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?

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

Guiding Question L2

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





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

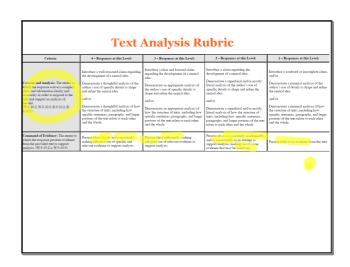
Activity 2: Homework Accountability (in pairs)

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.

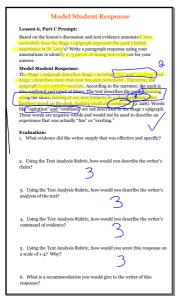
Record your response in your reading section.

*This discussion will be graded!

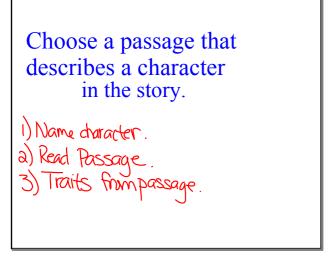


Act 2 Homework Accountability

Text Anaysis Rubric



Student Model Response



Oct 8-10:19 AM



Silent Reading and TDQ Whole Class 2

Activity 2: Homework Accountability (in pairs)

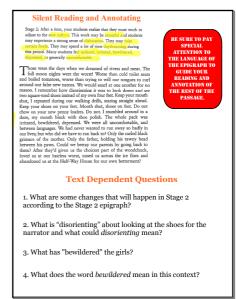
Conduct a 5 minute discussion* about your AIR text.

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

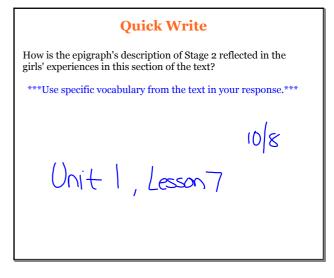
Record your response in your reading section.

*This discussion will be graded!

Act 2 Homework Accountability



Silent Reading and TDQ Whole Class 1



Quick Write

Criteria	4 - Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 - Responses at this Level:
Constent and Analysis: The extent to which the response conveys complex which the response conveys complex accurately in order to respond to the total and support an analysis of the sea. (WS-10.2, WS-30.9, RS-10.2, R. 9-10.5)	Introduce a well-reasoned claim regarding the development of a central idea.	Introduce a clear and focused claim regarding the development of a central life).	Introduce a claim regarding the development of a central idea. Demonstrate a superficial and/or mostly	Introduce a confused or incomplete claim. and/or
	Demonstrate a thoughtful analysis of the author's toe of specific details to shape and retine the central idea.	Demonstrate an appropriate analysis of the author's use of specific details to shape and refine the central idea.	literal analysis of the author's use of specific details to shape and refine the central idea.	Demonstrate a minimal analysis of the author's use of details to shape and refine the central idea
	Demonstrate a thoughtful analysis of how the structure of texts, including how specific sensences, paragraphs, and larger portions of the text relate to each other and the whole.	and/or Demonstrate an appropriate analysis of how the structure of sexts, including how specific sentences, paragraphs, and larger portious of the text relate to each other and the whole.	and/or Demonstrate a superficial and/or mostly literal analysis of how the structure of tests, suchaining how specific nestences, paragraphs, and larger portions of the text relate to each other and the whole.	Demonstrate a minimal analysis of how the structure of teats, including how specific senences, paragraphs, and larger portions of the tent relate to each other and the whole.
Command of Evidence: The extent to which the response present evidence from the provided tent to support analysis. (W.9-10.2.a, W.9-10.9)	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.	Present ideas sufficiently, making adequate rare of celevant evidence to support analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be inviewant.	Present little or no evidence from the text.
Coherence, Organization, and Style: The exzent to which the response logically organizes complex ideas, concepts, and information using formal ryle and proctice language. (W9-10.2 b, e; W3-10.9)	Exhibit logical organization of ideas and information to create a cohestre and cohester temporate. Exhibits and maintain a formal tryle, using precise language and sound structure.	Exhibit acceptable organization of ideas and information to create a coherent response. Essoblish and maintain a formal style, using appropriate language and structure.	Endshit inconstitute organization of ideas and information, fiding to create a coherent insponse. Lack a formal style, using language that is basic, mappropriate, or imprecise.	Enhabit into organization of ideas and information. Use language that is predominantly incoherent, isospropoiste, or copied dissorby from the told or not. Are minimal, tasking assessment superfiable.
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English premnar, usage, captuitization, partners on, and spelling. (L.9-20.1. L.9-10.2)	Demonstrate control of the conventions with introquent errors.	Demonstrate partial control of conventions with occasional errors that do not hander comprehension.	Demonstrate emerging control of conventions with some errors that hinder comprehension.	Demonstrate a lack of cosmol of conventions with frequent errors that make comprehension difficult. Are minimal, making assessment of conventions usualishle.

Homework

 $\bullet~$ Continue reading your AIR text. (RL.9-10.3)

Quick Write Evaluation

Closing/Homework

9th Grade 3