

10.4.1

Lesson 6

Introduction

In this lesson, students complete their End-of-Unit Assessment for this unit, relying on their reading and analysis of “Death of a Pig” to respond to the following prompt: How does White develop the idea “once in a while something slips” over the course of the text?


For homework, students continue with their Accountable Independent Reading (AIR).

Standards

| Assessed Standard(s) | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| W.9-10.2.a-f | <p>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.</p> <ol style="list-style-type: none"> 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. 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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). |

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|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.9-10.9.b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> |
| L.9-10.1.a, b | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>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.</p> |
| Addressed Standard(s) | |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

Assessment

| Assessment(s) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student learning is assessed via a multi-paragraph response. 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"> How does White develop the idea “once in a while something slips” over the course of the text? <p> Student responses will be evaluated using the 10.4.1 End-of-Unit Text Analysis Rubric.</p> |
| High Performance Response(s) |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> Explain what the phrase “once in a while something slips” means (e.g., things do not always go as planned, sometimes things fall out of step, sometimes life becomes unbalanced, etc.). Discuss how the idea “once in a while something slips” emerges in Section 1 of “Death of a Pig” (see examples below). Discuss how this idea develops throughout the essay (see examples below). Use parallel structure and varied phrases (e.g., noun, verb, adjectival, adverbial, etc.) when possible (e.g., In “Death of the Pig,” White develops the idea that “once in a while something |

slips” by explaining how this slip affects the narrative, balance, and meaning of an otherwise normal event).

A High Performance Response may include the following evidence in support of a multi-paragraph analysis. The text is dense and rich with compelling evidence for the idea of “something slips” throughout, so High Performance Responses may vary widely:

- At first, White introduces the idea that “The scheme of buying a spring pig in blossom time, feeding it through summer and fall, and butchering it when the solid cold weather arrives, is a familiar scheme to me and follows an antique pattern” (section 1, paragraph 2). Here White is establishing what is the typical pattern of buying and raising (then finally butchering) a pig. By first establishing a “familiar scheme,” White sets up the idea that something can go wrong in this “antique pattern.” Comparing the story to a “tragedy” (section 1, paragraph 2) on stage, he goes on to write that “Once in a while something slips—one of the actors goes up in his lines and the whole performance stumbles and halts” (section 1, paragraph 3). This analogy points to the possibility of occasional mishap in the established pattern of raising a pig for slaughter.
- White explains how the tragedy changes to slapstick when “something slips,” writing that the instant something goes wrong, typical roles are changed, which can make the situation “farcical”: “The alarm spread rapidly. The classic outline of the tragedy was lost. I found myself cast suddenly in the role of pig’s friend and physician—a farcical character with an enema bag for a prop. I had a presentiment, the very first afternoon, that the play would never regain its balance and that my sympathies were now wholly with the pig” (section 1, paragraph 3). When “something slips” in the “familiar scheme,” news spreads rapidly because the “classic outline” is abandoned (section 1, paragraph 2). It is a big deal because it only happens “once in a while” (section 1, paragraph 3).
- When “something slips,” the balance is set off and there is “no turning back.” White writes, “I discovered, though, that once having given a pig an enema there is no turning back, no chance of resuming one of life’s more stereotyped roles” (section 3, paragraph 3). This is a slightly comic example of how things might change forever once “something slips.”
- When “something slips,” it makes the event more meaningful, because it is no longer one normal event in a series of normal events. When this happens, it offers a chance for reflection. White writes, “I have written this account in penitence and in grief, as a man who failed to raise his pig, and to explain my deviation from the classic course of so many raised pigs” (section 4, paragraph 6). Having deviated from the “classic course,” White felt the need to write about this event “in penitence and in grief.”

Vocabulary

| Vocabulary to provide directly (will not include extended instruction) |
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| <ul style="list-style-type: none"> None.* |
| 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"> None.* |

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.2, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1.a, b, L.9-10.2 Text: "Death of a Pig" by E. B. White | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability 10.4.1 End-of-Unit Assessment Closing | <ol style="list-style-type: none"> 5% 10% 80% 5% |

Materials

- Copies of the 10.4.1 End-of-Unit Assessment for each student
- Copies of the 10.4.1 End-of-Unit Text Analysis 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

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.2, W.9-10.2.a-f, W.9-10.9.b, and L.9-10.1.a, b. In this lesson, students complete their End-of-Unit Assessment for 10.4.1, relying on their reading and analysis of “Death of a Pig” to write a multi-paragraph response that analyzes the development of a central idea.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to form pairs to share the homework from 10.4.1 Lesson 5 (Write three sentences using parallel structure and two sentences using various types of phrases).

- Students form pairs and share the sentences they wrote for homework.
- 💬 Student responses will vary.

Activity 3: 10.4.1 End-of-Unit Assessment

80%

Explain to students that because it is a formal writing task, the 10.4.1 End-of-Unit Assessment should include an introductory statement that introduces the topic of their essay, well-organized textual evidence that supports the audience’s understanding of the topic, and a concluding statement that summarizes the information presented in the essay. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone. Also, instruct students to use parallel structure, when appropriate, and various types of phrases in their response.

Instruct students to write a multi-paragraph response to the following prompt:

How does White develop the idea “once in a while something slips” over the course of the text?

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

Ask students if they have remaining questions about the assessment prompt.

Distribute and review the 10.4.1 End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the 10.4.1 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses, and to revisit the rubric once they are finished to ensure they have fulfilled all the criteria. Ask students to use this unit’s vocabulary wherever possible in their written responses.

- ▶ Students review the 10.4.1 End-of-Unit Text Analysis Rubric and Checklist.

Remind students to cite the section and paragraph properly for each quotation.

① If necessary, ask students to review the MLA Citation Handout from 10.3.3 Lesson 3.

Remind students as they write to refer to their notes, tools, and annotated text from previous lessons.

- ▶ Students independently craft a multi-paragraph essay in response to the prompt, using evidence from the text.
- 💬 See the High Performance response at the beginning of this lesson.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare a 3–5 minute discussion of your text based on that standard.

10.4.1 End-of-Unit Assessment

Your Task: Rely on your close reading of “Death of a Pig” to write a well-crafted multi-paragraph response to the following prompt.

How does White develop the idea “once in a while something slips” over the course of the text?

Your writing will be assessed using the 10.4.1 End-of-Unit Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: RI.9-10.2, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1.a, b

Commentary on the Task:

This task measures RI.9-10.2 because it demands that students:

- 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.

This task measures W.9-10.2.a-f because it demands that students:

- 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.
 - 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.
 - 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.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- 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).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1.a, b because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.
 - 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.

10.4.1 End-of-Unit Text Analysis Rubric

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| Criteria | 4 – Responses at this Level: | 3 – Responses at this Level: | 2 – Responses at this Level: | 1 – Responses at this Level: |
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| Content and Analysis The extent to which the response determines and analyzes central idea(s) clearly and accurately in order to respond to the task and support an analysis of the text. CCSS.ELA-Literacy.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. | Determine a central idea from the text and analyze its development by providing precise and sufficient examples of the central idea's emergence and refinement using specific details. | Determine a central idea from the text and analyze its development by providing relevant and sufficient examples of the central idea's emergence and refinement using specific details. | Determine a central idea from the text and analyze its development by undeveloped or insufficient but relevant examples of the central idea's emergence and refinement using specific details. | Fails to identify and/or explain a central idea from the text. Provide no examples or irrelevant and insufficient examples of the central idea's emergence and refinement. |
| Command of Evidence and Reasoning The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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 The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. The extent to which responses apply grade 9-10 Reading standards to literary nonfiction. | Develop the response and support analysis 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.b) | Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b) | Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b) | Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b) |

| Criteria | 4 – Responses at this Level: | 3 – Responses at this Level: | 2 – Responses at this Level: | 1 – Responses at this Level: |
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| CCSS.ELA-Literacy.W.9.b Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | | | | |
| Coherence, Organization, and Style The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CCSS.ELA-Literacy.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. The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic. CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific | Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a) Skillfully 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.c) Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e) Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f) | Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a) 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.c) Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e) Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f) | Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a) Inconsistently 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.c) Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e) Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f) | Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a) Effectively 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.c) Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e) Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f) |

| Criteria | 4 – Responses at this Level: | 3 – Responses at this Level: | 2 – Responses at this Level: | 1 – Responses at this Level: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <p>vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides 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).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f</p> <p>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).</p> | | | | |
| <p>Control of Conventions</p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language. | Demonstrate basic control of conventions with occasional errors that do not hinder comprehension. | Demonstrate partial control of conventions with some errors that hinder comprehension. | Demonstrate little control of conventions with frequent errors that make comprehension difficult. |

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.4.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

| | Does my writing... | ✓ |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Content and Analysis | Identify a central idea from the text and analyze its development? (RI.9-10.2) | <input type="checkbox"/> |
| | Provide examples of the emergence and refinement of the central idea using specific details? (RI.9-10.2) | <input type="checkbox"/> |
| | Include a summary of the text to frame the development and refinement of the central idea? (RI.9-10.2) | <input type="checkbox"/> |
| Command of Evidence and Reasoning | Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b) | <input type="checkbox"/> |
| Coherence, Organization, and Style | Introduce a topic? (W.9-10.2.a) | <input type="checkbox"/> |
| | Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a) | <input type="checkbox"/> |
| | 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.c) | <input type="checkbox"/> |
| | Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d, e) | <input type="checkbox"/> |
| | Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f) | <input type="checkbox"/> |
| Control of Conventions | Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2) | <input type="checkbox"/> |