

M1.U1.L7

- Standards: RL.9-10.1, RL.9-10.3, RL.9-10.4, W.9-10.2
- Text: "St. Lucy's Home for Girls Raised by Wolves"

Guiding Question:

How is the epigraph's description of Stage 2 reflected in the girls' experiences in this section of the text?

Guiding Question L2

Lesson Agenda

- Introduction of Lesson Agenda
- Homework Accountability
- Introduction of Text Analysis Rubric
- Evaluate Authentic Work
- Close Reading of Stage 2 of "St. Lucy's"
- Quick Write with Student Evaluation
- Closing

Lesson Four Agenda

Learning Standards

RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Standards

Learning Standards


NEW

W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

New Standard W.9-10.2

Activity 2: Homework Accountability (in pairs)

Conduct a 5 minute discussion* about your **AIR** text.



Using standard **RL.9-10.1** and **RL.9-10.3** to support your analysis and interpretation of your reading thus far, identify **and describe the characters George and Lenny** in Of Mice and Men.

Record your response in your reading section.

*This discussion will be graded!

Act 2 Homework Accountability

Text Analysis Rubric

Criteria	4 - Exceeds at this Level	3 - Exceeds at this Level	2 - Exceeds at this Level	1 - Exceeds at this Level
Content and Analysis The student's analysis of the text is thorough and includes specific evidence to support the analysis.	Identifies specific details from the text that are relevant to the analysis of the text.	Identifies relevant details from the text that are relevant to the analysis of the text.	Identifies relevant details from the text that are relevant to the analysis of the text.	Identifies relevant details from the text that are relevant to the analysis of the text.
Organization and Structure The student's analysis is well-organized and includes specific evidence to support the analysis.	Organizes the analysis into a clear and logical structure that includes specific evidence to support the analysis.	Organizes the analysis into a clear and logical structure that includes specific evidence to support the analysis.	Organizes the analysis into a clear and logical structure that includes specific evidence to support the analysis.	Organizes the analysis into a clear and logical structure that includes specific evidence to support the analysis.
Use of Evidence The student's analysis includes specific evidence to support the analysis.	Provides relevant evidence to support the analysis.	Provides relevant evidence to support the analysis.	Provides relevant evidence to support the analysis.	Provides relevant evidence to support the analysis.

Text Analysis Rubric