

Quick Write

How does the structure of Marlowe's poem develop a central idea of the text?

Record your response to the **Quick Write** question in the **Writing Section** of your binder. Be sure to include **today's date**.

structure - alliteration,
rhyme scheme rhyme,
couplet, stanzas,
line

Central idea
- main idea
- purpose
- argument
- claim

quick write lesson 1

Short Response Rubric

Name: _____ Class: _____ Date: _____

Assessed Standard(s): _____

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly liberal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Rubric

Short Response Checklist

Assessed Standard(s): _____

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

Short Response Checklist

M1.U1.L2

- Standards: RL.9-10.4, CCRA.R.5, RL.9-10.1, RL.9-10.2, L.9-10.4.a, L.9-10.5
- Text: "The Passionate Shepherd to His Love" Christopher Marlowe (stanzas 3 through 6)

Guiding Question:

How does the language of Marlowe's poem evoke a sense of time and place? How does this time and place develop a central idea of the text?

Guiding Question

- Lesson Agenda**
- Learning Sequence:**
1. Introduction of Lesson Agenda
 2. Homework Accountability
 3. Masterful Reading and Annotation Practice
 4. Evidence-Based Discussion
 5. Pleasures and Materials Tool Activity
 6. Quick Write
 7. Closing

Lesson Two 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).

Diction

Learning Standards

Learning Standards

CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions, of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.1 NEW

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

RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Learning Standards

10.1 Common Core Learning Standards Tool

Name: _____		Class: _____		Date: _____	
CCL Standards: Reading—Literature		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.	
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.				
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				

CCLST 1

Learning Standards

L.9-10.4.a

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.5 NEW

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Sep 6-7:59 AM

CCL Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.	
L.9-10.2.c	Spell correctly.				
L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

CCLST 8