

11.1.1

Lesson 1

Introduction

In this first lesson of the unit and module, the first English language arts lesson of grade 11, students are introduced to important skills and practices that continue throughout the year: Accountable Independent Reading (AIR) and reading for textual details. In this lesson, students begin an exploration of Robert Browning’s “My Last Duchess.” After listening to a masterful reading of the poem, which is written in the form of a dramatic monologue, students analyze lines 1–8 (from “That’s my last Duchess painted on the wall” to “The depth and passion of its earnest glance”), in which Browning introduces the speaker and main character, the Duke. Students analyze the impact of specific word choices on meaning and tone in the introductory lines of the poem. Student learning is assessed via a Quick Write at the end of the lesson: Identify two specific word choices in the first 8 lines of the poem and explain how they impact the meaning and tone.

For homework, students read lines 5–21 of “My Last Duchess” (from “I said / ‘Frà Pandolf’ by design, for never read” to “For calling up that spot of joy”), annotating and defining any unfamiliar words. Students also begin to look for a suitable AIR text.

Standards

Assessed Standard(s)	
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Addressed Standard(s)	
RL.11-12.1	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.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Identify two specific word choices in the first 8 lines of the poem and explain how they impact the meaning and tone. <p> Throughout this unit, Quick Writes will be assessed using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify specific word choices in the first 8 lines of the poem (e.g., “my,” “last,” “painted on the wall” (line 1), “looking as if she were alive” (line 2), “depth and passion,” “earnest glance” (line 8) etc.). Explain how these word choices impact meaning and tone (e.g., The word choice “my” (line 1) indicates that either the Duke was simply referring to his relationship to the Duchess or that he is demonstrating his possessiveness of her—that he owns her. The phrase “[l]ooking as if she were alive” (line 2) conveys either that the portrait is so well painted that the Duchess appears lifelike, or that the Duchess is now dead and the portrait makes her seem alive. The ambiguity of these word choices—they could be harmless or sinister—create mystery in the text.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> Duchess (n.) – the wife or widow of a duke (the male ruler of a duchy; the sovereign of a small state) Frà (n.) – a title given to an Italian monk or friar (a Catholic man who has withdrawn from the world for religious reasons) countenance (n.) – face earnest (adj.) – serious in intention, purpose, or effort; showing depth and sincerity of feeling
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> read (v.) – looked at carefully so as to understand the meaning

Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • 't (prn.) – it • glance (n.) – a quick look

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RL.11-12.4, RL.11-12.1 • Text: “My Last Duchess” by Robert Browning, lines 1–8 (Masterful Reading: entire text) <p>i In order to provide initial context, the masterful reading includes the whole text.</p> <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Masterful Reading 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 15% 2. 10% 3. 40% 4. 20% 5. 15%

Materials

- Copies of the 11.1 Common Core Learning Standards Tool for each student
- Copies of “My Last Duchess” for each student
- Free Audio Resource: <https://archive.org/> (Google search terms: My Last Duchess, Zachariah Wells)
- Copies of the Short Response Rubric and Checklist

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action. Bold text indicates questions for the teacher to ask students.

	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
🗨️	Indicates possible student response(s) to teacher questions.
📌	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

15%

Begin by outlining the goals for this module and unit. Explain that in this module, students analyze poetry, drama, and literary nonfiction as they reinforce skills for the use of evidence to support analysis, writing, and discussion. Throughout the module, students read texts, analyzing the impact of the authors' language choices and the development of characters and central ideas. Students then examine how the three unit texts interact with each other through the development and treatment of common central ideas. In this unit, students begin this exploration with a poem written by Robert Browning.

Review the agenda and the assessed standard for this lesson: RL.11-12.4. In this lesson, students listen to a masterful reading of "My Last Duchess." Students read and discuss lines 1–8, working in pairs on initial comprehension and analyzing the impact of specific word choices on the meaning and tone of the text.

- ▶ Students look at the agenda.

Distribute copies of the 11.1 Common Core Learning Standards Tool to each student. Explain that students will work on mastering the skills described in the 11.1 Common Core Learning Standards Tool throughout Module 11.1 and the rest of the year.

- ▶ Students listen and examine their 11.1 Common Core Learning Standards Tools.

📌 Whenever a new standard is introduced, students use their Common Core Learning Standards Tool to read, paraphrase, and assess their familiarity with and mastery of the new standard.

Inform students that in this lesson they begin to work with two standards: RL.11-12.1 and RL.11-12.4. Instruct students to individually read these standards on their tools and assess their familiarity with and mastery of them.

- ▶ Students read and assess their familiarity with standards RL.11-12.1 and RL.11-12.4.

Instruct students to talk in pairs about what they think the standards mean. Lead a brief discussion about these standards.

🗨️ Student responses should include:

RL.11-12.1

- Students use details from the text to support their analysis.
- Students analyze what the text is saying directly and indirectly.
- Students note where the text leaves matters unclear.
- Students make inferences (“read between the lines”).

RL.11-12.4

- Students determine what words and phrases mean in context.
- Students analyze the meaning of similes, metaphors, and multiple meaning words.
- Students explore how words and phrases create meaning and tone.
- Students analyze what makes language beautiful, new, and interesting.

Inform students that their work with RL.11-12.1 in citing evidence from texts to support analysis continues throughout the unit, module, and year.

Activity 2: Masterful Reading

10%

Distribute copies of “My Last Duchess.” Have students listen to a masterful reading of the full text of “My Last Duchess” by Robert Browning. Instruct students to focus on their initial reactions and questions.

- ▶ Students follow along, reading silently.
- ① At the beginning of each lesson, students listen to a masterful reading of all or part of the poem. Consider using a different recorded reading of “My Last Duchess” for each masterful reading. Several recordings are available online. See the Materials section above for suggestions.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

Which words show the Duke’s feelings about the Duchess?

Activity 3: Reading and Discussion

40%

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to annotate the text as they read and discuss, and add to their notes during the discussion.

- ① Throughout the curriculum, students take notes as they read and discuss texts. They can record these notes on their texts, on self-stick notes, or in a notebook. Consider choosing one method that works best for the class.

- ① Consider modeling how to take notes during one of this lesson’s brief whole-class discussions so students have guidance about what to write.
- ① In this lesson, students practice a specific form of annotation (boxing unfamiliar words), but more detailed instruction regarding annotation occurs in 11.1.1 Lesson 2. Annotating the text is an expectation of this curriculum, so it is important to introduce it in this lesson. This begins the process of making students more “word aware,” an important reading and writing skill.

Instruct students to read lines 1–8 of “My Last Duchess” (from “That’s my last Duchess painted on the wall” to “The depth and passion of its earnest glance”) and individually annotate the text by drawing a box around any unfamiliar words, or any words that are used in an unfamiliar way.

- ▶ Students follow along, boxing unfamiliar words.

Instruct student pairs to share any unfamiliar words they identified and work together to try to determine their meanings.

- ① Explain to students that if they were unable to make meaning of some words, they will have opportunities to do so by answering questions in this lesson.

Instruct student pairs to read lines 1–2 (“That’s my last Duchess painted on the wall, / Looking as if she were alive”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *Duchess* means “the wife or widow of a duke (the male ruler of a duchy; the sovereign of a small state).”

- ① Students may be familiar with this word. Consider asking students to volunteer a definition before providing one to the group.
 - ▶ Students write the definition of *Duchess* on their copies of the text or in a vocabulary journal.

What specific words and phrases does the speaker use to describe the Duchess?

- 🗨 Student responses should include:
 - “my” (line 1)
 - “last” (line 1)
 - “painted on the wall” (line 1)
 - “Looking as if she were alive” (line 2)

- ① If necessary, explain to students that the *speaker* of a poem is like the narrator of a story.

What do these words and phrases suggest about the Duchess?

🗨 Student responses may include:

- The word “my” (line 1) suggests a relationship to the speaker—the speaker and the Duchess are married. By using “my” (line 1), the speaker may also be suggesting that he owns the Duchess.
- The word “last” (line 1) suggests that she could be the final Duchess or the most recent Duchess.
- The phrase “painted on the wall” (line 1) suggests that she is in a painting or portrait.
- The phrase “looking as if she were alive” (line 2) suggests that the Duchess may not be alive, or that the painting is very realistic.

Who is the speaker of the poem? What words and phrases indicate the speaker of the poem?

🗨 The poem is in the first person: the speaker uses the words “I” (line 2) and “my” (line 1). The speaker is married to a Duchess, which means that he must be a Duke.

① From this point on, the speaker can be referred to as “the Duke” for ease of reference.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read lines 2–4 (“I call / That piece a wonder, now: Frà Pandolf’s hands / Worked busily a day, and there she stands”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *Frà* means “a title given to an Italian monk or friar (a Catholic man who has withdrawn from the world for religious reasons).”

① Students may be familiar with this word. Consider asking students to volunteer a definition before providing one to the group.

- ▶ Students write the definition of *Frà* on their copies of the text or in a vocabulary journal.

What does the Duke mean by “that piece” (line 3)?

🗨 “That piece” (line 3) is the painting or portrait of the Duchess.

How does the Duke describe the piece?

🗨 It is “a wonder” (line 3).

Who is Frà Pandolf (line 3)? What words and phrases in lines 3–4 indicate who he is?

- 🗨️ Frà Pandolf is the painter. The words that show this are his “hands worked busily a day” (lines 3–4) on the portrait of the Duchess.

Why might the Duke mention Frà Pandolf in line 3?

- 🗨️ The Duke mentions Frà Pandolf in line 3 to impress the listener or reader.
- ① If students have trouble determining why the Duke mentions Frà Pandolf at this point, explain that they will read more about this in 11.1.1 Lesson 2, when they read lines 5–21.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread line 5 (“Will ’t please you sit and look at her?”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: ’t stands for “it.”
 - ▶ Students write the definition for ’t on their copies of the text or in a vocabulary journal.

To whom is the Duke speaking?

- 🗨️ The Duke is speaking to someone in the room with him.

Who else speaks in the first five lines of the poem?

- 🗨️ Other than the Duke, nobody else speaks in the first five lines of the poem.

Inform students that “My Last Duchess” takes the form of a *dramatic monologue*, a type of poem spoken by a single person in the company of another, who does not speak, and about whom the reader knows little. A *dramatic monologue* purposefully reveals the character of the speaker through his or her own words.

Describe the Duke’s tone toward the listener in line 5. What words demonstrate this tone?

- 🗨️ The Duke’s tone is polite as evidenced by the courteous offering, “Will ’t please you.”
- ① If necessary, define *tone* for the students as “the attitude a speaker has towards the subject about which he or she is speaking.”
- ① Students have an opportunity to refine their understanding of the Duke’s tone and its contrast to his actions in later lessons. Students may eventually discern that the Duke’s actions are commanding and controlling, however polite his tone.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read lines 5–8 (from “I said / ‘Frà Pandolf’ by design, for never read” to “The depth and passion of its earnest glance”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *countenance* means “face” and *earnest* means “serious in intention, purpose, or effort; showing depth and sincerity of feeling.”

- ① Students may be familiar these words. Consider asking students to volunteer definitions before providing them to the group.
 - ▶ Students write the definitions of *countenance* and *earnest* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *glance* means “a quick look.”
 - ▶ Students write the definition of *glance* on their copies of the text or in a vocabulary journal.

What is “that pictured countenance” in line 7?

- ☞ When the Duke says, “that pictured countenance” (line 7), he refers to the portrait of the Duchess.

Explain what the stranger “read[s]” in lines 6–7: “for never read / Strangers like you that pictured countenance.” What might *read* mean here?

- ☞ The stranger *read* the “pictured countenance” (line 7), or the face of the Duchess in the painting. *Read* means “looked at carefully so as to understand the meaning.”

To what does “its” refer in line 8?

- ☞ In line 8, “its” refers to the portrait’s face and expression, i.e., the Duchess.

What are some words that the Duke uses to describe the “glance”?

- ☞ The Duke refers to the “depth and passion” (line 8) of her glance and calls it “earnest” (line 8).

What does the reader learn about the Duchess from the description of her portrait in the first 8 lines of the poem?

- ☞ Student responses may include:
 - The Duchess is or was very beautiful, or at least her portrait is. The Duke calls the piece “a wonder” (line 3) and refers to “the depth and passion of its earnest glance” (line 8).

- The phrase “the depth and passion of its earnest glance” (line 8) suggests that the Duchess was passionate and sincere.
- The Duchess may or may not be alive because the phrase “looking as if she were alive” (line 2) suggests either that the painting is so well painted that the Duchess looks lifelike, or that the Duchess is now dead and the painting makes her look as if she were alive.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

20%

Introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write and reflective writing responses. Inform students that they should use the rubric and checklist to guide their writing of both Quick Writes and reflective writing assignments. For longer writing assignments (like the Mid-Unit and End-of-Unit Assessments), students use a Text Analysis Rubric.

Lead a brief discussion of the Short Response Rubric and Checklist. Review the components of a High Performance Response.

- ① Quick Write activities continue to engage students in thinking deeply about texts, by encouraging them to synthesize the analysis they carry out during the lesson and build upon that analysis. Inform students that they typically have 4–10 minutes to write.
- ① Since this is the beginning of the school year, decide how best to collect, organize, and analyze assessments. This can be done through portfolios, journals, notebooks, etc., according to student needs.

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

Identify two specific word choices in the first 8 lines of the poem and explain how they impact the meaning and tone.

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ 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 Students will reference the Quick Write from this lesson in the End-of-Unit Assessment in 11.1.1 Lesson 6.

Activity 5: Closing

15%

Explain to students that part of the daily homework expectation is to read outside of class. AIR expects 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. An AIR text should be of high interest but also a text that students can easily decode and comprehend. Give students several days to find the correct text.

Display and distribute the homework assignment. For homework, instruct students to begin to look for a suitable text for their AIR. Suggest different places where students can look for texts, including but not limited to the local or school library, electronic books, classroom library, or home library. As the year progresses, students are held accountable for their reading in a variety of ways.

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

Also for homework, instruct students to read lines 5–21 of “My Last Duchess” (from “I said / ‘Frà Pandolf’ by design, for never read” to “For calling up that spot of joy”). Direct students to box any unfamiliar words and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

▶ Students follow along.

Homework

Begin to look for a suitable text to read for your Accountable Independent Reading.

Also, read lines 5–21 of “My Last Duchess” (from “I said / ‘Frà Pandolf’ by design, for never read” to “For calling up that spot of joy”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context and write a brief definition above or near the word in the text.

11.1 Common Core Learning Standards Tool

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.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		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.11-12.1	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.			

CCS 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.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			

CCS 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.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
CCS 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.11-12.1	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.			

CCS 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.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.			

CCS 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.11-12.2	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.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the			

CCS 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.
	topic.			
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			
W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.11-12.2.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).			

CCS 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.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.11-12.9.a	Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).			
W.11-12.9.b	Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S.			

CCS 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.
	Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).			
CCS 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.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.			

CCS 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.11-12.1.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.			
SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.			
SL.11-12.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.			
SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence			

CCS 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.
	made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
SL.11-12.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.			
CCS 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.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

CCS 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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.			
L.11-12.4.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.11-12.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).			
L.11-12.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its			

CCS 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.
	standard usage.			
L.11-12.4.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).			
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.11-12.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.			
L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.			

Short Response Rubric

Assessed Standard: _____

	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 the most relevant and sufficient textual evidence, facts, or details to develop a response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details and/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: _____

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)?	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 most relevant and sufficient 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"/>