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| 9.1 | Module Overview |
| “So you want a double life”: Reading Closely and Writing to Analyze | |
| Texts | <p>Unit 1: “St. Lucy’s Home for Girls Raised by Wolves,” Karen Russell</p> <p>Unit 2: <i>Letters to a Young Poet</i>, Rainer Maria Rilke; <i>Black Swan Green</i>, David Mitchell</p> <p>Unit 3: <i>Romeo and Juliet</i>, William Shakespeare</p> |
| Number of Lessons in Module | 52 (including Module Performance Assessment) |

Introduction

In this module, students read, discuss, and analyze contemporary and classic texts, focusing on how authors develop complex characters and central ideas and considering the effects of authors’ structural choices on the texts.

Module 9.1 establishes key protocols and routines for reading, writing, and discussion that continue throughout the year. Students learn to work in a variety of contexts, including whole-class, pairs, small groups, and independently, as they learn to annotate texts and develop academic vocabulary in context. This 10-week module is the longest of the school year, in part to allow time for deliberate teaching and reinforcement of these key practices and habits.

Module 9.1 is comprised of three units, referred to as 9.1.1, 9.1.2, and 9.1.3 respectively. Each of the module texts is a complex work with multiple central ideas that complement or echo the central ideas of other texts in the module.

In 9.1.1, students read Karen Russell’s short story “St. Lucy’s Home for Girls Raised by Wolves,” paying close attention to the author’s use of language. In the story, feral girls with werewolf parents attend a Jesuit boarding school founded to socialize the girls by teaching them “normal” human behaviors. Russell organizes the text according to five stages of development using epigraphs from an imaginary text, *The Jesuit Handbook on Lycanthropic Culture Shock*. Students analyze how Russell’s structural

choices create tone in the story as well as contribute to the development of the characters and central ideas. The central ideas students discuss in their analysis of “St. Lucy’s Home for Girls Raised by Wolves”—individual identity vs. group identification and the meaning of beauty—also appear in relation to the other module texts. The End-of-Unit Assessment asks students to compose a formal, multi-paragraph response analyzing the narrator Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.

In 9.1.2, students read excerpts from fiction and nonfiction texts: *Letters to a Young Poet* by Rainer Maria Rilke and *Black Swan Green* by David Mitchell. Students analyze the character of Jason as he is revealed in the two fictional excerpts and examine the parallels between “Solarium” in *Black Swan Green* and Rilke’s “Letter One.” In “Letter One,” Rilke counsels an aspiring poet on how to look within himself for the source of his inspiration to write. In the chapters “Hangman” and “Solarium” of *Black Swan Green*, Mitchell introduces the narrator, Jason, through Jason’s description of his stammer. Students’ work with these texts includes analysis of the authors’ use of specific word choices and figurative language to develop central ideas. In *Black Swan Green* students continue their analysis of character interactions in relation to the development of central ideas. The End-of-Unit Assessment asks students to compose a formal, multi-paragraph response analyzing how Rilke and Mitchell develop a similar idea in their respective texts.

In 9.1.3, students participate in an unconventional study of William Shakespeare’s *Romeo and Juliet* by considering representations of the play in other media, first in film via Baz Luhrmann’s *Romeo + Juliet* and then in painting with Marc Chagall’s “Romeo and Juliet.” Students examine key portions of the text through close reading, collaborative discussion, and writing to synthesize ideas. The portions of the play selected for close reading are based on their pivotal role in the play and how historically and culturally relevant they are in the wider range of reading. Because this may be students’ first exposure to Shakespeare, students examine Shakespeare’s rich use of figurative language, word play, and powerful cadence throughout their reading and viewing of the play. Students also analyze how Shakespeare uses the structure of the text and elements of tragedy to refine central ideas, advance the plot, and create effects such as tension. The End-of-Unit Assessment asks students to compose a formal, multi-paragraph response analyzing how Shakespeare develops either Romeo or Juliet as a tragic hero(ine).

All Module 9.1 assessments provide scaffolding for the Module Performance Assessment, in which students read paragraphs 4–9 in Rilke’s “Letter Seven,” identify a specific phrase or central idea in that excerpt, and analyze how that phrase or idea relates to one or more characters or central ideas in “St. Lucy’s Home for Girls Raised by Wolves” or *Romeo and Juliet*.

Literacy Skills & Habits

- Read closely for textual details

- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words
- Analyze an author’s craft
- Independently preview texts in preparation for supported analysis
- Paraphrase and quote relevant evidence from texts

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

| CCS Standards: Reading—Literature | |
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| 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.9-10.4 | 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.9-10.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCS Standards: Reading—Informational Text | |
| 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, including determining where the text leaves matters uncertain. |
| 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). |

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| RI.9-10.10 | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCS Standards: Writing | |
| W.9-10.9.a-b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “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]”).</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> |
| W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| CCS Standards: Speaking & Listening | |
| 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. |
| CCS Standards: Language | |
| L.9-10.4.a-d | <p>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.</p> <p>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.</p> <p>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>).</p> <p>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.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |

Module-Specific Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

| College and Career Readiness Anchor Standards for Reading | |
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| 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. |
| CCS Standards: Reading—Literature | |
| 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. |
| 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.9-10.5 | 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>). |
| RL.9-10.11 | Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. |
| CCS Standards: Reading—Informational 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. |

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| 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). |
| CCS Standards: Writing | |
| W.9-10.2.a,c,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>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>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.</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> |
| CCS Standards: Speaking & Listening | |
| SL.9-10.1.b, c | <p>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.</p> <p>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.</p> <p>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.</p> |
| CCS Standards: Language | |
| L.9-10.5.a | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> |

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

| College and Career Readiness Anchor Standards for Reading | |
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| None. | |
| CCS Standards: Reading–Literature | |
| None. | |
| CCS Standards: Reading–Informational Text | |
| None. | |
| CCS Standards: Writing | |
| None. | |
| CCS Standards: Speaking & Listening | |
| 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. |
| CCS Standards: Language | |
| L.9-10.4.a, b, c | <p>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.</p> <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. 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>). 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. |

Module Performance Assessment

Prompt

In this four-day performance task, students discuss, organize, compose, and revise a multi-paragraph response to the following prompt:

Identify a specific phrase or central idea in paragraphs 4–9 of Rilke’s “Letter Seven.” Analyze how that phrase or central idea relates to one or more central ideas in “St. Lucy’s Home for Girls Raised by Wolves” or *Romeo and Juliet*.

Lesson 1

In Lesson 1, students work in small groups to read and annotate an excerpt from “Letter Seven” of Rilke’s *Letters to a Young Poet*. Students use the first column of the Performance Assessment Synthesis Tool to record specific phrases or evidence related to important ideas they notice in the excerpt. Students then participate in a “gallery walk” where they rotate around the room, viewing quotes and evidence related to important ideas that each group noticed. Students add comments or additional evidence to chart paper during the gallery walk and also pause to record ideas on the Performance Assessment Synthesis Tool. When students return to their group’s original chart paper, they review new comments and/or evidence that other students have added and discuss. At the lesson’s end, students engage in a brief, whole-class discussion through which they work to identify significant quotes and central ideas.

Lesson 2

In Lesson 2, students work in small groups to review texts, annotations, notes, and tools to gather evidence that relates central ideas or characters from “St. Lucy’s Home for Girls Raised by Wolves” or *Romeo and Juliet* to the phrases and central idea(s) identified in Rilke’s “Letter Seven.” Students complete the second and third columns of the Performance Assessment Synthesis Tool. At the end of the lesson, students use the evidence-based discussion to help them select which ideas or characters from a selected text they will pair with “Letter Seven.”

Lesson 3

In Lesson 3, students review evidence to use in their responses. Students then independently write a first draft of their responses using the analysis from the previous lesson.

Lesson 4

In Lesson 4, students self-review or peer-review using the 9.1 Performance Assessment Text Analysis Rubric. Students use this review to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their analysis is clear, accurate, and effectively supported by relevant and sufficient textual evidence.

Texts

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| Unit 1: “I’m home” |
| Russell, Karen. <i>St. Lucy’s Home for Girls Raised by Wolves</i> . New York: Vintage Books, 2006. |
| Unit 2: “[T]he jewel beyond all price” |
| Rilke, Rainer Maria. <i>Letters to a Young Poet</i> . Trans. Stephen Mitchell. New York: Random House, 1986. Mitchell, David. <i>Black Swan Green</i> . New York: Random House, 2007. |
| Unit 3: “A pair of star-crossed lovers” |
| Shakespeare, William. <i>Romeo and Juliet</i> . Ed. René Weis. New York: Bloomsbury, 2012. <i>Romeo + Juliet</i> . Dir. Baz Luhrmann. Perf. Leonardo DiCaprio, Claire Danes. 20 th Century Fox, 1996. |

Module-at-a-Glance Calendar

| Text | Lessons in the Unit | Literacy Skills and Habits | Assessed and Addressed CCSS | Assessments |
|---|---------------------|--|--|---|
| Unit 1: “I’m Home” | | | | |
| “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell | 17 | <ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about texts Collect and organize evidence from texts to | RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 W.9-10.2.a,f SL.9-10.1.b, c SL.9-10.4 L.9-10.4.a, b L.9-10.5.a | Mid-Unit: Students write a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage. |

| Text | Lessons in the Unit | Literacy Skills and Habits | Assessed and Addressed CCSS | Assessments |
|---|---------------------|---|---|--|
| | | support analysis in writing <ul style="list-style-type: none"> • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words | | End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock. |
| Unit 2: “[T]he jewel beyond all price” | | | | |
| <i>Letters to a Young Poet</i> by Rainer Maria Rilke <i>Black Swan Green</i> by David Mitchell | 11 | <ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based conversations about texts • Determine meanings of unknown vocabulary • Independently preview text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text | CCRA.R.9 RL.9-10.2 RL.9-10.3 RL.9-10.4 RI.9-10.2 RI.9-10.3 RI.9-10.4 W.9-10.2.a, f SL.9-10.1.b, c L.9-10.4.a, b L.9-10.5.a | Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: What is the impact of Rilke’s specific word choices on the meaning and tone of his letter? End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Identify similar central ideas in <i>Letters to a Young Poet</i> and <i>Black Swan Green</i> . How do Rilke and Mitchell develop these similar ideas? |

| Text | Lessons in the Unit | Literacy Skills and Habits | Assessed and Addressed CCSS | Assessments |
|--|---------------------|--|--|--|
| Unit 3: “A pair of star-crossed lovers” | | | | |
| <i>Romeo and Juliet</i> by William Shakespeare | 20 | <ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize content from the text to support analysis in writing • Analyze an author’s craft | <p>RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 W.9-10.2.a, c, f SL.9-10.1.b, c L.9-10.4.a, b, c L.9-10.5.a</p> | <p>Mid-Unit: Students write a multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play?</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?</p> |

Note: Bold text indicates targeted standards that will be assessed in the module.