

9.1.1

Lesson 1

Introduction

In this first lesson of the unit and module, students consider the impact of specific word choices and identify textual evidence to support analysis. Module 9.1 introduces students to many of the foundational skills, practices, and routines they will build upon and strengthen throughout the year, including reading closely, annotating text, and engaging in evidence-based writing and discussion.

In this lesson, students read the first section of Karen Russell’s short story, “St. Lucy’s Home for Girls Raised by Wolves.” In this story, feral girls with werewolf parents attend a Jesuit boarding school founded to socialize the girls by teaching them human behaviors. Students listen to a masterful reading of pages 225–229 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 1: The initial period is one in which everything is new” to “her tranquilizer dart. ‘It can be a little over stimulating’”). Students read and analyze the title and epigraph, and examine how Russell uses specific word choices to evoke a sense of place. Student learning is assessed via a Quick Write at the end of the lesson: Identify two specific word choices in the title and epigraph and explain how they evoke a sense of place. This lesson also introduces students to Accountable Independent Reading (AIR), which continues throughout the module and the year.

For homework, students begin to look for an appropriate text for their AIR by determining two criteria for the kind of text that they want to read, e.g., topic, genre, fiction or nonfiction.

Standards

Assessed Standard(s)	
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).
Addressed Standard(s)	
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.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Identify two specific word choices in the title and epigraph and explain how these words evoke a sense of place. <p>① Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric and Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify two specific word choices in the epigraph and title (e.g., “students” and “interesting” (p. 225)). Explain how those word choices evoke a sense of place (e.g., “Students” suggests St. Lucy’s is a place where the girls will be educated, and “interesting” suggests that the girls may be curious about St. Lucy’s or that it is unlike the girls’ home (p.225)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> Jesuit (adj.) – of or pertaining to Jesuits, a male Roman Catholic religious order lycanthropic (adj.) – of or pertaining to the delusion in which one imagines oneself to be a wolf stage (n.) – a single step or degree in a process initial (adj.) – first period (n.) – any specified division or portion of time
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> raised (v.) – brought up or reared wolves (n.) – large animals that are similar to dogs and that often hunt in groups culture shock (n.) – a feeling of confusion, doubt, or nervousness caused by being in a place (such

as a foreign country) that is very different from what you are used to

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.1, RL.9-10.4 Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 225–229 Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Masterful Reading Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 15% 25% 35% 15% 10%

Materials

- Copies of the 9.1 Common Core Learning Standards Tool for each student
- Copies of “St. Lucy’s Home for Girls Raised by Wolves” for each student
- Copies of the Short Response Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
📘	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

15%

Begin by outlining the goals for this module and unit. Explain to students that the first module of the year focuses on developing their ability to read closely and to use evidence from what they read in their writing and discussions. This unit focuses on introducing these skills.

Review the agenda and the assessed standard for this lesson: RL.9-10.4. In this lesson, students develop their close reading skills as they encounter Karen Russell's "St. Lucy's Home for Girls Raised by Wolves" for the first time. Students consider how Russell's specific word choices evoke a sense of place, and then complete the lesson with a Quick Write.

① Since this is the first day of the curriculum, it may be necessary to begin establishing yearlong procedures and protocols. This first module establishes some expectations regarding routines such as pair work, group work, and evidence-based discussion. It is important to take time to set up these routines.

Distribute copies of the 9.1 Common Core Learning Standards Tool. Explain that students will work throughout the year to master the skills described in the Common Core State Standards (CCSS). Inform students that in this lesson they begin to work with two new standards: RL.9-10.1 and RL.9-10.4. Ask students to individually read these standards on their tools and assess their familiarity with and mastery of them.

- ▶ Students read and assess their familiarity with standards RL.9-10.1 and RL.9-10.4.

Instruct students to talk in pairs about what they think standard RL.9-10.1 means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Use quotes from the text to explain what the text means.
- Figure out what the text says directly and indirectly.
- Show where things are unexplained in the text.
- Read between the lines.

In preparation for a discussion about standard RL.9-10.4, provide students with the following definitions: *figurative language* is "language that expresses an idea in an interesting way by using words that usually describes something else," *connotative meaning* is "a suggested or associated meaning in addition to a word's primary meaning," *cumulative* means "including or adding together all of the things that came before," *evokes* means "brings (a memory, feeling, image, etc.) into the mind," and *tone* is "an author's attitude toward his or her subject."

- ▶ Students write the definitions of *figurative language*, *connotative meaning*, *cumulative*, *evokes*, and *tone* on their copies of the text or in a vocabulary journal.

Instruct students to talk in pairs about what they think the standard RL.9-10.4 means. Lead a brief discussion about the standard.

🗨️ Student responses may include:

- Figure out what words and phrases mean based on the words around them.
- Think about how words might have different or multiple meanings depending on how they are used in the text.
- Show how a combination of word choices contributes to the meaning and tone of a text.
- Think about how words and phrases create a setting.

Activity 2: Masterful Reading

25%

Distribute copies of “St. Lucy’s Home for Girls Raised by Wolves.”

Have students listen to a masterful reading of pp. 225–229 (from “Stage 1: The initial period is one in which everything is new” to “her tranquilizer dart. ‘It can be a little over stimulating’”) of “St. Lucy’s Home for Girls Raised by Wolves.” Ask students to listen for words that evoke a sense of place.

① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

Which words help you understand where “St. Lucy’s Home for Girls Raised by Wolves” takes place?

- ▶ Students follow along, reading silently.

Activity 3: Reading and Discussion

35%

① The questions in this section are designed to ensure comprehension of the Masterful Reading rather than to guide close reading. Students will read and analyze the text in more detail in later lessons.

Inform students that a quotation at the beginning of a text or a section of a text suggesting the text’s theme or central idea is called an *epigraph*.

Instruct students to form small groups and read the title and Epigraph of “St. Lucy’s Home for Girls Raised by Wolves” (p. 225, from “St. Lucy’s Home for Girls Raised by Wolves” to “It is fun for you students to explore their new environment”) and answer the following questions before sharing out with the class.

Post or project each set of questions below for students to discuss in groups.

Provide students with the following definitions: *Jesuit* means “of or pertaining to Jesuits, a male Roman Catholic religious order,” *lycanthropic* means “of or pertaining to the delusion in which one imagines oneself to be a wolf,” *stage* means “a single step or degree in a process,” *initial* means “first,” and *period* means “any specified division or portion of time.”

① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

- ▶ Students write the definitions of *Jesuit*, *lycanthropic*, *stage*, *initial*, and *period* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *raised* means “brought up or reared,” *wolves* means “large animals that are similar to dogs and that often hunt in groups,” and *culture shock* means “a feeling of confusion, doubt, or nervousness caused by being in a place (such as a foreign country) that is very different from what you are used to.”

- ▶ Students write the definitions of *raised*, *wolves*, and *culture shock* on their copies of the text or in a vocabulary journal.

How does the word “Home” in the title begin to develop your understanding of the story?

- 💬 The word “Home” (p. 225) in the title shows that the girls will live and be educated at St. Lucy’s.

① **Differentiation Consideration:** If students struggle, consider asking the following scaffolding question:

How does St. Lucy’s Home differ from another common use of “home”?

- 💬 St. Lucy’s Home is a school where the girls live and are educated, whereas a more common definition of home is where a person lives or where a person comes from geographically.

What specific word choice or phrase in the title develops your understanding of who this story is about?

- 💬 The specific phrase “Girls Raised by Wolves” (p. 225) shows that this story is not about girls raised by humans. It is about girls whose parents or caretakers are wolves.

How does Russell begin the story?

- 💬 Russell begins the story with a quote from “*The Jesuit Handbook on Lycanthropic Culture Shock*” (p.225).

For whom is “*The Jesuit Handbook on Lycanthropic Culture Shock*” written? Cite evidence from the text to support your response.

- The phrase “your students” shows that *“The Jesuit Handbook on Lycanthropic Culture Shock”* is a guide for teachers (p. 225).

What does the epigraph suggest about the time the girls will spend at St. Lucy’s? Cite specific words or phrases to support your response.

- Student responses may include:
 - “Stage 1” and “initial period” (p. 225) suggest that there will be more than one stage or period, or that the girls will be at St. Lucy’s for a while.
 - The statement, “[i]t is fun for your students to explore their new environment” (p. 225) suggests that the girls will be at St. Lucy’s long enough that they will become familiar with their surroundings.
 - The statement “[i]t is fun for your students to explore their new environment” (p. 225) also suggests that the girls will enjoy their time at St. Lucy’s.

Describe the tone of the epigraph. What words and phrases create this tone?

- Student responses may include:
 - The epigraph begins with “Stage 1” (p. 225), which adds structure to the epigraph and creates a formal tone.
 - The tone of the epigraph is informative and direct, explaining to teachers what students will do and feel in “the initial period” when they first arrive at St. Lucy’s: “It is fun for your students to explore” (p. 225).

① Consider reminding students that tone means “an author’s attitude toward his or her subject.”

Lead a brief, whole-class discussion of student responses.

Activity 4: Quick Write

15%

Distribute and introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write and reflective writing responses. Inform students that they should use the rubric and checklist to guide their own writing, and that they will use the same rubric for both Quick Writes and reflective writing assignments.

Lead a brief discussion of the rubric and checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of a high-quality response.

① Quick Write activities continue to engage students in thinking deeply about texts, by encouraging them to synthesize the analysis they carry out during the lesson and build upon that analysis. Inform students that they typically have 4–10 minutes to write.

- ① Since this is the beginning of the school year, decide how best to collect, organize, and analyze assessments. This can be done through portfolios, journals, notebooks, etc., according to the needs of the classroom and students.
- ① Instruct students to keep their assessed Quick Writes for reference in future lessons assessments, unit assessments, and the Module Performance Assessment.

Instruct students to briefly respond in writing to the following Quick Write prompt:

Identify two specific word choices in the title and epigraph and explain how these words evoke a sense of place.

Instruct students to look at their notes to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 5: Closing

10%

Explain to students that part of the daily homework expectation is to read outside of class. Accountable Independent Reading (AIR) is an expectation that all students find, read, and respond to reading material written at their own independent reading level. The purpose of AIR is to have students practice reading outside of the classroom and stimulate an interest and enjoyment of reading.

- ▶ Students listen.
- ① AIR is an expectation for all students at all grades. An AIR text should be high interest but also a text that students can easily decode and comprehend. Give students several days to find the correct text.

Explain to students that they must find an appropriate text (or “just right book”) for AIR. Suggest different places where students can look for texts, including but not limited to the local or school library, electronic books, classroom library, or home library. As the year progresses, students will be held accountable for their reading in a variety of ways.

- ▶ Students continue to listen.

- ① In addition to class discussions about AIR texts, consider other methods of holding students accountable for AIR. Ideas for accountability include reading logs, reading journals, posting to a class wiki, peer/teacher conferencing, and blogging.

Display and distribute the homework assignment. For homework, instruct students to begin to look for an appropriate text for their AIR by determining two criteria for the kind of text that they want to read, e.g., topic, genre, fiction or nonfiction.

- ▶ Students follow along.

Homework

Begin to look for an appropriate text to read for Accountable Independent Reading (AIR) by determining two criteria for the kind of text that you want to read, e.g., topic, genre, fiction or nonfiction.

9.1 Common Core Learning Standards Tool

Name:		Class:		Date:	
College and Career Readiness Anchor Standards—Reading		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard.	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
CCL Standards: Reading—Literature		I know what this is asking and I can do this.	This standard has familiar language, but I have not 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.				

CCL Standards: Reading—Literature		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard.
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.			
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.9-10.4	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).			

CCL Standards: Reading—Literature		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.			
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).			

CCL Standards: Reading—Informational		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard.
RI.9-10.2	Determine a central idea of a text and analyze 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.			
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard.
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.			
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			

CCL Standards: Speaking and Listening		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.			
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.			
SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.			

CCL Standards: Speaking and Listening		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			

CCL Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.			
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.			

CCL Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I have not mastered it.	I am not familiar with this standard
L.9-10.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).			
L.9-10.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.			
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.			

Short Response Rubric

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 literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop a 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 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, the 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"/>