

9.1.1

Lesson 16

Introduction

In this lesson, students prepare for the End-of-Unit Assessment. This lesson prepares students to use introductions and conclusions in their writing as they analyze character development over the course of the story. Students first review evidence they have gathered through notes, annotations, and tools to analyze the relationship between Claudette’s development and the five stages of Lycanthropic Culture Shock. Students review claims and introductions and learn the elements of an effective conclusion. Student learning is assessed via a Quick Write at the end of the lesson: Draft an introductory paragraph in response to the End-of-Unit Assessment prompt: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.

For homework, students continue planning and organizing their responses to the End-of-Unit Assessment prompt, including a clear introduction and conclusion.

Standards

Assessed Standard(s)	
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.9-10.5	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.
W.9-10.2.a	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. 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.
Addressed Standard(s)	

W.9-10.2.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> <p>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).</p>
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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"> • Draft an introductory paragraph in response to the End-of-Unit Assessment prompt: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include the title and author in the first sentence (e.g., in Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves”). • Make a claim in response to the prompt (e.g., Claudette’s character development follows the stages of Lycanthropic Culture Shock in many ways). • Provide paraphrased examples to support the claim (e.g., In Stage 2, Claudette is working hard to adjust to life at St. Lucy’s and is practicing walking drills, but she still feels bewildered and homesick, as described in the Stage 2 epigraph. By the end of Stage 2, she is beginning to have critical thoughts about human culture, which she recognizes as being Stage 3 thoughts.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<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)

- 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 using the strategies outlined in L.9-10.4.a-d.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> • Standards: RL.9-10.3, RL.9-10.5, W.9-10.2.a, W.9-10.2.f • Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Introduction of End-of-Unit Assessment	3. 10%
4. Review of Claims and Introductions	4. 15%
5. Quick Write: Drafting an Introduction	5. 35%
6. Writing Instruction: Conclusions	6. 15%
7. Closing	7. 5%

Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Copies of the 9.1.1 End-of-Unit Assessment for each student
- Copies of the 9.1.1 End-of-Unit Text Analysis Rubric and Checklist for each student
- Student copies of Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)
- Student copies of the Stage Evidence Gathering Tool (refer to 9.1.1 Lesson 15)

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

10%

Begin by reviewing the agenda and the assessed standards for this lesson, RL.9-10.3, RL.9-10.5, and W.9-10.2.a. In this lesson, students review writing instruction on claims and evidence from Lesson 7 and learn the elements of an effective conclusion. Students also read the End-of-Unit Assessment prompt to which they will respond during the next lesson, and begin to analyze the evidence they have collected.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 9.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new substandard: W.9-10.2.f. Ask students to individually read this substandard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with substandard W.9-10.2.f.

Instruct students to talk in pairs about what they think the substandard means. Lead a brief discussion about this substandard.

- ☞ W.9-10.2.f focuses on writing a conclusion that supports the information and evidence in the response.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Write a paragraph in response to the following prompt: Make a claim about Claudette’s development in each

stage. Write one claim for each stage, five claims in total. Use this unit’s vocabulary wherever possible in your written responses. Use the Short Response Rubric and Checklist to guide your written responses.)

🗨 Student responses may include:

- Stage 1:
 - Claudette enjoys exploring her new environment at St. Lucy’s.
 - Claudette’s enjoyment of the new environment at St. Lucy’s is mixed with fear and discomfort.
- Stage 2:
 - Claudette works hard to adapt to St. Lucy’s but feels homesick and bewildered.
- Stage 3:
 - Claudette becomes more aware of the differences between wolf and human culture, and feels an attachment to wolf culture.
- Stage 4:
 - Claudette is becoming more comfortable in human society.
 - Claudette is still not comfortable in human society.
- Stage 5:
 - Claudette can interact effectively in human society.
 - Claudette does not find it easy to move between human and wolf society.

Lead a brief whole-class discussion of student responses.

Activity 3: Introduction of 9.1.1 End-of-Unit Assessment

10%

Transition to independent reading of the 9.1.1 End-of-Unit Assessment prompt:

Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock. Write a multi-paragraph response using evidence from the text to support your analysis. Structure your response using the Stages from The Jesuit Handbook on Lycanthropic Culture Shock.

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

- ▶ Students independently read the 9.1.1 End-of-Unit Assessment prompt.

Distribute copies of the 9.1.1 End-of-Unit Text Analysis Rubric and Checklist to each student and instruct students to review the rubric.

- ▶ Students read and assess the 9.1.1 End-of-Unit Text Analysis Rubric and Checklist.

Activity 4: Review of Claims and Introductions

15%

Inform students that in the End-of-Unit Assessment they will have an opportunity to practice the writing skills they have already learned as well try a new writing skill, writing conclusions. Explain to students that in this lesson, they draft an introduction to their End-of-Unit Assessment.

Review writing instruction on claims and introductions from 9.1.1 Lesson 7 by posting or projecting the following questions for students to answer in pairs:

What is a claim?

- Student responses should include:
 - A claim is a statement about a topic or text.
 - A claim should be based on evidence and may be a response or answer to a prompt.

What are the elements of an effective introduction? What is the purpose of an introduction?

- Student responses should include:
 - Introduces the topic by making a claim in response to a prompt
 - Identifies the title and author of the text
 - Provides paraphrased examples to support the claim
 - Organizes the examples logically so that they build upon one another

Activity 5: Quick Write: Drafting an Introduction

35%

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

Draft an introductory paragraph in response to the End-of-Unit Assessment prompt: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.

- ▶ Students listen and read the Quick Write prompt.
- 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.
- ① Circulate while students draft and offer support as needed.

- ① Do not collect students' introductions at the end of this lesson since some students may use them to prepare for the End-of-Unit Assessment. Instead, collect the introductions with the End-of-Unit Assessment in the next lesson.

Activity 6: Writing Instruction: Conclusions

15%

Inform students that a conclusion is an important element of a well-structured response. Post or project the following question:

What is the purpose of a conclusion in a piece of writing?

- 🗨 Student responses may include:
- A conclusion ties together the ideas in a piece of writing.
 - A conclusion summarizes the body of a piece of writing.

Explain to students that an effective conclusion:

- Restates the claim
- Reviews how the evidence presented in the body of the writing supports the claim
- Includes a clear final statement that supports the information or explanation presented and explains its importance
 - ▶ Students listen.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to plan and organize their responses to the End-of-Unit Assessment prompt using the Stage Evidence Gathering Tool and their claims about Claudette's development in each stage (refer to 9.1.1 Lesson 15 homework).

Remind students to remember the instruction on introductions and conclusions and to take home their annotated copies of "St. Lucy's Home for Girls Raised by Wolves," 9.1.1 End-of-Unit Text Analysis Rubric and Checklist, and all notes and tools that will help them with planning for the End-of-Unit Assessment. In addition, remind students that they are be responsible for citing text evidence, including page numbers, in the End-of-Unit Assessment.

- ① Remind students to bring their completed Quick Writes to the next class.
- ▶ Students follow along.

Homework

Continue to plan and organize your response to the End-of-Unit Assessment prompt using the Stage Evidence Gathering Tool and your claims about Claudette’s development in each stage (refer to 9.1.1 Lesson 15 homework).

9.1.1 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves” to write a formal multi-paragraph response to the following prompt:

Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.

Your writing will be assessed using the 9.1.1 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
- Include an introduction and conclusion
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: RL.9-10.3, RL.9-10.5, W.9-10.2.a, f

Commentary on the Task:

This task measures RL.9-10.3 because it demands that students:

- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

This task measures RL.9-10.5 because it demands that students:

- Analyze how the author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

This task measures substandards W.9-10.2.a and 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.
 - 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).

9.1.1 End-of-Unit Text Analysis Rubric

____/____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-Literacy.RL.9-10.3</p> <p>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.</p>	<p>Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>With partial accuracy, analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p>Content and Analysis</p> <p>The extent to which the response analyzes how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.5</p> <p>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, suspense, and surprise.</p>	<p>Skillfully analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>	<p>Accurately analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>	<p>With partial accuracy, analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>	<p>Inaccurately analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.</p>
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important</p>	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and</p>	<p>Somewhat effectively introduce a topic; organize complex ideas, concepts, and information, making</p>	<p>Lack a clear topic; illogically arrange ideas, concepts and information, failing to make connections and distinctions;</p>

<p>ideas, concepts, and information to make important connections and distinctions; includes formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</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 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>connections and distinctions; skillfully include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.9-10.2.f)</p>	<p>distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>partial connections and limited distinctions; somewhat effectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.9-10.2.f)</p>	<p>ineffectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.9-10.2.f)</p>
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- 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.

9.1.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme? (RL.9-10.3)	<input type="checkbox"/>
	Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise? (RL.9-10.5)	<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"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? (W.9-10.2.a)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>