaning and tone.
- Lesson C
 - Recognize misspellings when editing your writing and that of your peers.
 - Determine the meaning of unfamiliar words based on context.
 - Apply the rules of spelling to unfamiliar words.

Guiding Question(s):

- Lesson A
 - How do characters contribute to plot?
- Lesson B
 - How does word choice affect meaning and tone?
- Lesson C
 - How can determine the meaning of unfamiliar words?

TN Curriculum Standard(s):

- A. **10.RL.KID.3**- Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- B. **10.RL.KID.3**- Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- C. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Characters:** Characters are the people in a story.

- **Multi-dimensional characters:** Complex characters who display several character traits.
- **One-dimensional characters:** Flat characters who display few character traits.
- **Static:** Showing little or no change in action.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Introduction – Students will review the information on major and minor characters.

Lesson A Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 3-5) Students will Read the summary of Macbeth to understand how characters evolve in the play
 - (Slide 6-8) Students will read to answer the question, What is character dimension?
 - (Slide 9-10) Students will read to understand the factors that make Macbeth a Complex Character.
 - (Slide 11) Students will complete the Practice Activities.

Lesson A Supplemental [10 minutes]:

- **Video:** Students will watch the 5-minute Flocabulary about Macbeth.
- **Video:** Students will watch the 4-minute video on Brain Pop about Characterization.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Alliteration:** The repetition of same kinds of sounds at short intervals.
 - **Assonance:** The repetition of vowel sounds.
 - **Connotative diction:** Suggested meanings associated with a word.
 - **Consonance:** The repetition of consonant sounds.
 - **Denotative diction:** A word's literal meaning.
 - **Diction:** The words a writer chooses to communicate their message.
 - **Imagery:** The way language is used to represent objects, actions, or ideas.
 - **Narrative tension:** Suspense to keep the reader engaged.
 - **Organization:** The way the ideas are arranged in writing.
 - **Style:** The way an author chooses to write about their subject. This can include elements like tone, content, organization, syntax, imagery, and diction.
 - **Syntax:** The way words are arranged in a sentence.
 - **Tone:** The writer's attitude toward their subject, audience, or self.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.

Lesson B Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 2) Evaluating Writing: Student will discuss the guided reading questions on the.
 - (Slide 3) Students will complete the Practice Activity.
 - (Slide 4) Analyzing Style: Students will analyze the style of a sample excerpt on the.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6) Elements of Style: Students will review Diction.
 - (Slide 7) Students will complete the Practice Activity.
 - (Slide 8) Sound Devices: Students will review different sound devices
 - (Slide 9) Students will complete the Practice Activity.

Lesson B Supplemental [10 minutes]:

- **Video:** Students will watch a 10 minute video about Diction

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Construct:** Build.
 - **Discourse:** Communication.
 - **Encompassing:** Surrounding.
 - **Endeavoring:** Attempting.
 - **Predisposition:** Bias.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will watch a 5-minute Video- Making Sense of Spelling.
 - (Slide 3) Students will review a list of Latin Prefixes and Suffixes.
 - (Slide 4) Understanding the Spellings of Plural Words: Students will review the basic rules of spelling.
 - (Slides 5-8) Students will review rules for pluralization associated with regular nouns
 - (Slide 9) Students will complete the Practice Activity.
 - (Slide 10) Students will analyze Homophones
 - (Slide 11) Students will review ways to use context clues.
 - (Slide 12) Students will learn the most common ways of using context clues
 - (Slide 13) Students will review ways to editing a document for spelling errors.

BREAK (10 Minutes)

Lesson Review [10 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- **Lesson A**
 - Characters are generally divided into major characters and minor characters.
 - Major characters usually appear on stage for a longer time than the minor characters.
 - Minor characters often serve as narrators for events that occur outside the immediate play.
 - The character Macbeth in Shakespeare's *Macbeth* is a complex character because of the complications and character changes that happen.
- **Lesson B**
 - Style is the way an author chooses to write about their subject.
 - Narrative tension is the suspense created to keep the reader engaged.
 - Diction is also known as word choice.
 - Denotative diction refers to a word's literal meaning.
 - Connotative diction refers to the suggested meanings associated with a word.
- **Lesson C**
 - Prefixes and suffixes can be added to a root word to form numerous new words and change the meaning of the word.
 - There are several rules with respect to pluralization contingent upon what letter a noun closes in.
 - There are numerous rules for pluralization, and on the grounds that we use things so often as possible when writing, it is essential to know every one of them!
 - Homophones are sets of words that sound similar yet have unmistakably various implications and various spellings.
 - A contraction is an abbreviated type of a word (or gathering of words) that overlooks certain letters or sounds.
 - The encompassing words can give readers accommodating setting pieces of information about the significance and structure of new words and their usage.

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Exit ticket- Explain how today's lesson will improve your writing?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 3

Topic/Lesson Title & Grade Results #: Lesson #3: Analyzing Story Elements and Capitalization

Objective(s): Students will

- Lesson A
 - Analyze and understand various elements of a story such as setting, plot, characters, conflicts, etc.
- Lesson B
 - Analyze and understand various elements of a story such as setting, plot, characters, conflicts, etc.
- Lesson C
 - Understand the importance of capitalization and identify proper and improper capitalization in sentences and learn how to use capitalization properly

Guiding Question(s):

- Lesson A
 - What elements impact the plot?
- Lesson B
 - How do different media affect meaning?
- Lesson C
 - Why is capitalization important?

TN Curriculum Standard(s):

- A. **10.RL.CS.5-** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- B. **10.RL.IKI.7** Evaluate the topic, subject and/or theme in two diverse formats or media.
- C. **10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Characterization:** Representation of a character or characters on the stage or in writing.
 - **Dialect:** It is a type of language that is unique to a particular group of speakers.
 - **Dialog:** The lines spoken by characters in drama or fiction.
 - **Diction:** Choice and use of words in speech or writing.

- **Dramatic monologue:** Dramatic monologue is where a character explains his or her feelings or motives to the audience, usually in the form of a poem.
- **Monologue:** A long speech made by one actor in a play.
- **Monotony:** Dullness.
- **Pacing:** It is the smooth flow and the rhythm of the story in which the plot unfolds.
- **Resolution:** It is the solution to the conflict in the story.
- **Soliloquy:** A soliloquy is when a speaker or character in a drama talks to himself or herself to express his or her thoughts aloud to the audience and not to the other characters in the story.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will review Elements of Story.
 - (Slide 3) Students will analyze the Elements of Story
 - (Slide 4) Students will learn about direct and indirect characterization.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6) Students will review Setting.
 - (Slides 7-9) Students will learn about the different types of Plot.
 - (Slide 10) Students will review Parallel Episode.
 - (Slide 11) Students will review Conflict.
 - (Slide 12) Students will review Resolution.
 - (Slide 13) Students will learn about Pacing.
 - (Slide 14) Students will review Character Description.
 - (Slide 15) Students will learn about Dramatic Monologue.
 - (Slide 16) Students will review Dialect.
 - (Slide 17) Students will analyze Soliloquies.
 - (Slide 18) Students will complete the Practice Activity.

Lesson A Supplemental [5 minutes]:

- **Video:** Students will watch a 5-minute video about Elements of a Story.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Mannerisms:** Way of speaking or behaving.
 - **Medium:** A mode of expressing something.

- **Visual:** Related to the sense of sight.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.

Lesson B Activities (We Do) [5 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide2) Students will learn about the advantages of printed material
 - (Slide 3) Students will learn about the advantages of material presented in movies.
 - (Slide 4) Students will compare and contrast the details emphasized in different mediums
 - (Slide 5) Students will complete the Practice Activity.

Lesson B Supplemental [25 minutes]:

- **Video:** Students will watch a 25-minute video about Evaluating Sources.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Interjection:** A word or a group of words that expresses feelings.
 - **Pronoun:** It is a word that takes the place of a noun.
 - **Proper noun:** It denotes a particular person, place, or a thing.
 - **Proper adjective:** Proper adjectives are formed from proper nouns.
 - **Quotation:** A short note citing the source of information.
 - **Scripture:** Writing that is considered sacred by a group of people.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will review the rules of Capitalization.

- (Slide 3) Students will review the rules of Capitalization of Proper Nouns.
- (Slide 4) Students will complete the Practice Activity.
- (Slide 5) Students will review the rules for Capitalizing Titles of Persons.
- (Slide 6) Students will review the rules for Capitalizing Titles of Works.
- (Slides 7) Students will review the rules for Capitalizing Quotations & I and the interjections.
- (Slide 8) Students will learn the acronym for capitalization; M.I.N.T.S.

(Lesson C Supplemental [5 minutes]:

- **Video:** Students will watch a 5-minute video about Capitalization.

BREAK (10 Minutes)

Lesson Review [10 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Lesson A

- The elements of a story are setting, plot, character, conflict, and resolution.
- A plot refers to the logical order of events in a story.
- The plot includes an introduction, rising action, a climax, falling action, and finally, denouement.
- Setting refers to the time and the place in which an event takes place in a story.
- A conflict, which refers to the forces which work against each other in a story, may be internal or external.
- Rising action refers to the sequence of events which leads to the climax.
- Climax is the highest point or decisive moment in a story.
- A subplot is aside story within a story to relieve the tension in the main plot or to add humor to the story.
- Pacing refers to the speed and rhythm at which events, chapters, and scenes occur in a story. In a story, proper pacing of the events is important to have the desired effect.
- The climax is the turning point of a story.
- A soliloquy is when a speaker or character in a drama talks to himself or herself to express his or her thoughts aloud to the audience.
- A dialect refers to the spelling, pronunciation, grammar, and diction used by people in different regions or classes of society.
- A dramatic monolog is one in which a character explains his or her feelings or motives to the audience.
- A dialog is the conversation between two or more people. Dialogs help us form an opinion about the characters in a story.

Lesson B

- Each medium holds its advantages and limitations.
- An author harnesses the advantages of print media while a movie maker does the same in visual media.

Lesson C

- Capitalize the first word of every sentence.
- Capitalize the first word and other important words in titles.
- Capitalize the first word in direct quotation.
- Capitalize all the proper noun and adjectives that are derived from a proper noun.
- Capitalize the names of days of the week and months of the year.
- Capitalize all the important historical events, monuments, and sections of the country.

- Capitalize only the recognized course names.
- Capitalize the family relationship words when used as names or with names.
- Capitalize names of places, organizations, and places.
- Capitalize the pronoun *I* when used alone or as part of a sentence.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Write a postcard to a friend or family member explaining what you did in class today.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 4

Topic/Lesson Title & Grade Results #: Lesson #4: Comparative Literature, Narrative Writing, and Pronouns

Objective(s): Students will

- Lesson A
 - Understand literatures of two or more linguistic, cultural, or national groups.
 - Analyze literatures of two or more linguistic, cultural, or national groups.
- Lesson B
 - Explain the significance of sequencing in a narrative text.
 - Sequence ideas/events to build a coherent text.
- Lesson C
 - Define pronoun case.
 - Recognize subjective, objective, and possessive case pronouns.
 - Use the appropriate pronoun case based on sentence structure.

Guiding Question(s):

- Lesson A
 - How does point of view impact meaning?
- Lesson B
 - How does sequence impact narration?
- Lesson C
 - How does effective pronoun usage impact meaning?

TN Curriculum Standard(s):

- A. **10.RL.CS.6-** Analyze how point of view and/or author purpose shapes the content and style of diverse texts
- B. **10.RL.CS.6-** Analyze how point of view and/or author purpose shapes the content and style of diverse texts
- C. **10.RL.CS.4-** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Accoutrements:** Associated things; accessories.
 - **Comparative literature:** The study of literature without borders; two or more linguistic, cultural, or national groups.
 - **Industrialization:** The large-scale introduction of manufacturing, advanced technical enterprises, and other productive economic activity into an area, society, etc.
 - **Prophecy:** A foretelling of what is to come, declared by a prophet.

- **Satire:** The use of irony, sarcasm, ridicule, to mock someone.
- **Spry:** Active, energetic, brisk, etc.
- **Urbanization:** The migration of an increasing proportion of people into cities.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [5 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will learn about Comparative Literature
 - (Slides 3-7) Students will analyze The Canterville Ghost and its background
 - (Slide 8) Students will complete the Practice Activity.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes

- Lesson B
 - **Chronology:** The arrangement of events in time.
 - **Narrative:** A narrated account; a story.
 - **Sequence:** A sequentially ordered set of related things or ideas.
 - **Transitions:** Words that show the relationship between ideas, within a sentence or between sentences and paragraphs.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.

Lesson B Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- (Slides 2-3) Students will answer the guided question, Why is Sequencing Important?
- (Slides 4-5) Students will review Chronological Order.
- (Slide 6) Students will review Spatial Order.
- (Slide 7) Students will review Logical Order.
- (Slide 8) Students will read a sample Narrative Writing.
- (Slides 9-11) Students will analyze sequence of events in Narrative Writing.
- (Slide 12- 13) Students will complete the Practice Activity.

Lesson B Supplemental [25 minutes]:

- **Video:** Students will watch a 25-minute video about Creative & Narrative Writing

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Adjective:** A word that modifies or describes a noun or a pronoun.
 - **Apposition:** A word or words which follow a noun to rename it or describe it in another way.
 - **Direct object:** A noun or a pronoun that receives the action of a transitive verb.
 - **Indirect object:** A noun or a pronoun that explains to whom or for whom the action of the verb is done. It is limited to verbs of giving, showing, and telling.
 - **Object of preposition:** A noun or a pronoun that follows a preposition, often with modifying adjectives.
 - **Possession:** Ownership.
 - **Predicate pronoun:** A pronoun that follows a linking verb and renames or identifies the subject of the sentence.
 - **Pronoun:** A word that substitutes or refers to a noun or another pronoun.
 - **Resolution:** A formal expression of an opinion.
 - **Volunteer:** A person performing a service willingly.
 - **Wordiness:** The use of too many or unnecessary words; also called redundancy.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will review Pronouns.
 - (Slide 3) Students will complete the Practice Activity.
 - (Slide 4) Students will review Pronoun Case.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6) Students will review Possessive Case.
 - (Slide 7) Students will complete the Practice Activity.
 - (Slide 8) Students will review Objective Case
 - (Slide 9) Students will complete the Practice Activity.
 - (Slide 10) Students will review Pronoun Case Errors.
 - (Slide 11) Students will complete the Practice Activity.

BREAK (10 Minutes)

Lesson Review [10 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Comparative literature is the study of literature without borders, because it deals with literature of two or more linguistic, cultural, or national groups.
 - It usually deals with works of different languages, but it can certainly deal with the same language but from different countries.
 - Comparative literature also studies literature across national borders, across time periods, across languages, across genres, across boundaries between literature and the other arts, and across disciplines
- Lesson B
 - A sequence of events is the order in which ideas are arranged, actions are carried out, or events take place.
 - The three methods of sequencing of events or ideas are chronological order, spatial order, and logical order.
 - In chronological order, events are arranged on the basis of time, from the past to the present, from the earliest to the latest, from the first stage to the last stage, etc.
 - Narration, process analysis, and historical accounts make use of time order.
 - Spatial order is presenting the main points in the order of space, such as "from the left to right," "from top to bottom," "from inside to the outside," etc. This order of arranging ideas is used mostly in descriptive writing.
 - Logical order presents details or ideas in terms of their logical relationship to one another. For example, the ideas in a paragraph may move from general to specific, or ideas may progress from specific to general.
 - Narrative writing relates a clear sequence of events that occurs over time. In narrative writing, both what happens and the order in which the events occur are communicated to the reader. Narratives are usually told in chronological order.
 - Each event is narrated in exactly the order it happened. We use transitions to show the order of events in a narrative.
- Lesson C
 - A pronoun is a word that replaces a noun or another pronoun in a sentence.
 - Case refers to the way pronouns are used in a sentence.
 - There are three pronoun cases: subjective (or nominative), possessive, and objective.
 - The subjective case pronouns function as the subject or the predicate noun.
 - The possessive case pronouns are used to show possession or ownership.
 - The objective case pronouns can function as the direct object, indirect object, or object of preposition.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]: Write a news headline based on what you learned today.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 5

Topic/Lesson Title & Grade Results #: Lesson #5: Understanding Writing and The Writing Process

Objective(s): Students will

- Lesson A
 - Explain the five stages of writing.
 - Explore the different prewriting techniques.
- Lesson B
 - Distinguish between relevant and irrelevant facts that help develop the topic.
 - Write a paragraph that uses at least one type of supporting information.
 - Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence.
 - Integrate quotations and citations appropriately into written text.
 - Evaluate the audience's prior knowledge of the topic.
- Lesson C
 - Understand the best use of a comma and coordinating conjunction or a semicolon to join two independent clauses.
 - Choose an appropriate conjunctive adverb.
 - Analyze and evaluate professional, peer writing to demonstrate the relationship between two independent clauses.

Guiding Question(s):

- Lesson A
 - How does each stage of writing process impact writing?
- Lesson B
 - How can I effectively use text structure to convey meaning?
- Lesson C
 - What is the significance of using commas in writing?

TN Curriculum Standard(s):

- A. 10.RL.CS.4-** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
- B. 10.RL.CS.4-** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
- C. 10.L.CSE.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Drafting:** The ideas gathered are written in sentences.
 - **Editing:** Checking for grammar, spelling, punctuation, and capitalization errors.
 - **Prewriting:** Narrowing the topic, deciding on purpose and audience, and gathering ideas.
 - **Publishing:** The writing is presented as a final draft.
 - **Quotidian:** Occurring on a daily basis.
 - **Revising:** The draft is improved by evaluating the accuracy and placement of each sentence.
 - **Writing process:** A systematic approach to composition.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will review the Writing Process.
 - (Slides 3-6) Students will review and practice Prewriting.
 - (Slide 7) Students will review and practice Drafting.
 - (Slide 8) Students will review and practice Revising.
 - (Slide 9) Students will review Publishing.
 - (Slide 10) Students will analyze a Sample Essay.
 - (Slide 11) Students will complete the Practice Activity.

Lesson A Supplement [25 minutes]:

- **Video:** Students will watch a 10-minute video on Flocabulary about The Writing Process.
- **Video:** Students will watch a 15-minute video about Using the Writing Process.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Ally:** To join with another person supporting their cause.
 - **Concise:** Usage of a few words.
 - **Intellect:** The ability to think in a logical way.
 - **Peer:** A person who belongs to the same age group as someone else.
 - **Rambling:** A long speech or piece of writing that goes from one subject to another without any clear purpose or direction.
 - **Reinforce:** To strengthen by adding more material for support.

- **Revelation:** An act of revealing something in usually a surprising way.
- **Testimony:** A proof or evidence that something exists or is true.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Introductions

Lesson B Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 3) Students will watch a Video about- How to Develop an Essay?
 - (Slide 4) Students will discuss the language of Informational Texts.
 - (Slide 5) Students will review different types of Text Structures.
 - (Slide 6) Students will review Problem and Solution Text Structure.
 - (Slide 7) Students will review Compare and Contrast Text Structure.
 - (Slide 8) Students will review Classification and Division Text Structure.
 - (Slide 9) Students will review Argument and Reason Text Structure.
 - (Slides 10-11) Students will analyze Supporting Information.
 - (Slide 12) Students will practice developing a sample topic.
 - (Slide 13) Students will review the sections of an essay.
 - (Slide 14) Students will review and analyze "The Forgotten Tales of Brother Grimm".
 - (Slide 15) Students will discuss the importance of citations.
 - (Slides 16- 18) Students will complete the Practice Activity and Wrap-up.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Accentuation: Punctuation.**
 - **Cadence: A rhythmical modulation of any sound.**
 - **Chaotic: Confused.**
 - **Dubious: Doubtful.**
 - **Reinforces: Supports.**
 - **Scruple: To hesitate.**
 - **Succinct: Drawn tightly together.**

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Introduction to Commas.
 - (Slides 3) Student will learn about Clauses.
 - (Slide 4) Students will watch a 3-minute video about Dependent and Independent Clauses
 - (Slide 5) Students learn how to use commas, conjunctions, and semicolons in joining two Independent Clauses.
 - (Slide 6) Students will learn about Semicolons.
 - (Slide 7) Students will practice using Semicolons.
 - (Slide 8) Students will review Comma rules.
 - (Slide 9) Students will watch a 3-minute Video about Using Commas.
 - (Slide 10-11) Students will review rules for using conjunctions when combining sentences.
 - (Slide 12) Students will review a list of Conjunctive Adverbs.
 - (Slide 13) Students will review combining Independent Clauses with Dependent Clauses
 - (Slide 14) Students will complete the Practice Activity using Conjunctions and Conjunctive Adverbs
 - (Slide 15-17) Students will learn about the effectiveness of using varying sentence types.
 - (Slide 18) Students will complete the Practice Activity.
 - (Slide 19-20) Students will review the Wrap-up & Reading List.

Lesson C Supplement [5 minutes]:

- **Video:** Students will watch a 5-minute Flocabulary video about Colons & Semi-colons

BREAK (10 Minutes)**Lesson Review [10 minutes]:**

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Ally: To join with another person supporting their cause.
 - Concise: Usage of a few words.
 - Intellect: The ability to think in a logical way.
 - Peer: A person who belongs to the same age group as someone else.
 - Rambling: A long speech or piece of writing that goes from one subject to another without any clear purpose or direction.
 - Reinforce: To strengthen by adding more material for support.
 - Revelation: An act of revealing something in usually a surprising way.
 - Testimony: A proof or evidence that something exists or is true.
- Lesson B
 - Informational texts should be objective, clear, and easy to understand.
 - Informational texts give an idea about the social, natural, and political world.
 - An informational text has three parts - introduction, body paragraphs, and conclusion.
 - In order to write an informational text, one should define the topic first, identify the research question, and finally search for research materials.
 - There are a few types of text structures and rhetorical patterns, such as cause and effect, problem-solution, compare and contrast, etc., around which an essay can be organized.

- Informational text is incomplete without supporting information. It is the key to absolve the complexity of the topic.
- Lesson C
 - A clause is a gathering of related words that contains both a subject and an action word.
 - An independent clause is a collection of words that can stand alone and can provide a complete thought.
 - A dependent clause is a collection of words that contains a subject and an action word, but cannot provide a complete thought.
 - The semicolon is used to connect two independent clauses that are closely related in thought. When a semicolon connects two or more ideas in a sentence, then all the ideas in that sentence become equal.
 - Conjunctions are connective words that assist in joining clauses.
 - A semicolon, **conjunctive adverb**, and a comma can connect two independent clauses.

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Exit ticket- Explain the different types of text structure?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 6

Topic/Lesson Title & Grade Results #: Lesson #6: Analyze and Compare Key Subjects in Two Different Mediums

Objective(s): Students will

- Lesson A
 - Improve understanding of ekphrasis, writing inspired by art.
 - Analyze the representation of a subject or a key scene in two poems, including what is emphasized or absent in each treatment.
- Lesson B
 - Familiarize yourself with Shakespeare's Macbeth—its plot, themes, and characters.
 - Analyze the influence of Macbeth on a more contemporary work, The Talented Mr. Ripley by Patricia Highsmith.
- Lesson C
 - Explain why non-fiction authors cite their sources in formal writing.
 - Examine the elements that constitute a bibliography.
 - Demonstrate your ability to create bibliography entries.

Guiding Question(s):

- Lesson A
 - What are some of the ways the representation of a subject may differ?
- Lesson B
 - How has Macbeth influenced contemporary works?
- Lesson C
 - What is the purpose of a bibliography?

TN Curriculum Standard(s):

- A. **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.
- B. **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.
- C. **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Allusion:** An expression designed to call something to mind without mentioning it explicitly.
 - **Ekphrasis:** Writing inspired by work of art.
 - **Landscape:** A genre of painting depicting the visible features of an area of land.
 - **Mundane:** Lacking interest or excitement.

- **Myth:** A traditional or legendary story.
- **Poignant:** Evoking a keen sense of sadness or regret.
- **Reverence:** Deep respect for someone or something.
- **Syntactic foregrounding:** Arranging specific words or images in such a way that it stands out from the rest.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will learn about Ekphrasis.
 - (Slide 3) Students will analyze The Painting.
 - (Slides 4) Students will analyze the Musee des Beaus Arts by W.H. Auden.
 - (Slide 5) Students will analyze the Poem by Musee des Beaux Arts.
 - (Slide 6) Students will analyze The Myth.
 - (Slide 7-8) Students will analyze the Landscape with the Fall of Icarus by William Carlos Williams.
 - (Slide 9) Students will compare elements in both the poems.
 - (Slide 10) Students will complete the Practice Activity.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Ambition:** A desire or determination for power or success.
 - **Character:** A person in a play, novel, movie, or other story.
 - **Paranoia:** Suspicion and mistrust of others, often unwarranted.
 - **Plot:** The main events in a play, novel, movie, or other story.
 - **Prophecy:** A prediction about the future.
 - **Psychological thriller:** A fictional thriller story which emphasizes the unstable mental states of its characters.
 - **Slippery slope:** An act that leads to other acts, usually of a more disturbing nature.
 - **Theme:** A central idea in a work of writing.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.

Lesson B Activities (We Do) [25 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 2) Students will analyze the contributions of Shakespeare.
 - (Slide 3) Students will analyze the Influence of Macbeth on Contemporary writing.
 - (Slides 4-7) Students will read and analyze Macbeth.
 - (Slides 8-9) Students will analyze how Shakespeare influenced The Talented Mr. Ripley.
 - (Slides 10-11) Students will complete the Practice Activity.

Lesson B Supplemental [5 minutes]:

- **Video:** Christopher Marlowe

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Acknowledge:** To recognize.
 - **Copyright:** The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.
 - **Flush left:** The alignment of text along the left margin.
 - **Hanging indent:** Indentation of a paragraph in which all lines except the first are indented.
 - **Plagiarism:** The unethical practice of taking someone else's work or ideas and passing them off as one's own.
 - **Surname:** Family name; a hereditary name common to all members of a family, as distinct from a given name.

Lesson C Introduction (I Do) [5 minutes]:

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slides 1-2) Students will discuss the purpose of Bibliographies.
 - (Slides 4- 7) Students will review the basic rules for citing sources.
 - (Slides 8- 10) Students will review the rules for writing a Bibliography in MLA
 - (Slide 11) Students will review key considerations for writing bibliographies.
 - (Slide 12) Students will complete the Practice Activity.

Lesson C Supplement [20 minutes]:

Allow students to explore the Flocabulary activity and take notes. Discuss with students to ensure students grasped the content.

- **Video:** Students will watch a 3-minute Flocabulary video about Plagiarism.

Video: Students will watch 13-minute video about The Baffling Bibliography.

BREAK (10 Minutes)

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Lesson Review [5 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - The following five steps contribute to any piece of writing.
 - Prewriting determines the purpose of the writing and the audience for your final piece.
 - Drafting stage enables you to organize your ideas into a meaningful structure.
 - Revising stage requires meticulous effort to re-look at your content.
 - Editing and proofreading improves the writing further by focusing on smaller grammar, punctuation, and spelling errors.
 - Publishing is the final stage of writing that helps to create a neat piece of work.
- Lesson B
 - Ambition: A desire or determination for power or success.
 - Character: A person in a play, novel, movie, or other story.
 - Paranoia: Suspicion and mistrust of others, often unwarranted.
 - Plot: The main events in a play, novel, movie, or other story.
 - Prophecy: A prediction about the future.
 - Psychological thriller: A fictional thriller story which emphasizes the unstable mental states of its characters.
 - Slippery slope: An act that leads to other acts, usually of a more disturbing nature.
 - Theme: A central idea in a work of writing.
- Lesson C
 - A bibliography is an alphabetized list of sources a writer has consulted in writing an assignment.
 - The purpose of the bibliography is threefold:
 1. It lends credibility to the writer's message by acknowledging published resources consulted during the research process.
 2. It shows responsibility in crediting others' contributions to the written work and thus avoids plagiarism.
 3. It allows the reader to check the consulted sources for accuracy or for additional information.
 - A bibliography reports the following information about each resource: author's name, title, location of publisher, publishing house, page number(s), publication date, medium.

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Ticket out the Door- What is the purpose of a bibliography?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 7

Topic/Lesson Title & Grade Results #: Lesson #7: Comprehend Complex Texts and Word Analogies

Objective(s): Students will

- Lesson A
 - Develop an understanding to read and comprehend a literary text.
 - Read and demonstrate comprehension of texts of increasing complexity.
- Lesson B
 - Examine word analogies.
 - Analyze word analogies.
- Lesson C
 - Compare and contrast the role of the figurative language in literary works.
 - Identify and explain the different figurative languages present within the text.
 - Write an analysis of how the author conveys his or her intention using figurative language within a specific work.

Guiding Question(s):

- Lesson A
 - What are ways to improve reading comprehension of complex texts?
- Lesson B
 - How can understanding word relationships improve reading?
- Lesson C
 - How do authors use figurative language to convey meaning?

TN Curriculum Standard(s):

- A. **9-10. RL. RRTC.10** Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
- B. **9-10. RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- C. **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A

- **Catechism:** A series of questions put to an individual.
- **Consent:** Give an affirmative reply.
- **Countenance:** The appearance conveyed by a person's face.
- **Denial:** Reject.
- **Idolatry:** The willingness to serve God.
- **Manacle:** Confine or restrain with.
- **Monseigneur:** A title in France of a person of high birth or rank.
- **Peevish:** Easily irritated or annoyed.
- **Retract:** Formally reject.
- **Sententious:** Concise and full of meaning.
- **Shroud:** Cover.
- **Sinew:** Quality of having muscular strength.
- **Venture:** Proceed somewhere despite the risk of possible dangers.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will discuss why reading and comprehending texts is important.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 3) Students will analyze the Novel- Emily Bronte's Wuthering Heights.
 - (Slide 4) Students will review the analysis of the Novel Wuthering Heights.
 - (Slide 5) Students will read and analyze the Play- Bishop's Candlestick.
 - (Slide 6) Students will review an analysis of The Bishop's Candlestick.
 - (Slide 7) Students will complete the Practice Activity.
 - (Slide 8) Students will analyze the Poem- "Funeral" by John Donne
 - (Slide 9) Students will review and compare an analysis of the Poem "Funeral"
 - (Slide 10) Students will complete the Practice Activity.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Analogy:** A comparison of two different things that are alike in some way.
 - **Antonym:** A word with the opposite meaning.
 - **Herculean:** Requiring great strength and determination.
 - **Synonym:** A word with the same or nearly the same meaning.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will review word Analogies.

.Lesson B Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 3) Students will examine and analyze synonym- word analogies.
 - (Slide 4) Students will examine and analyze synonym- antonym word analogies.
 - (Slide 5) Students will examine and analyze characteristic to object word analogies.
 - (Slide 6) Students will examine and analyze object to group word analogies.
 - (Slide 7) Students will complete the Practice Activity.

Lesson B Supplement [5 minutes]:

- **Video:** Students will watch a 5-minute Flocabulary video about Analogies.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Accentuation:** Emphasis.
 - **Adored:** Beloved.
 - **Allegorical:** Having hidden meaning that transcends the literal sense of a text.
 - **Articulation:** Expression.
 - **Connotation:** Meaning.
 - **Deciphering:** Translating.
 - **Emotively:** Arousing.
 - **Extravagant:** Rich.
 - **Peruser:** Reader.
 - **Plenteous:** Abundant.
 - **Rhetoric:** Art of persuasion.
 - **Roundabout:** Indirect.
 - **Veered Off:** Deviated.
 - **Vivid:** Colorful.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read the introduction and discuss the role of language in society.

Lesson C Activities (We Do) [30 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 3) Students will analyze and interpret Metaphors.
 - (Slide 4) Students will analyze and interpret Similes.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6) Students will analyze and interpret Hyperboles.
 - (Slide 7) Students will watch a video about Hyperbole.
 - (Slide 8) Students will analyze and interpret Hyperbole in Literature.
 - (Slide 9) Students will watch a video about Simile, Metaphor, and Hyperbole.
 - (Slide 10) Students will analyze and interpret Oxymorons.
 - (Slide 11) Students will compare and contrast Oxymoron vs. Juxtaposition.
 - (Slide 12) Students will analyze and interpret Euphemisms.
 - (Slide 13) Students will analyze and interpret Idioms and Nuances.
 - (Slide 14) Students will complete the Practice Activity.
 - (Slide 15) Students will Wrap up the lesson by reviewing the slide.

Lesson Review [15 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Understanding the meaning of the text is the ultimate purpose of reading.
 - It is essential to focus on every aspect of the text to understand it better.
 - It is important to use prior knowledge, identify the main idea, make inferences, analyze the text structure, and visualize the scene to better understand the text.
- Lesson B
 - An analogy is a comparison of two different things that are alike in some way.
 - A synonym-synonym analogy compares words with similar meanings.
 - A synonym-antonym analogy compares words with opposite meanings.
 - A characteristic-object analogy describes the relationship between an object and one of its qualities, features, or characteristics.
 - An object-group analogy shows the relationship between an object and a larger group to which it belongs.
 - A greater degree-to-lesser degree analogy is where the relationship is between two degrees of comparison in a pair of words.
- Lesson C
 - The deviation from the standard utilization of words to expand their viability is termed as a figure of speech.
 - There are more than 300 figures of speech used in ancient literature until now.
 - Metaphor is of three types – Implied metaphor, sustained metaphor, and dead metaphor.
 - Simile utilizes the words "like" or "as" to draw a comparison.
 - Hyperbole is a figurative language that includes amplification of thoughts for emphasis
 - Oxymoron is a figurative language where two contradicting words are joined to make an impact.
 - Juxtaposition is the positioning of two unique or conflicting words that are of close relation to each other.
 - Euphemism is a kind of idiom, which loses its strict implications and alludes to something different, so as to shroud its disagreement.
 - An idiom is an expression that passes on a metaphorical meaning, not the same as the words utilized.
 - Nuances allude to slight and unobtrusive contrasts in shades of importance.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Exit ticket- Which text did you find the easiest to comprehend? Which was the most challenging?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 8

Topic/Lesson Title & Grade Results #: Lesson #8: Analyze Word Meanings in Reading Passages

Objective(s): Students will

- Lesson A
 - Analyze the text using evidence.
 - Infer details from an informational text.
- Lesson B
 - Utilize context clues to determine connotation and denotation.
 - Determine the differences between two (or more) words with similar denotations.
 - Analyze the author's word choice to convey his or her purpose.
- Lesson C
 - Use precise language and domain-specific vocabulary.
 - Determine the meaning of words and phrases as they are used in a text.

Guiding Question(s):

- Lesson A
 - How does evidence impact an informational text?
- Lesson B
 - What is the difference between connotation and denotation?
- Lesson C
 - Why is word choice important to good writing?

TN Curriculum Standard(s):

- A. 9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- B. 9-10.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.
- C. 9-10. RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Evidence:** Facts or information in support of a belief.
 - **Inference:** A conclusion reached on the basis of evidence and reasoning.

- **Millennium:** A period of thousand years.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [5 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will read and analyze Human Population.
 - (Slide 3) Students will complete the Crossword Puzzle.

Lesson A Supplement (20 min.)

- **Video:** Students will watch a 20-minute video about Analyzing Nonfiction.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Accentuation:** Punctuation.
 - **Alludes:** Refers.
 - **Bizarre:** Strange.
 - **Elegy:** Funeral Song.
 - **Legitimately:** Legally.
 - **Ramifications:** Consequences.
 - **Unequivocal:** Explicit.
 - **Unobtrusive:** Subtle.
 - **Unpretentious:** Modest.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.

Lesson B Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 2) Students will watch a 5-minute video about Using Context Clues to Figure Out New Words.

- (Slide 3-4) Students will review how to use Context Clues in Determining the Denotation and Connotation
- (Slides 5-6) Students will complete the Practice Activity.
- (Slide 7- 10) Students will review different types of Context Clues.
- (Slide 11) Students will analyze the Author’s Choice of Words
- (Slide 12) Students will conduct a Literary Analysis on O Captain! My Captain! by Walt Whitman
- (Slide 13-14) Students will complete the Practice Activity.
- (Slide 15) Wrap-Up

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Carbon sequestration:** A natural or an artificial process by which carbon dioxide is captured and stored.
 - **Global Positioning System:** A satellite-based navigation system that provides information on location and time.
 - **Greenhouse gas:** A gas that absorbs and emits radiation making the earth warmer.
 - **Phobia:** A persistent, irrational fear of a specific thing, activity, or situation that creates a compelling desire to avoid it.
 - **Virus (Biology):** A submicroscopic infectious agent causing diseases.
 - **Virus (Computer science):** A malicious software program that disrupts the computer operations.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today’s standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slides 2-4) Students will review and discuss strategies to identify key vocabulary.
 - (Slide 5) Students will complete the Practice Activity.

Lesson C Supplement [5 minutes]

- **Video:** Students will watch a 5-minute Flocabulary video about Word Choice.

Lesson Review [15 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Evidence is facts or information in support of a belief.
 - A conclusion reached on the basis of evidence and reasoning is an inference.
 - Millennium is a period of thousand years.
- Lesson B
 - Effective communication by utilizing significant words is accomplished by having a solid comprehension of a word's nuances.

- Connotation conveys different social hints, social ramifications, or passionate implications related to a sign. Denotation conveys the unequivocal or referential significance of a sign.
- Context clues are indications that the writer provides to characterize a troublesome or bizarre word.
- Words with comparative denotations can have unpretentious contrasts in importance because of their social implications.
- Lesson C
 - The terms that are unique to a specific subject are known as key vocabulary.
 - Key vocabulary is categorized on the basis of the type, kind, component, classification, group, subdivision, part, division, etc.

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- If you were to fill a grocery cart with key concepts from today's lesson, what would it contain?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 9

Topic/Lesson Title & Grade Results #: Lesson #9: Analyze Primary and Secondary Sources Using Phrases and Clauses

Objective(s): Students will

- Lesson A
 - Learn important steps that will allow you to conduct research and present your findings in writing.
 - Seek out sources appropriate to the subject under investigation.
- Lesson B
 - Understand the correct usage of the parallel structure in a sentence.
 - Identify sentences that have a parallel sentence.
 - Analyze the purpose of parallel structure and choose the correct conjunction.
- Lesson C
 - Distinguish the different types of phrases and clauses.
 - Use different types of phrases and clauses effectively.
 - Assess the author's choice of phrases and clauses to convey purpose.

Guiding Question(s):

- Lesson A
 - How can you find reliable sources?
- Lesson B
 - What is the purpose of parallel structure in writing? How does it impact writing?
- Lesson C
 - How do phrases and clauses differ?

TN Curriculum Standard(s):

- A. **9-10.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation
- B. **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- C. **9-10.L.KL.3** 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.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Bibliography:** A list of works cited at the end of a text.
 - **Primary source:** An original document or first-hand account of an event. Examples include diaries, letters, autobiographies, and literary works.
 - **Research:** The gathering of facts and information for the advancement of knowledge.
 - **Secondary source:** A document that relates, discusses, or interprets the information presented in primary sources. Examples include encyclopedias, textbooks, and critical articles.
 - **Thesis:** The main idea of a research paper, often expressed in a single sentence.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today’s standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will answer the guided question: What is Research?
 - (Slide 3) Students will review strategies to select a research topic.
 - (Slide 4) Students will review strategies to find reliable sources.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6) Students will review strategies to take notes on research materials.
 - (Slide 7) Students will complete the Practice Activity.

Lesson A Supplement [10 minutes]:

- **Video:** Students will watch a 10-minute video **about** Primary and Secondary Sources

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Antiquated:** Out of use.
 - **Correlate:** Mutually related.
 - **Deconstruct:** Interpret.
 - **Gerund:** A noun formed from a verb.
 - **Infinitive:** The uninflected form of the verb.
 - **Lexemes:** Concepts.
 - **Transcribe:** To write in the same words.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today’s standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B

- (Slide 1) Teacher will review objectives.
- (Slide 2) Introduction

Lesson B Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slides 3-4) Students will analyze the parts of speech
 - (Slide 5) Students will watch a video about the Types of Sentence Structure
 - (Slide 6) Students will review and analyze Parallel Structures
 - (Slide 7) Students will review the rules for Parallel Structure
 - (Slide 8) Students will watch a video about Parallel Structure
 - (Slide 9) Students will complete the Practice Activity.
 - (Slide 10) Students will review and analyze Faulty Parallelism.
 - (Slide 11) Students will complete the Practice Activity.
 - (Slide 12) Students will review and analyze Parallel Structures using Correlative Conjunctions.
 - (Slide 13) Students will watch a video about the Role of Conjunctions.
 - (Slide 14) Students will complete the Practice Activity.
 - (Slide 16) Students will Wrap-Up the lesson by reviewing the notes.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Alludes:** Refers
 - **Discourse:** Communication
 - **Endeavor:** Attempt
 - **Hierarchy:** Order
 - **Intrigued:** Fascinated
 - **Perception:** Point of view

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slides 2-4) Students will analyze the types of sentences and word units.
 - (Slide 5) Students will watch a video about Dependent and Independent Clauses.
 - (Slides 6-8) Students will analyze different types of phrases.
 - (Slide 9) Students will complete the Practice Activity.
 - (Slides 10-11) Students will analyze different types of clauses.
 - (Slide 12) Students will complete the Practice Activity.
 - (Slide 13) Students will watch a video about Clauses and Phrases.

Lesson Review [10 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Research consists of asking questions about the world and finding out what others have said about these questions.
 - The first step in writing a research paper is selecting a topic.
 - It is important to make sure your topic is manageable considering the assignment's length.
 - Common sources include books, newspapers, magazines, websites, and online documents.
 - Primary sources are original documents or first-hand accounts of an event.
 - Secondary sources are documents that relate, discuss, or interpret the information presented in primary sources.
 - Taking notes and categorizing notes help organize ideas.
 - Bibliography is the final step of the process.
- Lesson B
 - Parts of speech are the usual term for the significant classes of words that are grammatically recognized in a language.
 - The essential parts of a sentence are the subject, the verb, and the object.
 - Parallel structure implies utilizing similar words to show that at least two thoughts have a similar degree of significance.
 - The inability to keep up this equalization is called faulty parallelism.
 - Fixing broken parallelism regularly requires deconstructing the sentence into its segment parts to confirm the equalization.
 - Correlative conjunctions ought to follow the equivalent grammatical structure to make a parallel sentence.
 - When using a correlative combination, the nouns, phrases, and clauses following each part ought to be parallel.
- Lesson C
 - A phrase is a linguistic term alluding to a gathering of words that excludes a subject and action word.
 - Phrases can be divided basically into 8 types namely, prepositional phrase, infinitive phrase, noun phrase, verbal phrase, participial phrase, adjectival phrase, adverb phrase, and gerund phrase.
 - Clauses are gatherings of words that contain a subject and an action word.
 - Clauses can be classified as independent clause and dependent clause
 - Even though, phrases are used in a number of ways to impart effective writing, there are certain points to be noted in using phrases in writing.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- If you were to fill a grocery cart with key concepts from today's lesson, what would it contain?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool – [5 minutes]

Lesson Introduction (I Do):

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up:

SEMESTER 2

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 11

Topic/Lesson Title & Grade Results #: Lesson #1: Determine the Central Idea of a Text and Reference Materials

Objective(s): Students will

- Lesson A
 - Identify the central idea the author makes in the text.
 - Identify specific details that shape, refine, and lead to central idea.
 - Provide an objective summary of the text.
- Lesson B
 - Write an argumentative essay.
 - Introduce and develop claims and counterclaims.
 - Examine the components that strengthen an argument in academic writing.
 - Provide an effective conclusion.
- Lesson C
 - Demonstrate his or her skills in handling three reference tools: dictionary, thesaurus, and glossary.
 - Search for information in these reference tools and use it to advantage.

Guiding Question(s):

- Lesson A
 - How do author's convey central idea?
- Lesson B
 - What are the components that strengthen and argument in an academic writing?
- Lesson C
 - What types of information are found in reference books?

TN Curriculum Standard(s):

- A. **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- B. **9-10.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- C. **9-10.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A

- **Affluent:** Having a great deal of money; wealthy.
- **Anesthetizing:** Deprive of feeling or awareness.
- **Appalling:** Causing shock or dismay; horrific.
- **Appraisal:** An act of assessing something or someone.
- **Bewildering:** Confusing or perplexing.
- **Catapulted:** Hurl or launch.
- **Chagrin:** Annoyance or distress at having failed or been humiliated.
- **Concoct:** Make by combining various ingredients.
- **Conniving:** Given to or involved in conspiring to do something immoral, illegal, or harmful.
- **Deplore:** Feel or express strong disapproval of (something).
- **Emphatic:** Expressing something forcibly and clearly.
- **Futility:** Pointlessness or uselessness.
- **Gadflies:** A fly that lives on livestock.
- **Hamlet:** A small settlement, generally one smaller than a village, and strictly (in Britain) one without a church.
- **Harried:** Feeling strained as a result of having demands persistently made on one; harassed.
- **Indolent:** Wanting to avoid activity or exertion; lazy.
- **Impunity:** Exemption from punishment or freedom from the injurious consequences of an action.
- **Moratorium:** A temporary prohibition of an activity.
- **Profundity:** Great depth of insight or knowledge.
- **Repudiated:** Refuse to accept; reject.
- **Sanctimonious:** Making a show of being morally superior to other people.
- **Unswerving:** Not changing or becoming weaker; steady or constant.
- **Vexation:** The state of being annoyed, frustrated, or worried.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will watch a video about Identifying the Central Idea

Lesson A Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 3) Students will review and analyze the central idea of a text.
 - (Slide 4) Students will watch a video about the Letter from Birmingham Jail to determine the central idea
 - (Slides 5-9) Students will learn ways to analyze a text.
 - (Slide 10) Students will review the steps to write an Objective Summary.
 - (Slide 11) Students will analyze an Objective Summary.
 - (Slide 12-13) Students will complete the Practice Activity and Wrap-up the lesson.

Lesson A Supplement [5 minutes]:

- **Video** – Students will view Flocabulary video about Main Idea.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Dictionary:** A comprehensive reference tool containing words, listed alphabetically, with their precise definitions and other relevant information.
 - **Etymology:** The origin of a word and the history of its development.
 - **Glossary:** A reference tool containing specialized terms, listed alphabetically, with their definitions.
 - **Guide word:** One or more words that appear at the top of the page of a dictionary or other reference to aid the reader in finding a specific entry.
 - **Phonetic spelling:** A system of spelling in which each letter represents invariably the same spoken sound.
 - **Thesaurus:** A reference tool containing words, listed alphabetically, with their synonyms and antonyms.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.

Lesson B Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 2) Students will review the Introduction & learn the steps to forming an argument.
 - (Slide 3) Students will organize an Argumentative Essay.
 - (Slide 4) Students will review what is included in the body of an Argumentative Essay.
 - (Slide 5) Students will review what is in the conclusion of an Argumentative Essay.
 - (Slide 6) Students will analyze and essay for its strengths and weaknesses.
 - (Slide 7) Students will analyze word choice in Argumentative Writing.
 - (Slide 8) Students will review questions to help plan an Argumentative Essay.
 - (Slide 9) Students will analyze an argumentative essay outline.
 - (Slide 10) Students will analyze an argumentative essay.
 - (Slide 11) Students will complete the Practice Activity.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Dictionary:** A comprehensive reference tool containing words, listed alphabetically, with their precise definitions and other relevant information.
 - **Etymology:** The origin of a word and the history of its development.
 - **Glossary:** A reference tool containing specialized terms, listed alphabetically, with their definitions.
 - **Guide word:** One or more words that appear at the top of the page of a dictionary or other reference to aid the reader in finding a specific entry.

- **Phonetic spelling:** A system of spelling in which each letter represents invariably the same spoken sound.
- **Thesaurus:** A reference tool containing words, listed alphabetically, with their synonyms and antonyms.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Reference Materials: Dictionaries, Thesauruses, and Glossaries
 - (Slides 3-5) Making Sense of Your Find
 - (Slide 6) Using Online Dictionaries
 - (Slide 7) Using a Glossary
 - (Slide 8) Practice Activities

Lesson Review [15 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - The central idea is the foundation of the text.
 - The central idea is connected through different elements that express the text.
 - The central idea of the text gets refined, shaped, or acquires a new dimension in the course of the text.
 - The writer uses rhetoric and comparison to convey the central idea.
- Lesson B
 - There are 5 steps to writing an effective argumentative essay:
 - 1. Identify the issue to be addressed.
 - 2. Analyze the information about the topic in a logical manner.
 - 3. Create a claim that makes use of well-defined terms and has a limited scope.
 - 4. Choose specific, accurate, and relevant evidence to support the claim.
 - 5. Arrange and present evidence to state the argument clearly.
 - A concession paragraph acknowledges the valid points of the opposition.
 - A refutation paragraph acknowledges the weak points of the opposition.
- Lesson C
 - Dictionaries contain a wealth of information—everything from the definitions of a word to its pronunciation and origin.
 - A word divided by a dot in the middle indicates the division of syllables.
 - Dictionaries also help us identify the part of speech of the word, and the phonetics of it.
 - A word's etymology and the other rhyming words are also provided in the dictionary.

- Online dictionaries can help you a great deal in your research, and many people find them even easier to use than print dictionaries.
- A thesaurus is a reference tool that lists the synonyms and antonyms of words.
- A glossary is a list of words, in alphabetical order, with their definitions. In this sense, it can be considered an abbreviated dictionary.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Exit Ticket: List and explain the 5 steps to writing an effective argumentative essay.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 12

Topic/Lesson Title & Grade Results #: Lesson #2: Significance of Word Choice in Narrative Writing and Literary Writing

Objective(s): Students will

- Lesson A
 - Analyze word choice in a couple of excerpts from famous authors.
 - Apply strategies for effective, precise word choice.
- Lesson B
 - Determine an author's purpose.
 - Identify the use of rhetoric in a text.
 - Analyze how rhetoric is used to persuade readers.

Guiding Question(s):

- Lesson A
 - How does word choice impact meaning?
- Lesson B
 - How does the author's purpose and rhetoric impact a text?

TN Curriculum Standard(s):

- A. **9-10. RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- B. **9-10. RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Connotative diction:** Suggested meanings associated with a word.
 - **Denotative diction:** A word's literal meaning.
 - **Diction:** The words a writer chooses to communicate his or her message.
 - **Fiction:** An imaginative writing.
 - **Imagery:** The way language is used to represent objects, actions, or ideas.
 - **Jargon:** Language that is particular to a certain field of work or study.
 - **Narrative tension:** The element of suspense that keeps the reader engaged.
 - **Narrative writing:** An account of an event or incident in the same order as it occurred.

- **Nonfiction:** Writing dealing with facts and events.
- **Sensory details:** Descriptions that appeal to the senses.
- **Tone:** The writer's attitude towards the subject, audience, or self.
- **Wordiness:** The use of more words than necessary to convey meaning.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [25 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide2) Students will answer the guided question: What is Narrative Writing?
 - (Slide 3) Students will analyze the significance of Word Choice.
 - (Slide 4) Students will complete the Practice Activity.
 - (Slide 5) Students will review the common problems with Word Choice.
 - (Slides 6-7) Students will complete the Practice Activity.
 - (Slide 8-9) Students will review tips for strong word choice in your narrative writing.
 - (Slide 10) Students will complete the Practice Activity.

Lesson A Supplement [5 minutes]:

- **Video** – Students will watch a 5-minute video about Word Choice

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Author's purpose:** The reason an author writes a piece.
 - **Ethos:** The appeal to ethics.
 - **Logos:** The appeal to logic.
 - **Pathos:** The appeal to emotion.
 - **Subject:** A broad field of study.
 - **Topic:** A sub-topic; a narrower field of study that a topic.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will Review Objectives.
 - (Slide 2) Students will read the introduction and review the Author Purpose.

Lesson B Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 3) Students will complete the Practice Activity.
 - (Slide 4) Students will discuss the Intended Audience for types of writing.
 - (Slide 5) Students will review and analyze Rhetorical Elements.
 - (Slide 6) Students will analyze I Have A Dream by Martin Luther King Jr. for rhetoric.
 - (Slide 7) Students will complete the Practice Activity.

Lesson B Supplement [10 minutes]:

- **Video** – Students will view a video about Author’s Purpose.

Lesson Review [15 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Narrative writing is writing that tells a story, whether fiction or nonfiction.
 - Word choice refers to the words a writer chooses in his or her work.
 - A writer communicates his or her ideas in a compelling manner by using imagery and sensory details.
 - There are two types of diction: denotative and connotative.
 - Vague pronouns, technical jargons, and wordiness should be avoided.
 - The language should be simple with suitable descriptive verbs, adjectives, and adverbs.
- Lesson B
 - The author's purpose is the reason why an author writes something.
 - The starting point of finding the author's purpose would be to ask, "Why was this written?"
 - Author's purposes include to inform, persuade, entertain, explain, describe, and educate.
 - The intended audience of a text is the specific population for whom a text is written.
 - A subject is the broad field of study (like "math").
 - A topic is much narrower than a subject and focuses on a specific area of a subject (like "the Pythagorean theorem").
 - Ethos is the appeal to ethics, which shows the authority or credibility of the author.
 - Pathos is the appeal to emotion, which invokes the emotion in the audience.
 - Logos is the appeal to logic.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

If you were to fill a grocery cart with key concepts from today’s lesson, what would it contain?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 13

Topic/Lesson Title & Grade Results #: Lesson #3: Analyze Stated Arguments in US Documents

Objective(s): Students will

- Lesson A
 - Identify claims in an author's argument.
 - Determine whether the reasoning is valid and sufficient.
 - Identify any false claims in the argument.
- Lesson B
 - Identify major core democratic values.
 - Analyze seminal American documents that uphold core democratic values.
- Lesson C
 - Analyze logical connections between ideas or events in an informational text.

Guiding Question(s):

- Lesson A
 - What is a claim?
- Lesson B
 - What are the major core democratic values?
- Lesson C
 - How does intertextual connections help develop the central idea?

TN Curriculum Standard(s):

- A. **9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- B. **9-10. RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- C. **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Assumption:** Something that is taken for granted; information that the author thinks the audience already knows.
 - **Dependability:** Worthy of trust; reliable.
 - **Evidence:** Something that tends to prove or disprove something; makes something clear.
 - **Explicit reasoning:** A statement that directly links the cause and effect.

- **Fallacy:** A deceptive or false claim; misleading or unsound argument.
- **Implicit reasoning:** The logical principles that connect the explicit reasoning to the claim and the cultural principles and values that connect the explicit reasoning to the claim.
- **Majority:** The choice with the most in number; most popular.
- **Minority:** The choice that is least common; least popular.
- **Premise:** Evidence presented in an argument.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will Review Objectives
 - (Slide 2) Students will read Introduction and review ways to analyze an argument.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 3) Students will analyze sound and valid Arguments.
 - (Slide 4) Students will complete the Practice Activity.
 - (Slide 5) Students will analyze explicit and implicit Reasoning.
 - (Slide 6) Students will analyze an Argument.
 - (Slide 7) Students will complete the Practice Activity.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Amendment:** A change in a document.
 - **Hereditary:** Conferred by or based on inheritance.
 - **Inaugural:** Marking the beginning of an institution, activity, or period of office.
 - **Oratorical:** Being in the art or practice of formal speaking in public.
 - **Popular sovereignty:** The principle that the legitimacy of the state is created and sustained by the will or consent of its people, who are the source of all political power.
 - **Preamble:** A preliminary or preparatory statement; an introduction.
 - **Suffrage:** The right to vote in political elections

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will Review Objectives.
 - (Slide 2) Students will read Introduction and discuss the Declaration of Independence.

Lesson B Activities (We Do): [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 3) Students will read excerpts from the Declaration of Independence.
 - (Slide 4) Students will complete the Practice Activity.
 - (Slide 5- 6) Students analyze the Massachusetts Constitution.
 - (Slide 7- 8) Students will analyze the United States Constitution and Bill of Rights.
 - (Slide 9) Students will complete the Practice Activity.
 - (Slide 10) Students will analyze the Second Inaugural Address of Abraham Lincoln.
 - (Slide 11) Students will analyze the Federalist.
 - (Slide 12) Students will analyze George Washington’s First Inaugural Address.
 - (Slide 13) Students will complete the Practice Activity.
 - (Slide 14) Students will analyze Marbury v. Madison.
 - (Slide 15) Students will analyze McCulloch v. Maryland.
 - (Slide 16) Students will analyze the Gettysburg Address.
 - (Slide 17) Students will analyze Plessy v. Ferguson Dissenting Opinion.
 - (Slide 18) Students will analyze the Civil Rights Act.
 - (Slide 19) Students will complete the Practice Activity.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Biofuel:** Fuel from biomass.
 - **GJ:** Gigajoules is a measure of energy.
 - **Standard of Living:** Material comfort or wealth of a society

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today’s standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives

Lesson C Activities (We Do): [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will identify connections in a text.
 - (Slide 3) Students will analyze connections in text.
 - (Slide 4-6) Students will complete the Practice Activity and wrap-up the lesson.

Lesson C Supplement [5 minutes]:

- **Video** – Students will view a video about Comparing and Contrasting Two Text.

Lesson Review [25 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - An argument should be valid and dependable.
 - There are four possible outcomes for any argument: invalid and unsound, invalid, valid, and unsound, sound, and valid.
 - Explicit reasoning is a statement that directly links the cause and effect.
 - Implicit reasoning states the logical principles that connect the explicit reasoning to the claim and also states cultural principles and values that connect the explicit reasoning to the claim.
 - A fallacy is a weak, persuasive argument based on erroneous thinking, inaccurate facts, and/or invalid reasoning.
- Lesson B
 - The "experiment" that is the United States' form of republican and democratic government is based on a set of values and principles introduced in earlier centuries by important documents such as Magna Carta and the English Petition of Right.
 - It is the ideas such as "life, liberty and pursuit of happiness" that are drafted into seminal U.S. documents that have become part of the fabric of American society.
 - The Bill of Rights also bound the government to the rule of law and wrote out specific protections for individuals, which transformed the U.S. government and had a worldwide impact.
 - The Civil War did not win equality for African Americans, but it did win them freedom in at least the physical sense.
 - The Federalist Papers were written to get New York to ratify the Constitution.
 - In his Gettysburg address, Lincoln attempted to cast the Civil War as a means toward fulfilling the promise of "equality" and "liberty" in the Declaration of Independence, and this remained the most important of the American values.
 - Civil Rights Act and Voting Rights Act outlawed major forms of discrimination against African Americans and women, including racial discrimination in schools.
- Lesson C
 - Writers exhibit connections between events or ideas in texts to develop the central idea.
 - By analyzing the connections between details, a reader can understand how the central idea is developed over the course of the text.

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Write a news headline based on what you learned today.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 14

Topic/Lesson Title & Grade Results #: Lesson #4: Expository Writing, Using Technology, Discussions and Oral Presentations

Objective(s): Students will

- Lesson A
 - Write an expository essay.
 - Use different organizational patterns of expository writing.
 - Develop the topic with appropriate information and examples.
 - Draft an effective conclusion.
- Lesson B
 - Describe the different types of technology available to prepare writing for different purposes.
 - Know how and when to use available technology to enhance communication.
- Lesson C
 - Describe the elements that make up a speech.
 - Discuss the steps to writing and delivering an effective, informative speech.
 - Describe the appropriate eye contact, body movements and voice register for audience engagement.
 - Use effective listening skills.

Guiding Question(s):

- Lesson A
 - How does the organizational pattern of an expository essay impact meaning?
- Lesson B
 - How can technology enhance communication?
- Lesson C
 - What are the primary elements of a speech?

TN Curriculum Standard(s):

- A. **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- B. **10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- C. **10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Cause-effect writing:** It shows a cause-and-effect relationship between topics.
 - **Comparison and contrast writing:** It shows what is the same and different between two items.
 - **Descriptive writing:** It is to describe a topic in a way that a picture is formed in the reader's mind.
 - **Prewriting:** The first stages of writing a paper, usually consisting of finding a topic and conducting research.
 - **Procedural writing:** It describes and explains the steps involved in a process; how-to writing.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will review the types of expository writing.
 - (Slide 3) Students will review strategies on how to select a topic.
 - (Slide 4) Students will learn about Journalism Techniques.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6) Students will review Thesis Statement.
 - (Slides 7- 9) Students will review and analyze organizational patterns.
 - (Slide 10) Students will explore effects for different topics.
 - (Slide 11) Students will learn how to make Predictions.
 - (Slide 12) Students will review steps for procedural writing.
 - (Slide 13) Students will review steps to writing using Problem and Solution.
 - (Slide 14) Students will review steps to write a strong Conclusion.
 - (Slide 15) Students will review steps to organize writing.
 - (Slide 16) Students will review and analyze a sample of Expository Writing.
 - (Slide 17) Students will complete the Practice Activity.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Analogy:** Drawing a comparison to show a similarity in some respect.
 - **Font:** A text body style.
 - **Multimedia:** The combined use of media such as television, slides, etc., esp. in education.
 - **Research:** Systematic investigation to establish facts or principles or to collect information on a subject.

- **Word processor:** A computer application used for the production of any printable material.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Students will listen and take notes.

- Lesson B
 - (Slide 1)Teacher will review objectives.
 - (Slide 2) Students will read the introduction.

Lesson B Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 3) Students will learn strategies for document design.
 - (Slide 4) Students will learn about Word Processing.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6) Students will review the requirements of a research papers in APA style.
 - (Slide 7) Students will learn how to write an effective Email.
 - (Slide 8) Students will learn how to publish business information.
 - (Slide 9) Students will complete the Practice Activity.
 - (Slide 10- 11) Students will review how to design web pages.
 - (Slide 12) Students will view different web designs.
 - (Slide 13) Students will learn how to create multimedia presentations.
 - (Slide 14) Students will learn how to create a PowerPoint presentation.
 - (Slide 15) Students will learn how to use the outline view.
 - (Slide 16) Students will learn how to add flair to presentations.
 - (Slide 17) Students will complete the Practice Activity.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Brainstorm:** The act of gathering information on a topic.
 - **Credible:** Trustworthy.
 - **Dyadic:** A type of communication between two people.
 - **Ethics:** A system of moral principles.
 - **Persuade:** To convince others on your opinion.
 - **Thesis statement:** A single declarative sentence that serves as the theme or central idea of your presentation.
 - **Transitions:** Words or phrases that enable a smooth flow between ideas.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1)Review Objectives

Lesson C Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will review rules for group discussions.
 - (Slide 3) Students will review tips to excel in group discussion.
 - (Slide 4) Students will answer the guided questions: Why Study Oral Presentation?
 - (Slide 5) Students will learn how effective speaking and writing are related.
 - (Slide 6) Students will learn how to prepare an oral presentation.
 - (Slide 7) Select a Topic and Purpose
 - (Slide 8) Students will complete the Practice Activity.
 - (Slide 9) Students will learn about Organizing and Outlining.
 - (Slide 10) Students will analyze an Outline.
 - (Slide 11) Students will review Supporting Materials.
 - (Slide 12) Students will learn tips to deliver oral presentations.
 - (Slide 13) Students will complete the Practice Activity.
 - (Slide 14) Students will learn about presentation aids.
 - (Slide 15) Student will learn the difference between listeners and speakers.
 - (Slide 16) Students will complete the Practice Activity.
 - (Slide 17) Students will learn about law and ethics.
 - (Slide 18) Students will complete the Practice Activity.

Lesson C Supplement [5 minutes]:

- **Video** – Students will view a Flocabulary video about Public Speaking.

Lesson Review [15 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Expository writing explains, describes, or gives information about a particular topic.
 - The prewriting stage is where the author selects a topic and conducts research.
 - Tagmemics means to view an object, idea, or experience as a particle, a wave, or a field, and each prompt's different questions about a subject.
 - The journalistic technique involves answering six questions: *who, what, when, where, why, and how*.
 - The thesis statement is a sentence that contains the focus of the essay or what it is going to be about.
 - There are several ways to organize an expository piece: *description, compare and contrast, cause and effect, process, and problem and solution*.
 - Everybody paragraph should contain a topic sentence that relates to the thesis statement.
 - The introduction should relate to the topic in a catchy way and include the thesis statement.
 - The conclusion should cover the thesis statement in different words and sum up the paper, often ending with an anecdote.
- Lesson B
 - A *word processor* is a computer application used for the production of any printable material.
 - The advantage of using a word processor is the ability to use styles.

- The *drop-down menus* help to create and save files, edit, view, insert letters, words, graphics, shapes, and pictures.
 - The *font* option allows you to select the style of the actual letters.
 - The size of the typeface can be increased or decreased using *point size*.
 - *The bold, italics, and underline* options are used to emphasize words.
 - The alignment of the text is controlled through the *flush left* and *center* options.
 - *Margins* refer to the spaces on the perimeter of the page.
 - A page that already has the layout, fonts, type sizes, and graphics in place is called a *template*.
 - The APA formatting asks for double-spacing, 1-inch margin, 12-point Times New Roman font, and a header on all pages including the page number on the right and the title on the left.
 - The MLA formatting asks for a computer written paper, double-spaced, 12-point text, with 1-inch margins on all sides, the paragraph indents being half an inch, and a header in the upper right-hand corner of each page.
 - Newspaper designers use the modular design approach to create brochures, business letters, and newsletters.
 - The web design grids, more as
- Lesson C
 - Group discussion is an activity where participants come together and voice their views and opinions among themselves.
 - Group discussion is an evaluation tool that is employed by employers, universities, and corporates to evaluate an individual's thoughts, feelings, and behavior.
 - There are four categories of human communication:
 1. dyadic - between two people
 2. small groups (including online)
 3. mass communication - when a speaker addresses a large audience of unknown people.
 4. public speakers - when a speaker delivers a message with a specific purpose.
 - The elements of communication include:
 1. the receiver the message the shared meaning the context the goals and the outcomes the source
 2. the receiver
 3. the message
 4. the shared meaning
 5. the context
 6. the goals and the outcomes
 - While addressing an audience, it is important to be culturally sensitive. You must try to understand the audience's beliefs and norms.
 - A single declarative sentence that will serve as the theme or central idea of your presentation is called the thesis statement.
 - Use a variety of supporting material in your speeches to give you and your oral presentation more credibility.
 - Transitions are words, phrases, or sentences that tie presentation ideas together and enable the speaker to move smoothly from one point to another.
 - There are four basic methods of delivery:
 1. Speaking from a manuscript

2. Speaking from memory
 3. Impromptu speaking
 4. Extemporaneous speaking
- Note-taking is of 3 methods:
 1. Bullet
 2. Column
 3. Outline
 - It is necessary to be honest and truthful while speaking.
 - If you use sources in a speech, you should acknowledge them in oral form, just as you would in written form.
 - Speech that provokes people to violence, so-called "fighting words," can be deemed illegal.
 - People making defamatory remarks that cause damage to an individual's reputation can also be considered illegal.

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Write a news headline based on what you learned today.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 15

Topic/Lesson Title & Grade Results #: Lesson #5: Writing Coherently, Drawing Conclusion and Editing

Objective(s): Students will

- Lesson A
 - Choose an organizational style that is appropriate to task, audience, and purpose.
 - Write a coherent essay that is appropriate to the task, audience, and purpose.
- Lesson B
 - Read informational texts.
 - Draw evidence from informational texts.
- Lesson C
 - Improve understanding of the editing stage of the writing process.
 - Practice editing and proofreading skills.

Guiding Question(s):

- Lesson A
 - How are organizational styles impacted by task, audience, and purpose?
- Lesson B
 - What is an informational text?
- Lesson C
 - What are the stages of the writing process? How does editing improve your writing?

TN Curriculum Standard(s):

- A. **9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- B. **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- C. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results.

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Burlesque:** An absurd or comically exaggerated imitation of something.
 - **Chronological:** Presented in the order in which the events occur.
 - **Coherent:** Logically consistent.

- **Contractions:** Shrinking or reducing.
- **Deteriorates:** To become or make something worse in quality, value, or strength.
- **Diction:** Choice of words to fit their context.
- **Logical:** Clear and reasonable.
- **Optimistic:** Tending to take a hopeful and positive view of future outcomes.
- **Parenthesis:** Curved signs, used to enclose an additional inserted word.
- **Pessimistic:** Somebody who always expects the worst to happen.
- **Reflective:** Characterized by deep careful thought
- **Sequential:** Forming a sequence.
- **Slang:** A word that is casual and racy.
- **Spatial:** Relating to space.
- **Syntax:** The ordering of and relationship between the words and other structural elements in phrases and sentences.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today’s standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read the introduction about formal and informal writing.

Lesson A Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slides 3- 6) Students will review writing structures.
 - (Slide 7) Students will complete the Practice Activity.
 - (Slides 8-9) Students will discuss How Do Task, Audience, and Purpose affect writing.
 - (Slide 10) Students will view a video about Audience.
 - (Slides 11) Students will discuss How Do Task, Audience, and Purpose affect writing.
 - (Slide 12) Students will complete the Practice Activity.
 - (Slides 12- 15) Students will analyze clear and coherent styles of writing.
 - (Slide 16-18) Students will complete the Practice Activity.
 - (Slide 19-20) Students will read the Reading List and Wrap-up!

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Mercantilism:** Belief in the benefits of profitable trading.
 - **Monopoly:** The exclusive possession, control, or exercise of something.
 - **Mortgage:** Money lent at interest in exchange for a property.
 - **Pamphlet:** A small booklet or leaflet containing information.

- **Reign:** The period of rule.
- **Spur:** Urge.
- **Will:** A legal document to transfer possessions.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Review Objectives

Lesson B Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 2) Student will analyze the American Revolution
 - (Slide 3) Student will complete the Practice Activity.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Credibility:** The power to make someone believe what you are saying.
 - **Drafting:** The second stage of the writing process, in which you turn your ideas into sentences and paragraphs.
 - **Editing/Proofreading:** The fourth stage of the writing process, in which you proofread your text for spelling and grammar mistakes.
 - **Prewriting:** The first stage of the writing process, in which you choose a topic and conduct research.
 - **Publishing:** The final stage of the writing process, in which you share your work with its intended audience.
 - **Revising:** The third stage of the writing process, in which you reread your draft and make changes to improve it.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will review techniques for editing.
 - (Slide 3) Students will review techniques for proofreading.
 - (Slide 4) Students will discuss the guided question: How is editing different from revising?
 - (Slide 5) Students will discuss the guided question: How to edit and proofread?
 - (Slide 6) Students will review tips for editing and proofreading.

- (Slides 7- 9) Students will complete the Practice Activities.

Lesson C Supplement [25 minutes]:

- **Video:** Students will view a 25-minute video about Editing & Proof Reading.

Lesson Review [10 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - The organization of writing is a combination of one or more of the following: sequential/chronological, compare-contrast, cause-effect, spatial order, problem-solution, order of importance and descriptive.
 - The style of writing varies according to the kind of audience, purpose, and task.
 - All writing styles should have clarity and coherence.
 - In academic writing, slang, text messages, and abbreviations should not be used.
- Lesson C
 - Editing is the fourth stage of the writing process, during which the writer looks for spelling and grammar mistakes in the draft.
 - This is an important step because errors rob the writer of credibility.
 - Editing differs from revision because it focuses on smaller mistakes and occurs after substantial changes to the draft have been made.
 - A few things to keep in mind while editing:
 - a) Leave plenty of time to proofread and take a break before beginning.
 - b) Read your draft several times.
 - c) Do not count on the computer to catch your mistakes.
 - d) Look for your areas of weakness.
 - e) When in doubt, consult necessary resources.
 - f) Ask a friend or relative to look over your draft.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Exit ticket- Discuss a time when you used or should have used the writing process.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 16

Topic/Lesson Title & Grade Results #: Lesson #6: Tenses, Subject-Verb Agreement & Context Clues

Objective(s): Students will

- Lesson A
 - Recognize the tense forms of verbs.
 - Understand that the verbs show passage of time by changing form.
- Lesson B
 - Explain the importance of subject-verb agreement.
 - Demonstrate understanding of the basic grammatical rules for subject-verb agreement.
- Lesson C
 - Learn about context clues: what they are and their different forms.
 - Identify the meanings of unknown words using context clues.

Guiding Question(s):

- Lesson A
 - How does verb tense communicate time?
- Lesson B
 - Why is subject-verb agreement important?
- Lesson C
 - What are the different forms of context clues?

TN Curriculum Standard(s):

- A. **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- B. **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- C. **9-10.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A

- **Auxiliary verb:** A verb such as *be*, *do*, and *have* used with main verbs to show tense and to form questions and negatives.
- **Main verb:** The verb in a main clause.
- **Subject:** A thing or person that is being discussed, described, or dealt with.
- **Progressive Tenses:** The progressive form of a verb that indicates that the action is continuing.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [25 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will review tenses of verbs.
 - (Slide 3) Students will review present tense verbs.
 - (Slides 4-5) Students will review how to express a constant verb.
 - (Slide 6-7) Students will review present perfect tense verbs.
 - (Slide 8) Students will learn how to present progressive tense verbs.
 - (Slide 9) Students will review how to present perfect progressive verbs.
 - (Slide 10) Students will review past tense verbs.
 - (Slide 11) Students will review past perfect tense verbs.
 - (Slide 12) Students will review past progressive tense
 - (Slide 13) Students will review past perfect progressive tense verbs.
 - (Slide 14) Students will review future tense verbs.
 - (Slide 15) Students will review general predictions.
 - (Slide 16) Students will review unplanned actions.
 - (Slide 17) Students will review future perfect tense verbs.
 - (Slide 18) Students will review future progressive tense verbs.
 - (Slide 19) Students will review future perfect progressive verbs.
 - (Slide 20) Students will complete the Practice Activity.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes

- Lesson B
 - **Collective noun:** A noun that refers to a group of people, animals, or things and that is used with a singular verb.
 - **Noun:** A naming word that refers to a person, place, thing, quality, or activity.
 - **Pronoun:** A word that is used instead of a noun or noun phrase.
 - **Verb:** A word or group of words that expresses an action, an event, or a state.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read the introduction about subject verb agreement.

Lesson B Activities (We Do) [25 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 3) Students will review subject-verb agreement Rule 1.
 - (Slide 4) Students will review subject-verb agreement Rule 2.
 - (Slide 5) Students will review subject-verb agreement Rule 3.
 - (Slide 6) Students will complete the Activity.
 - (Slide 7) Students will review subject-verb agreement Rule 4.
 - (Slide 8) Students will complete the Activity.
 - (Slide 9) Students will review subject-verb agreement Rule 5.
 - (Slide 10) Indefinite Pronoun Chart
 - (Slide 11) Students will review subject-verb agreement Rule 6.
 - (Slide 12) Students will complete the Activity.
 - (Slide 13-15) Students will review subject-verb agreement Rule 7-9.
 - (Slide 16-17) Students will review subject-verb agreement Rule 10.
 - (Slide 18-20) Students will review subject-verb agreement Rule 11-13.
 - (Slide 21) Students will complete the Activity.

Lesson B Supplement [5 Minutes]

- Video: Students will watch a 5-minute video about Subject Verb Agreement.

Lesson C Vocabulary Terms

- Analysis: A detailed study to learn more about something.
- Antonym: A word that has the opposite meaning to another word.
- Context: The words or phrases that occur around a word that help you.
- Definition: The explanation to the meaning of a word.
- Example: A fact or a thing that represents what you say.
- Synonym: A word having nearly the same meaning as another word.

Lesson C Introduction (I Do)[5 Minutes]

The teacher will review today's standards and objectives. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read the introduction.

Lesson C Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 3) Students will review the different type of Context Clue.
 - (Slide 4) Students will conduct a Contextual Analysis.
 - (Slide 5) Students will complete the Activity.

Lesson Review [10 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Lesson A

- Tenses are used to indicate the time expressed by the verb.
- The three basic tenses in English are the simple present, simple past, and simple future.
- The perfect tenses are present perfect, past perfect, and future perfect.
- The progressive form of the six tenses are present progressive, past progressive, and future progressive.
- The perfect progressive tenses are present perfect progressive, past perfect progressive, and future perfect progressive.

Lesson B

- Singular subjects always take singular verbs; plural subjects always take plural verbs.
- If the subject of the sentence has two or more pronouns connected by "and," we should use a plural verb.
- If two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.
- If a compound subject is connected by "either-or" or "neither-nor," the verb must agree with the subject closest to it, whether singular or plural.
- The pronouns *each*, *everyone*, *every one*, *everybody*, *anyone*, *anybody*, *nobody*, *someone*, and *somebody* take singular verbs.
- The pronouns *all*, *both*, *few*, *many*, *several*, and *some* always use the plural form of verbs.
- The pronoun *none*, when referring to no one or not one, takes a singular verb.
- If a sentence begins with *here* or *there*, we should look for some other subject which follows and decide on the correct form of the verb.
- If the word *number* has the determiner *a* before it, use a plural verb, and if it has the determiner *the*, use a singular verb.
- When the subject talks about the measurements of money, time, and distance, use a singular verb.
- Although nouns such as *mathematics*, *civics*, *dollars*, *measles*, and *news* end with *-s*, they are singular nouns and take singular verbs.
- Nouns such as *trousers*, *shears*, *scissors*, and *tweezers* are plural.
- Collective nouns are always singular.
- The pronouns *who*, *that*, and *which* take singular or plural verbs depending on the noun preceding them.
- Verbs for words indicating portions -- *percent*, *fraction*, *part*, *majority*, *some*, *all*, *none*, *remainder*, etc. -- are decided by the noun in the noun phrase.

Lesson C

- The context in which a word is used can help you understand a new word.
- We can figure out the meaning of a new word by reading the words around it.
- Context clues are hints the authors gives to help define a difficult or unusual word.
- The clue may be in the same sentence or it may be in the preceding or following sentences.
- There are four kinds of context clues:
 1. Synonym
 2. Antonym
 3. Explanation
 4. Examples

Independent Work – (They Do) [20 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Write a news headline based on what you learned today.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 17

Topic/Lesson Title & Grade Results #: Lesson #7: Pronoun-Antecedent Agreement, Use of Colon, Multiple Meaning Word

Objective(s): Students will

- Lesson A
 - Define and identify pronouns.
 - Analyze how a pronoun agrees with its antecedent to make the meaning of a sentence clear.
- Lesson B
 - Use a colon to set off a list.
 - Use a colon to set off a direct quotation.
- Lesson C
 - Use prefixes and suffixes to understand the meanings of words.
 - Learn to identify and understand the figurative, connotative, and technical uses of language.
 - Consider the effect of this language on meaning and tone.

Guiding Question(s):

- Lesson A
 - How must a pronoun agree with its antecedent?
- Lesson B
 - How do you use colons with confidence?
- Lesson C
 - How do prefixes and suffixes help comprehension?

TN Curriculum Standard(s):

- A. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- B. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- C. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Antecedent:** A word or phrase to which the pronoun refers.
 - **Mesmerize:** To hypnotize, fascinate.
 - **Pronoun:** A word used in the place of a noun.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) The teacher will review objectives.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will review Pronouns.
 - (Slide 3) Students will discuss how Pronouns must agree in person.
 - (Slide 4) Students will complete the Practice Activity.

Lesson A Supplement [5 minutes]:

- **Video** – Students will watch a video about Pronoun Antecedent Agreement.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Abstain:** Resist.
 - **Acquaintances:** Association.
 - **Adage:** Proverb or saying.
 - **Delineates:** Defines.
 - **Diacritic:** Accent.
 - **Discretionary:** Optional.
 - **Epitome:** Personification.
 - **Explicitly:** Directly.
 - **Fleece:** Garments.
 - **Liberal:** Generous.
 - **Subsequent:** Following

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read the introduction.

Lesson B Activities (We Do) [25 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slide 3) Students will review the Use of Colons
 - (Slide 4) Students will compare Clauses
 - (Slide 5) Students will watch a video about Between Clauses
 - (Slide 6) Students will review how to use colons- to set off quotation
 - (Slide 7) Students will review grammatical uses of colon
 - (Slide 8) Student will complete the Practice Activity
 - (Slide 9) Students will review basic rules of colon.
 - (Slide 10) Students will view video about the use of colons.
 - (Slides 11- 14) Students will complete the Practice Activity and wrap up.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Constitution:** Law determining the fundamental principles of a government.
 - **Jurisprudence:** Branch of philosophy concerned with the principles that lead courts to make the decisions they do.
 - **Metaphor:** A comparison of two things not using the word "like" or the word "as."
 - **Personification:** Granting human characteristics to a nonhuman thing.
 - **Plaintiff:** A person or law that who brings the case to the court of law.
 - **Prefix:** A group of letters added to the beginning of a word to change its meaning.
 - **Prosecution:** Commit action that is against the law of the state.
 - **Root word:** Otherwise called a *base word*, stands on its own as a separate word.
 - **Segregation:** Social system that restricts certain facilities to minority groups.
 - **Simile:** A comparison of two things using the word "like" or the word "as."
 - **Suffix:** A group of letters that are added to the end of a root word to change its meaning.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will review multiple meaning words.

- (Slide 3) Students will review a list of root words, Prefixes, and Suffixes.
- (Slides 4-6) Students will review Figurative Language.
- (Slide 7) Students will discuss the difference between Connotation and Denotation.
- (Slide 8) Students will review and analyze technical language.
- (Slide 9-11) Students will analyze the effects of word choice on meaning and tone on figurative language.
- (Slides 12-14) Practice Activity

Lesson Review [10 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - A *pronoun* is used in the place of a noun.
 - A pronoun should agree with its antecedent in *number, gender, and person*.
 - A *singular pronoun* should refer to a singular noun; a *plural pronoun* should refer to a plural noun.
 - A *masculine pronoun* should refer to a masculine noun; a *feminine pronoun* should refer to a feminine noun.
 - A first-person noun should be followed by a first-person pronoun, a second person noun should be followed by a second person pronoun, and a third person noun should be followed by a third person pronoun.
- Lesson B
 - A colon presents a rundown or a summation. It can likewise be utilized to connect a thought that has been presented in an independent clause.
 - A colon is used between two main clauses in places where the subsequent clause follows the first.
 - A colon can likewise be used to introduce direct quotations in writing.
 - Utilize a colon instead of a comma to greet in a business letter.
 - A colon will not separate a subject and its predicate.
 - A colon should not be placed between an action word and the article.
 - A colon should not be used to divide an object and its preposition.
- Lesson C
 - Identifying the figurative, connotative, and technical uses of language helps to understand the text better.
 - Appreciating appropriate use of words in text helps to understand the effect on meaning and tone.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [10 minutes]:

- If you were to fill a grocery cart with key concepts from today’s lesson, what would it contain?

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 18

Topic/Lesson Title & Grade Results #: Lesson #8: Read Passages Using Commas and Capitalization Correctly

Objective(s): Students will

- Lesson A
 - Read and comprehend literary nonfiction.
- Lesson B
 - Apply the rules of commas in a variety of sentences.
 - Write sentences using the comma correctly in a variety of contexts.
- Lesson C
 - Understand the importance of capitalization.
 - Learn the rules of capitalization.
 - Identify proper and improper capitalization in sentences and learn how to use capitalization at appropriate places.

Guiding Question(s):

- Lesson A
 - How is nonfiction writing different from fiction?
- Lesson B
 - What is the function of punctuation?
- Lesson C
 - Why is capitalization important?

TN Curriculum Standard(s):

- A. **RI.RRTC.10** Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- B. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- C. **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Journal:** A daily record of news and events of a personal nature.
 - **Literary nonfiction:** A type of writing that contains facts, but entertains the readers.
 - **Memoir:** A historical account or biography written from personal knowledge.
 - **Nonfiction:** Any writing that is based on real-life events.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today’s standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.

Lesson A Activities (We Do) [10 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 2) Students will analyze the characteristics of Literary Nonfiction.
 - (Slide 3) Students will read and analyze an excerpt from the Diary of Anne Frank.
 - (Slide 4) Students will complete Practice Activity.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Antiquated:** Out of use.
 - **Correlate:** Mutually related.
 - **Deconstruct:** Interpret.
 - **Gerund:** A noun formed from a verb.
 - **Infinitive:** The uninflected form of the verb.
 - **Lexemes:** Concepts.
 - **Transcribe:** To write in the same words.

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today’s standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read Introduction.

Lesson B Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slides 3-4) Students will review the rules of Comma Usage.
 - (Slide 5-6) Students will review Comma Rules.

- (Slide 7) Students will complete the Practice Activity.

LESSON C KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson C
 - **Interjection:** A word or a group of words that expresses feelings.
 - **Pronoun:** It is a word that takes the place of a noun.
 - **Proper noun:** It denotes a particular person, place, or a thing.
 - **Proper adjective:** Proper adjectives are formed from proper nouns.
 - **Quotation:** A short note citing the source of information.
 - **Scripture:** Writing that is considered sacred by a group of people.

Lesson C Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson C
 - (Slide 1) Teacher will review objectives.

Lesson C Activities (We Do) [20 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson C
 - (Slide 2) Students will review the rules of Capitalization
 - (Slide 3) Students will watch a Video about Capitalizing Proper Nouns and Proper Adjectives
 - (Slide 4) Students will complete the Practice Activity
 - (Slide 5) Students will review and practice Rule 2: Capitalize Titles of Persons
 - (Slide 6) Students will review and practice Rule 3: Capitalize Titles of Works
 - (Slide 7) Students will review and practice Rule 4: Capitalize Quotations
 - (Slide 8) Students will review the acronym for capitalization; M.I.N.T.S.
 - (Slide 9) Students will complete the Practice Activity: Lesson Review [10 minutes]
 - (Slide 10) Students will complete the Practice Activity: Lesson Vocabulary Words

Lesson Review [20 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Nonfiction is any writing that is based on real-life events.
 - Nonfiction contains facts and informs something to the readers.
 - Literary nonfiction is a type of writing that contains facts but entertains the readers.
- Lesson B
 - Commas are used:
 1. to separate words of the same parts of speech in a sentence.
 2. to separate the name of the person(s) you are addressing from the rest of the sentence in a direct address.
 3. to separate nouns or noun phrases in apposition.

4. to separate direct speech from the reporting verb.
5. after introductory words like such as, well, however, yes, etc.
6. before a coordinating conjunction to connect two independent clauses.
7. to separate a dependent clause from the main clause.
8. to separate phrases that show contrast.
9. between a city and a state.
10. between a date and the year.
11. between a name and a title when the title comes after the name.

Lesson C

- Capitalize the first word of every sentence.
- Capitalize the first word and other important words in titles.
- Capitalize the first word in direct quotation.
- Capitalize all the proper noun and adjectives that are derived from a proper noun.
- Capitalize the names of days of the week and months of the year.
- Capitalize all the important historical events, monuments, and sections of the country.
- Capitalize only the recognized course names.
- Capitalize the family relationship words when used as names or with names.
- Capitalize names of places, organizations, and places.
- Capitalize the pronoun I when used alone or as part of a sentence.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

Write a postcard to a friend or family member explaining what you did in class today.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 19

Topic/Lesson Title & Grade Results #: Lesson #9: Context Clues and Etymology

Objective(s): Students will

- Lesson A
 - Use etymology as clues to derive the meaning of a word or a phrase.
- Lesson B
 - Use morphological elements as clues to derive the meaning of a word or a phrase.

Guiding Question(s):

- Lesson A
 - How does etymology help you determine the meaning of unfamiliar words?
- Lesson B
 - How does morphology help with reading comprehension?

TN Curriculum Standard(s):

- A. **10.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.
 - a. Use context as a clue to the meaning of a word or a phrase.
 - b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
 - c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
 - d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson A
 - **Etymology:** The study of origin of words.
 - **Greek:** An language used in Greece.
 - **Latin:** An language used in ancient Rome.

Attendance in PowerSchool – [5 minutes]

Lesson A Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson A
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read the introduction.

Lesson A Activities (We Do) [15 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson A
 - (Slide 3-4) Students will learn how to derive meaning using etymology.
 - (Slide 5) Students will complete the Practice Activity.
 - (Slide 6-7) Students will review word etymology and meaning.
 - (Slide 8-10) Students will complete the Practice Activity and wrap-up the lesson.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- Lesson B
 - **Inflectional:** Change in the form of a word
 - **Morphemes:** The smallest linguistic unit with meaning

Lesson B Introduction (I Do) [5 minutes]:

The teacher will review today's standards and objectives. Teacher will model mastery of the standard. Students will listen and take notes.

- Lesson B
 - (Slide 1) Teacher will review objectives.
 - (Slide 2) Students will read the Introduction.

Lesson B Activities (We Do) [25 minutes]:

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Lesson B
 - (Slides 3-5) Students will learn how to derive meaning.
 - (Slide 6) Students will complete the Practice Activity.
 - (Slide 7-8) Students will learn different kinds of morphology.
 - (Slide 9-11) Students will review morphemes and meaning.
 - (Slide 12-14) Students will complete the Practice Activity and wrap-up the lesson.

Lesson B Supplement [15 minutes]:

- **Video** – Students will watch a video about Dictionary Skills.

Lesson Review [20 minutes]:

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Lesson A
 - Etymology is the study of the origin of words and how the words changed over time.
 - Many words in the English language have their origin in Latin, Greek, French, etc.

- Learning the meaning of Greek and Latin roots allows a reader to make connections between words with similar roots.
- A reader can apply this prior knowledge to newer words that are similar.
- Lesson B
 - Morphology refers to word structure. The smaller word parts are called morphemes.
 - The word structure offers clues to the meaning of words.
 - Analyzing the morphological units helps a reader to determine the meaning of words.
 - Derivational morphemes help in creating new words from the base word.
 - Inflectional morphemes serve a grammatical function.
 - Adding inflectional morphemes to the base word does not create a new word, but various forms of the base word are formed.

Independent Work – (They Do) [25 minutes]: Post-Test

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review [5 minutes]:

- Create 5 nonsense words using morphemes.

SUMMER SCHOOL LESSON PLAN

Subject/Grade: English 10

Day: 20

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Attendance in PowerSchool – [5 minutes]

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

Lesson Activities and Review (We Do):

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: