

10.1.1**Lesson 1****Introduction**

In the first module of Grade 10, students begin to work on standards associated with drawing evidence to analyze both fiction and non-fiction texts. Module 10.1 introduces students to many of the foundational skills, practices, and routines they will build upon and strengthen throughout the year: close reading, annotating text, and evidence-based discussion and writing.

In this lesson, students begin this exploration by reading Christopher Marlowe’s iconic pastoral poem, “The Passionate Shepherd to His Love,” in which a Shepherd invites his love to come live with him in the beautiful countryside.

Students work towards an understanding of Marlowe’s vision of life and love in the country. This establishes a context for their unit-long exploration of the dialogue between Marlowe and two poets who wrote responses to his work: Sir Walter Raleigh and William Carlos Williams. Through a series of annotation activities and related questions, students develop their close reading skills as they examine how Marlowe uses the repetition of sound to shape and refine the central ideas of his poem. Students begin accumulating poetry-specific vocabulary to strengthen their written and verbal analyses throughout this unit. Students complete this lesson with a Quick Write to the following prompt: How does the structure of Marlowe’s poem develop a central idea of the text?

This lesson includes direct instruction on annotation, establishing skills and protocols that students continue to practice throughout Unit 10.1.1. This lesson introduces students to Accountable Independent Reading (AIR), a homework activity that continues throughout the module. For homework, students begin selecting texts for AIR. Because this is the first lesson of the module, students are introduced to AIR and assigned the homework task of selecting a text.

Standards

Assessed Standard(s)	
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.9-10.2	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.

Addressed 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).
L.9-10.4.a	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. <ol style="list-style-type: none"> 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.

Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing text evidence and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> How does the structure of Marlowe's poem develop a central idea of the text? <p>① Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify Marlowe's use of alliteration, specifically the repetition of the "L" sound, as a structural choice that Marlowe makes in his poem. Explain how Marlowe's alliteration develops a central idea of the poem by linking the concepts of living and loving with the "delights" of the natural world.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> prove (v.) – to learn or find out by experience (archaic) steep (adj.) – steep (archaic) yields (v.) – gives up or surrenders line (n.) – a single row of words in a poem stanza (n.) – a group of lines in a poem, separated by spaces from other stanzas, much like a paragraph in prose

- couplet (n.) – two lines of poetry, one after the other, that rhyme and are of the same length and rhythm
- rhyme (n.) – having the same sound at the end of two or more words
- end rhyme (n.) – rhyming words at the ends of the lines of a poem
- rhyme scheme (n.) – the pattern of end rhymes in a poem
- alliteration (n.) – repeating the consonant sounds at the beginnings of and within nearby words

Vocabulary to teach (may include direct word work and/or questions)

- melodious (adj.) – having a pleasing melody (a sweet or agreeable arrangement of sounds)
- madrigals (n.) – lyrical poems, or a form of chamber music, or unaccompanied vocal pieces

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: CCRA.R.5, RL.9-10.2, RL.9-10.4, L.9-10.4.a • Text: “The Passionate Shepherd to His Love” (stanzas one and two) by Christopher Marlowe 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Module and Lesson Agenda 2. Annotation and Masterful Reading 3. Stanzas 1–2 Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 20% 3. 55% 4. 10% 5. 5%

Materials

- Copies of the 10.1 Common Core Learning Standards Tool 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 Module and Lesson Agenda

10%

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. The focus of this unit is to introduce these skills.

Review the agenda and assessed standards for this lesson: CCRA.R.5 and RL.9-10.2. In this lesson, students build upon their close reading skills as they encounter Christopher Marlowe’s iconic poem “The Passionate Shepherd to His Love” for the first time. Students consider how Marlowe’s structural choices develop central ideas in the poem, and complete the lesson with a Quick Write. Additionally, students will practice the close reading skill of annotation, as well as build Domain-specific vocabulary.

- ❗ Since this is the first day of the unit, there are some formalities that may need to be addressed directly with students, such as establishing school year 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 10.1 Common Core Learning Standards Tool. Explain that students will be working on mastering the skills described in the Common Core State Standards (CCSS) throughout the year. Introduce the assessed standards for this lesson: CCRA.R.5 and RL.9-10.2. Inform students that they will also be working with standards RL.9-10.4 and L.9-10.4.a. Instruct students to find these standards on their tool and to follow along as you read them aloud.

- Students follow along, reading silently as standards RL.9-10.2, CCRA.R.5, RL.9-10.4, and L.9-10.4.a are read aloud.

Ask the following questions for class discussion of each standard:

What do you notice about this standard?

What is it asking you to be able to do?**What questions does this standard raise for you?**

Ask students to jot their ideas down. Lead a brief class discussion about CCRA.R.5, RL.9-10.2, RL.9-10.4, and L.9-10.4.a.

💬 Student responses may include the following:

- CCRA.R.5:
 - The focus of CCRA.R.5 is on the structure of the text.
 - CCRA.R.5 asks us to understand how pieces of the text are structured, and how these smaller pieces relate to each other and how they contribute to the structure of the entire text.
 - Can structure be broken down to the word level? Or is the sentence level the smallest building block of structure?
- RL.9-10.2:
 - The focus of RL.9-10.2 is the development of central ideas or themes.
 - RL.9-10.2 is asking us to analyze how specific details in the text shape a central idea.
 - RL.9-10.2 requires that I be able to summarize the text.
 - What does it mean for a summary to be objective?
- RL.9-10.4
 - The focus of RL.9-10.4 is word choice.
 - This standard is asking us to think about how words work together to create meaning and tone.
 - What is a connotative meaning?
- L.9-10.4 and L.9-10.4.a
 - The focus of L.9-10.4 is figuring out what words mean.
 - L.9-10.4.a is asking us to define words without using a dictionary.
 - L.9-10.4.a requires that I use context clues to come up with the meaning of unknown words.

① It may be helpful here to explain to students that they will be returning to the standards at the beginning of each lesson. Whenever a new standard is introduced, students will use their 10.1 Common Core Learning Standards Tool to read, paraphrase, and assess their familiarity with and mastery of the new standard. Since the standards are learning objectives for each lesson, it is important for students to understand and own the standards. They may not grasp all of the nuances of each standard. Consider letting them know that this is okay and that they will get to talk more about these standards as the year progresses. It may also be helpful to explain to them that part of the work they will do this year is to develop the skills to unlock the meaning of sentences like these.

- ① When discussing RL.9-10.2, teachers may want to review central idea before moving forward with this lesson. Central ideas were discussed in Unit 9.1.2. If students would benefit from a review, ask students to consider the phrase “central idea” and share what they think it means.
- 💬 Student responses may include the following:
- The main ideas of a text; the main topics; ideas that repeat
- ① If students say “theme,” explain that theme can be what a piece of literature is about or what a text says about a subject. In this case, students will only be using the word “central idea” to describe the overarching ideas of the text.
- ▶ Students listen and examine their 10.1 Common Core Learning Standards Tool.
- ① Because the grade-specific RL.9-10.5 standard includes analyzing how structures create effects such as mystery, tension, or surprise, the anchor standard (CCRA.R.5) is used in this unit.

Activity 2: Annotation and Masterful Reading

20%

Introduce the Quick Write assessment (How does the structure of Marlowe’s poem develop a central idea of the text?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment prompt and listen.

- ① Display the Quick Write assessment prompt for students to see.
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Distribute copies of “The Passionate Shepherd to His Love.”

Introduce students to the concept of annotation as a process of making notes or commentary on a text in order to make meaning.

Explain that one annotation strategy is to mark the text with symbols that signify certain types of observations. Begin by offering students annotation codes and symbols:

1. Put a question mark next to a section you’re questioning (?).
2. Write in the margin at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
3. Use an exclamation point for areas that remind you of another text, strike you in some way, or surprise you (!).
4. Star ideas that seem important, or may support your thesis writing later (*).
5. Box or circle words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.

6. Add an arrow to make connections between points (→).

Inform students that they will listen to a masterful reading of Marlowe's poem and annotate their text according to the protocols established above. Ask students to identify at least one of each of the observations from the list above, and annotate their text accordingly.

Have students listen to a masterful reading of "The Passionate Shepherd to His Love."

Provide definitions for the following vocabulary as they appear in the masterful reading: *prove*, *steepy*, and *yields*.

① Audio Resource: <http://librivox.org/the-passionate-shepherd-to-his-love-by-christopher-marlowe-2/>

- ▶ Students listen to a masterful reading of "The Passionate Shepherd to His Love," reading along silently and noting their observations with the four symbols established above.

🗨 Student annotations may include the following:

- "we will all the pleasures prove" (line 12) ?
- Why does the shepherd need to persuade his love so much?
- "A cap of flowers and a kirtle" (line 11)!
- "Come live with me and be my love" (line 1) *
- Circle unknown vocabulary like myrtle (line 12) and kirtle (line 11)
- A connecting arrow between "Come live with me and be my love" (line 1), "Come live with me, and be my love" (line 20) and "then live with me, and be my love" (line 24).

① This masterful reading of "The Passionate Shepherd to His Love" is important to allow students access to the meter and pacing of the poem, as well as clarify syntax choices and archaic language. Consider having students listen to two masterful readings of the poem, once before they annotate, to give students time to orient themselves to the text.

Lead a brief class discussion of student annotations to ensure basic comprehension, and to deepen understanding.

Inform students that poetry as a genre has its own Domain-specific vocabulary. For poetry, many of these words are used to describe structural choices that an author makes.

① If students are unfamiliar with this term, explain that *Domain-specific vocabulary* means "words that may be particular to, or characteristic of, the domain of a specific topic or genre that students are working with." For example, *cerebellum*, *psychosomatic*, and *neurological* are words one might encounter in a science article, but these words would most likely not appear in a fictional play like *Romeo and Juliet*.

Review the following basic structural building blocks of poetry with students:

- line (n.) – a single row of words in a poem
- stanza (n.) – a group of lines in a poem, separated by spaces from other stanzas, much like a paragraph in prose
- couplet (n.) – two lines of poetry, one after the other, that rhyme and are of the same length and rhythm
- rhyme (n.) – having the same sound at the end of two or more words
- end rhyme (n.) – rhyming words at the ends of the lines of a poem
- rhyme scheme (n.) – the pattern of end rhymes in a poem
- alliteration (n.) – the repetition of consonant sounds at the beginnings of and within nearby words

Consider providing examples from Marlowe’s poem to illustrate these structural elements or asking students to volunteer examples from the poem. Display these terms and their definitions for students to reference throughout the unit. Inform students that they will work on incorporating this structural terminology in their discussions, as well as written responses.

- ① Directly introducing poetry-specific vocabulary enables students to engage rigorously with the text, and equips students to integrate domain-specific language in their writing and speaking in order to make their analyses clearer and more concise. The terms above as well as more examples of Domain-specific vocabulary can be found through the online resource Poetry Dictionary for Kids (<http://www.poetry4kids.com/blog/lessons/poetry-dictionary-for-kids/>).

Activity 3: Stanzas 1–2 Reading and Discussion

55%

Inform students that during this discussion they will work slowly and deliberately through the first two stanzas of the poem to lay the groundwork for their exploration of the full text in subsequent lessons. Inform students that they should be individually noting down their observations during these discussions. Students will call upon their notes, as well as their annotations, in their response to the Quick Write.

Direct students towards the title of Marlowe’s poem and pose the following question for full class discussion:

From whose point of view is this poem being told? Who is the intended audience?

- 💬 Student responses should identify the “Shepherd” as the speaker of this poem, and the Shepherd’s “love” as the intended audience.

- ① The process of answering this initial question as a class ensures that all students have a shared understanding of the basic construct of Marlowe's invitational poem.
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Have students break into pairs. They will remain in these pairs for the duration of the lesson.

Inform students that they will begin their analysis by exploring the structural element of alliteration in Marlowe's poem. Provide students with the following annotation activities to complete in their pairs:

1. Read line 1 aloud to your classmate; then listen as your classmate reads line 1 aloud to you. Annotate your text with connecting arrows for examples of alliteration at the beginning of words.
 2. Read line 2 aloud to your classmate; then listen as your classmate reads line 2 aloud to you. Annotate your text with connecting arrows for examples of alliteration at the beginning of words.
- ① **Differentiation Consideration:** If students struggle to work with this new terminology, consider reframing the activity so that alliteration is explicitly defined. For example, draw lines to connect pairs of words in line 1 that share a common beginning sound.

- ☛ Student annotations should identify the alliteration by linking "me" with "my," and "live" with "love" (line 1), and "we" with "will" and "pleasures" with "prove" (line 2).

Lead a brief recap of student annotations.

- ① The goal is for students to think about the sound and rhythm of Marlowe's language, to build a foundation for further exploration of how Marlowe links the meanings of words through their sounds. This connection will be more explicitly addressed later in the learning sequence and in the final Quick Write.
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Display the following questions for students to discuss in their pairs:

What is the speaker inviting the listener to do? Underline the keywords in the text that tell you so.

- ☛ Students should underline "live with me and be my love" (line 1).

What does the speaker promise the listener in return? Underline one or two words in the text that tell you.

- ☛ Students may underline "pleasures" or "pleasures prove" (line 2).

How can the title of this poem develop your understanding of the central ideas of Marlowe's first stanza?

- The Shepherd is described as “passionate” in the title of Marlowe’s poem. This description develops the idea that the Shepherd is speaking to someone he is in love with, and is desperately trying to convince his love to “live” with him.
- ① The goal of these initial questions is to work students towards an understanding of the central idea of the first stanza of Marlowe’s poem. With a good grasp of this central idea, students are prepared to begin the process of exploring how Marlowe’s structural choices (the alliteration they explored in the first part of this lesson) contributes to the development of these central ideas.

Look back at the words you linked in the alliteration activity. Now that you identified a central idea of the first stanza, why might Marlowe use alliteration to connect the words you identified?

- Marlowe uses repeating sounds to make a connection between the words that are central to the meaning of this passage (what the speaker invites the listener to do: “live” and “love” and what the speaker promises the listener in return: “pleasures” and “prove”). The repetition of sounds draws attention to these words and phrases, emphasizing their importance as central ideas in this stanza.
- ① This question prompts students to begin to make connections between Marlowe’s structural choices and the central ideas of the poem. Students should observe that the arrows they made connecting words in the initial alliteration activity coincide with the underlining they have done to identify key details that develop the central ideas of Marlowe’s first stanza. Students continue to build upon this exploration throughout this lesson, and elaborate on their initial analysis in the final Quick Write.
- ① Consider taking the time to review the kinds of structural choices authors might make. Remind students that the structure of a text includes organizational elements and patterns like sentence and paragraph length, repetition, and punctuation. Point out that many of the terms that students have just reviewed while learning Domain-specific vocabulary are structural elements of poetry, such as rhyme scheme, alliteration, and the length (lines) and number of stanzas.

Instruct students to read lines 2–8. Guide students through the following questions.

- ① The goal of this series of questions is to move students towards a more complex understanding of the central ideas that Marlowe develops in the first two stanzas of his poem.

According to the Shepherd, if his love agrees, what pleasures will await them?

- They “will sit upon the rocks” (line 5), listening “melodious birds sing madrigals” (line 8), and “seeing the shepherds feed their flocks” (line 6).
- ① If students struggle with the unfamiliar word “madrigals,” inform them that they will be working to come to an understanding of this word in the homework assignment for this lesson.

Where will all the pleasures come from? What do all of these places have in common?

- Students should identify “valleys,” “groves,” “hills,” “field,” “woods,” and “mountains” (lines 3–4), and make the connection that all of these places are outside; they are all part of nature.

What relationship is Marlowe developing between love and nature?

- For the speaker, living and loving is connected with the pleasures of the natural world that he describes. All of the pleasures the Shepherd promises his love come from nature. Marlowe is developing an interdependent relationship, or a harmonious relationship, between nature and love.

Instruct students to reread lines 2–8 aloud in their pairs. This time students should annotate for the structural element of alliteration within words (rather than at the beginning of words).

- Students reread lines 2–8 aloud in pairs, and annotate for alliteration within words.

- Differentiation Consideration:** If students struggle with this new terminology, consider reframing the activity to include a definition of alliteration. For example, students should listen for repeating sound within the words (rather than at the beginning of words).

Lead a full-class discussion of student observations guided by the following questions:

Which sound do you hear repeatedly? Where have you heard this sound repeated strategically before? Hint: look back at your previous annotations.

- The “L” sound, often represented by an “LL” often repeats within the words. Student responses should connect the internal repeating “L” sound in lines 2–8 with the alliteration that they originally identified at the beginning of the words “live” and “love” in line 1.

- Differentiation Consideration:** If students struggle with this activity, consider proposing the following differentiation considerations:

- say the words repeatedly
- look on the page and see what letter appears a lot

Lead a recap of student observations to ensure comprehension by asking students to volunteer the words they identified. List all of the “L” words on the board for easy reference.

- Student words may include the following: “live,” “love,” “will,” “pleasures,” “valleys,” “hills,” “fields,” “yields,” “flocks,” “shallow,” “falls,” “melodious,” “madrigals.”

How do the words you identified in this list relate to each other? Use the poetry-specific words *alliteration*, *line*, and *stanza* in your response.

- ① This prompt encourages students to practice incorporating the Domain-specific vocabulary they encountered at the beginning of this lesson, while simultaneously guiding students to broaden their structural analysis to consider how Marlowe’s alliteration creates larger structural patterns within the text.
- 💬 The “L” links many of the nature terms Marlowe describes. The repetition of the “L” sound also links key details that develop the central ideas of the Shepherd’s invitation: living, loving, and pleasures. Students should broaden their structural analysis to include how Marlowe connects lines and stanzas through alliteration. For example, students may trace a connection between the alliteration at the beginning of the words “live” and “love” in the first stanza, and the alliteration within the nature terms in both the first and second stanzas.
- ① The goal of this exercise is to broaden student understanding of the domain-specific term *alliteration* (alliteration can happen at the beginning of words, as well as in the middle of words), as well as guide students towards an understanding of how the structural patterns they identified earlier in the lesson relate to larger structural patterns within the first two stanzas. The link students forge between the structural patterns in stanzas 1 and 2 prepares them to consider how these structural patterns shape and develop the central ideas in both stanzas in the final Quick Write.

Activity 4: Quick Write

10%

Explain that the goal of this Quick Write is for students to forge connections between their analysis of Marlowe’s structural choices, and the understanding they have developed of the poem’s central ideas, in order to explore how Marlowe’s structure shapes and refines the central ideas of “The Passionate Shepherd to His Love.”

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

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

Distribute the Short Response Checklist and Rubric. Remind students to look at their text and notes to find evidence, and to use the Short Response Checklist and Rubric to guide their written responses.

- ① Consider reading aloud and discussing the expectations on the Short Response Checklist and Rubric. Encourage students to share how they might use these tools before and after completing a Quick Write.
- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ▶ Students independently answer the prompt using evidence from the text.
- 💬 See the High Performance Response at the beginning of this lesson.

Activity 5: Closing

5%

Display and distribute homework assignment. Explain that part of the daily homework expectation is to read outside of class. AIR is an expectation that all students find, read, and respond to reading material written at their 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.

- ① AIR is an expectation for all students at all grade levels. AIR asks students to find, read, and respond to reading material written at their independent reading level. This text should be high interest but also a text that students can easily decode and comprehend. This is a multiple-day proposition to give students the time and space to find the correct text. There needs to be time, however, for students to discuss and write about these texts.

For homework, instruct student to find an appropriate AIR text. Provide different places where students can look for texts. This includes, but is 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.

Additionally, for homework, instruct students to respond in writing to the following question: What context clues in line 8 can help you to determine what *madrigals* means? Students should be prepared to share their response in the next lesson.

- ▶ Students follow along.

- ① In addition to class discussions about AIR texts, consider other methods of holding students accountable.

Homework

Select an appropriate text to read for Accountable Independent Reading. In addition, respond in writing to the following question: What context clues in line 8 can help you to determine what *madrigals* means?

10.1 Common Core Learning Standards Tool

Name:		Class:		Date:	
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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.			

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.9-10.3	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).			
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).			

CCL Standards: Reading—Informational		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.
RI.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.			
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.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			

CCL Standards: Writing		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.
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.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

CCL Standards: Writing		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.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			

CCL Standards: Speaking & Listening		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.
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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.			

CCL Standards: Speaking & Listening		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.
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.			
SL.10.1e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.			
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 haven't mastered it.	I am not familiar with this standard.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.9-10.1.a	Use parallel structure.			
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			

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.			

CCL Standards: College and Career Readiness Anchor Standards for Reading		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.
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.			
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.			

Short Response Rubric

Name:		Class:		Date:	
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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 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, 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"/>