

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 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. <small>(W.9-10.2, W.9-10.9, R.9-10.2, R.9-10.3)</small>	Introduce a clear and focused claim regarding the development of a central idea. Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea. Introduce a thoughtful analysis of how the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a clear and focused claim regarding the development of a central idea. Demonstrate an appropriate analysis of the author's use of specific details to shape and refine the central idea. Introduce an appropriate analysis of how the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a claim regarding the development of a central idea. Demonstrate a superficial and/or mostly literal analysis of the author's use of specific details to shape and refine the central idea. Demonstrate a superficial and/or mostly literal analysis of how the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a confused or incomplete claim, and/or Demonstrate a minimal analysis of the author's use of details to shape and refine the central idea. Demonstrate a minimal analysis of how the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
Command of Evidence: The extent to which the response presents evidence from the provided text to support analysis. <small>(W.9-10.2, W.9-10.9)</small>	Present clear, relevant, and convincingly analyzed information of specific and relevant evidence to support analysis.	Present clear, relevant, and analyzed information of relevant evidence to support analysis.	Present the information used to support analysis in an unorganized and/or unconvincing manner, including little or no evidence that may be relevant.	Present little or no evidence from the text.

Text Analysis Rubric

Model Student Response

Lesson 6, Part C Prompt:
Based on the lesson's discussion and text evidence annotated, how accurately does the Stage 1 epigraph represent the pack's initial experience at St. Clare's? Write a paragraph response using your annotations to identify 2-3 pieces of strong text evidence for your answer.

Model Student Response:
The Stage 1 epigraph describes Stage 1 as being "fun and exciting" but Stage 2 describes more than just fun and excitement. Therefore, the epigraph is not entirely accurate. According to the narrator, the pack is also confused and upset at times. The text describes the pack running along the shore, tearing at our new jumpers to a pulp (p. 228). Words like "negotiation" and "confused" are not described in the Stage 1 epigraph. These words are negative words and would not be used to describe an experience that was actually "fun" or "exciting."

Evaluation:

1. What evidence did the writer supply that was effective and specific? 2
2. Using the Text Analysis Rubric, how would you describe the writer's claim? 3
3. Using the Text Analysis Rubric, how would you describe the writer's analysis of the text? 3
4. Using the Text Analysis Rubric, how would you describe the writer's command of evidence? 3
5. Using the Text Analysis Rubric, how would you score this response on a scale of 1-4? Why? 3
6. What is a recommendation you would give to the writer of this response?

Student Model Response

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, **and describe the characters George and Lenny in Oidentif Mice and Men.**

Record your response in your reading section.

*This discussion will be graded!

Act 2 Homework Accountability

Choose a passage that describes a character in the story.

1) Name character.
2) Read Passage.
3) Traits from passage.

Oct 8-10:19 AM

Silent Reading and Annotating

Stage 2: After a time, your students realize that they must work to adjust to the new cabin. This work may be stressful and students may experience a strong sense of **disorientation**. They may **struggle to remain focused**. They may spend a lot of time **disorienting** during this period. Many students feel **isolated, irritated, bewildered, depressed, or generally uncomfortable**.

BE SURE TO PAY SPECIAL ATTENTION TO THE LANGUAGE OF THE EPIGRAPH TO GUIDE YOUR READING AND ANNOTATION OF THE REST OF THE PASSAGE.

Those were the days when we dreamed of rivers and meat. The full moon nights were the worst! Worse than cold toilet seats and boiled tomatoes, worse than trying to will our tongues to curl around our false new names. We would snarl at one another for no reason. I remember how disorienting it was to look down and see two square-toed shoes instead of my own four feet. Keep your mouth shut, I repeated during our walking drills, staring straight ahead. Keep your shoes on your feet. Mouth shut, shoes on feet. Do not chew on your new penny loafers. Do not. I tumbled around in a daze, my mouth black with shoe polish. The whole pack was irritated, bewildered, depressed. We were all uncomfortable, and between languages. We had never wanted to run away so badly in our lives, but who did we have to run back to? Only the curled black grimace of the mother. Only the father, holding his tawny head between his paws. Could we betray our parents by going back to them? After they'd given us the choicest part of the woodchuck, loved us at our hairless worst, nosed us across the ice floes and abandoned us at the Half-Way House for our own betterment?

Text Dependent Questions

1. What are some changes that will happen in Stage 2 according to the Stage 2 epigraph?
2. What is "disorienting" about looking at the shoes for the narrator and what could *disorienting* mean?
3. What has "bewildered" the girls?
4. What does the word *bewildered* mean in this context?

Silent Reading and TDQ Whole Class 1

Silent Reading and Annotating

Physically, we were all easily capable of clearing the low stone walls. Sister Josephine felt the wooden gates wide open. They unlatched the windows at night, so that long fingers of moonlight beamed in from the woods. But we knew we couldn't return to the woods, not till we were chilled, not if we didn't want to break the mother's heart. It all felt like a big, heavy stone.

It was impossible to make the blank, chilly bathroom feel like home. In the beginning, we drank gallons of bathroom as part of a collaborative effort to mark our territory. We paddled up the yellow carpet of old newspapers. But later, when we returned to the bathroom, we were dismayed to find all trace of the pack mark had vanished. Someone was coming in and erasing us. We sprayed and sprayed every morning, and every night, we returned to the same ammonium eradication. We couldn't make our scent stick here; it made us feel invisible. Eventually we gave up. Still, the pack seemed to be adjusting on the same timetable. The advanced girls could already alternate between two speeds, "wosh" and "unkle". Almost everybody was fully bipedal.

Alanae

The pack was worried about Mirabella.

Mirabella would tip faintly straight out of the church pews and replace them with her knees and girl dance. She loved to roam the grounds wagging her invisible tail. (We all had a hard time giving that up. When we got outside, we would fall to the ground and start pumping our backbones. Back in those days we could pump at rabbit velocities. One horror Sister Maria frowned, looking more than a little paler.) We'd give her walking probes. "Mirabella," we heard, entering the room. "No." Mirabella cocked her ears at us, but and continued.

REFER BACK TO THE LANGUAGE OF THE EPIGRAPH TO GUIDE YOUR READING AND ANNOTATION OF THIS PASSAGE.

Text Dependent Questions

5. Who or what is taunting the girls?
6. What can you determine the word *taunt* means in this context?
7. How do the parents (still in the forest) affect the girls?
8. Why do the nuns perform a daily eradication?
9. What does *eradicate* mean in this context?
10. What two word parts do you see in the word *bipedal*?
11. What can you determine *bipedal* means by looking at the word parts?
12. Why is the word *bipedal* important to the girls' development?
13. How is Mirabella different from the other girls?

Silent Reading and TDQ Whole Class 2

Quick Write

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

Use specific vocabulary from the text in your response.

10/8

Unit 1, Lesson 7

Quick Write

Quick Write Evaluation

Criteria	4 - Response at this Level:	3 - Response at this Level:	2 - Response at this Level:	1 - Response at this Level:
Content and Analysis: The extent to which the response correctly explains ideas and relationships (depth and accuracy) in order to respond to the task and support an analysis of the text. (W.9-12.1, W.9-12.8, R.9-12.2, R.9-12.3)	Introduce a relevant claim regarding the development of a central idea. Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea.	Introduce a clear and focused claim regarding the development of a central idea. Demonstrate an appropriate analysis of the author's use of specific details to shape and refine the central idea.	Introduce a claim regarding the development of a central idea. Demonstrate a superficial analysis of the author's use of specific details to shape and refine the central idea.	Introduce a confused or incomplete claim about the text.
Command of Evidence: The extent to which the response provides evidence from the provided text to support analysis. (W.9-12.1, W.9-12.2, W.9-12.9)	Present ideas (claims) and supporting textual evidence in an organized and coherent fashion to support analysis.	Present ideas (claims); making adequate use of textual evidence to support analysis.	Present ideas (claims); using textual evidence in an attempt to support analysis.	Present ideas but no evidence from the text.
Coherence, Organization, and Style: The extent to which the response has a logical organization, develops ideas, concepts, and information using formal style and precise language. (W.9-12.2, W.9-12.3)	Establish logical organization of ideas and information to create a coherent and complete response. Establish and maintain a formal style, using precise language and sound structure.	Establish acceptable organization of ideas and information to create a coherent response. Establish and maintain a formal style, using appropriate language and structure.	Establish incoherent organization of ideas and information, failing to create a coherent response. Lack a formal style, using language that is less, inappropriate, or imprecise.	Establish little organization of ideas and information. Use language that is predominantly informal, imprecise, or mixed, thereby failing to create a formal style.
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, mechanics, and spelling. (L.9-12.1, L.9-12.2)	Demonstrate control of the conventions with minor errors.	Demonstrate partial control of conventions with occasional errors that do not hinder comprehension.	Demonstrate emerging control of conventions with more errors that hinder comprehension.	Demonstrate a lack of control of conventions with frequent errors that make comprehension difficult. An unusual, striking command of conventions is acceptable.

Quick Write Evaluation

Homework

- Continue reading your AIR text. (RL.9-10.3)

Closing/Homework