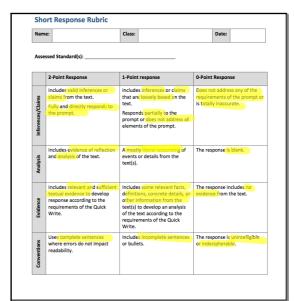
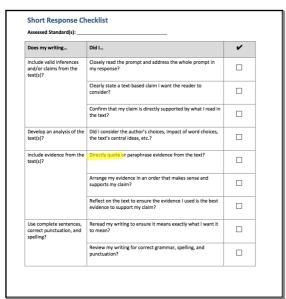


quick write lesson 1



Short Response Rubric



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) 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

### **Learning Standards**

### RL.9-10.4

**Guiding Question:** 

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).

CAQ

Lesson Two Agenda

Learning Standards

10th Grade

## **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 and refined by specific details; provide an objective summary of the text.

CCLST 1

Learning Standards

### **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.

L9-10.2.c Spell correctly.  L9-10.4.a Use context (e.g., the overall meaning of a sentence, puragraph, or text; a word's position or function in a sentence) as a clus to the meaning of a word or phress cluster to the meaning of a word or phress cluster to the meaning of a word or phress cluster to the meaning of Signative language, word relationships, and nuances in word meanings.	1.9-10.4.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.  1.9-10.5 Demonstrate undestanding of figurative language, word relationships, and	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.
a sentence, puragraph, or text; a word's position or function in sentence) as a clue to the meaning of a word or phrase.  L9-10.5 Demonstrate understanding of figurathe language, word relationships, and	a sentence, pairgasph, or text; a word's position or function in sentence) as a clue to the meaning of a word or phrase.  9-10.5 Demonstrate undestanding of figurative language, word relationships, and	L.9-10.2.c	Spell correctly.			
language, word relationships, and	language, word relationships, and	L.9-10.4.a	a sentence, paragraph, or text; a word's position or function in a sentence) as a			
		L.9-10.5	language, word relationships, and			

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10th Grade 2