9.1.2	Lesson 4

Introduction

In this Mid-Unit Assessment, students use textual evidence from Letter One from *Letters to a Young Poet* by Rainer Maria Rilke, to craft 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? Students review their annotated text, lesson Quick Writes, discussion notes, and homework notes to organize their ideas. Students then develop their responses with relevant and sufficient evidence. The Mid-Unit Assessment is assessed using the 9.1.2 Mid-Unit Text Analysis Rubric.

For homework, students write a brief reflection about how their preparations helped them with the Mid-Unit Assessment, or how they might have prepared more effectively.

Standards

Assessed Standard(s)	
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).
W.9-10.2.a, f	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. 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).
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
Student learning is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

* What is the impact of Rilke's specific word choices on the meaning and tone of his letter?

ⓘ Student responses will be assessed using the 9.1.2 Mid-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

* Cite Rilke's specific word choices in "Letter One".

* Analyze how these specific word choices impact the meaning and tone of his letter.

A High Performance Response may include the following evidence in support of multi-paragraph analysis:

* Rilke gives advice in the form of commands. He tells the young poet to "[g]o into [himself]" twice (pp. 6, 9). Rilke also "begs" (p. 5) the young poet to stop looking outside himself for acceptance and reward for his work. Rilke directly instructs the poet which types of poems to avoid when he says, "[d]on't write love poems" (p.7), and out of what to make his poems, such as the "[t]hings" around him: his "dreams" and "the objects" the young poet remembers (p. 7). Rilke also commands the young poet to "turn [his] attention" (p. 8) to his childhood memories to create poems. Because of all these commands and advice, Rilke's tone is like that of an instructor or teacher.

* Rilke's word choices in his advice create meaning by focusing on the importance of the individual, as when he says, "[d]ig into yourself for a deep answer" (p. 6) and make one's solitude "expand" (p. 8) in order to find answers. When he tells the young poet that "[n]o one can advise or help you—no one" (p. 6), Rilke further develops the idea that for the creator, the individual is all that matters. Rilke's instructive tone and focus on the individual's importance in creating art make "Letter One" a lesson in how to become a better poet through intensely looking within oneself.

* Rilke thanks the young poet "for the great confidence" (p. 3) the young poet places in him. Rilke writes that he has tried to make himself "a little worthier" (p. 12) than he really is as a stranger by answering the young poet as "honestly as [he] can" (p. 12). He also signs, "Yours very truly," (p. 12). Rilke's word choices create a friendly tone, because he not only thanks the younger poet, but also humbles himself to the younger poet by acting as if he is not worthy of giving the younger poet advice, even though it is the younger poet who wrote to Rilke asking for advice.

File: 9.1.2 Lesson 4, v2 **Date:** 8/31/14 **Classroom Use:** Starting 9/2014

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• 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:	
• Standards: RI.9-10.4, W.9-10.2.a, f	
• Text: *Letters to a Young Poet* by Rainer Maria Rilke, "Letter One"	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. 9.1.2 Mid-Unit Assessment	3. 75%
4. Closing	4. 5%

Materials

- Copies of the 9.1.2 Mid-Unit Assessment for each student
- Copies of the 9.1.2 Mid-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.
	Italicized text indicates a vocabulary word.
▶	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 assessed standards for this lesson: RI.9-10.4 and W.9-10.2.a, f. In this lesson, students complete the Mid-Unit Assessment in which they present evidence identifying how Rilke's specific word choices impact the meaning and tone of his letter.

▶ Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to form pairs and share the annotations that they made for the previous lesson's homework. (Review "Letter One" and annotate it by marking passages that create tone in the letter.)

🗨 Student responses may include:

o Commands such as "[g]o into yourself" (pp. 6, 9) and "[d]on't write love poems" (p. 7) create an instructive or commanding tone.
o Word choices such as Rilke thanking the young poet for the "great confidence" (p. 3) he is placing in Rilke, and the ending of the letter with "Yours, very truly" (p. 12) establish a friendly tone.
o Words such as his suggestion that he has tried to make himself "a little worthier" (p. 12) than he is and that Rilke is trying to create a humble tone.

Instruct students to take out their materials for the Mid-Unit Assessment, including their notes, annotations, and Quick Writes.

▸ Students take out their materials for the Mid-Unit Assessment.

ⓘ Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 9.1.2 Mid-Unit Assessment　　　　　　　　　　　　75%

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement to introduce the topic of their response, well-organized textual evidence that supports the analysis, and a concluding statement that articulates the information presented in the response. Remind students to use proper grammar, capitalization, punctuation, and spelling.

Instruct students to 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?

Remind students to use their notes, annotated text, and lesson Quick Writes to write their responses. Distribute and review the 9.1.2 Mid-Unit Text Analysis Rubric. Remind students to use the 9.1.2 Mid-Unit Text Analysis Rubric to guide their written responses.

▸ Students follow along, reading the 9.1.2 Mid-Unit Assessment prompt and 9.1.2 Mid-Unit Text Analysis Rubric silently.

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

Instruct students to use the remaining class period to write their Mid-Unit Assessment.

▸ Students independently answer the prompt using evidence from the text.

🗨 See the High Performance Response at the beginning of the lesson.

ⓘ Consider encouraging students who finish early to reread and revise their response.

ⓘ Consider reminding students of their work in 9.1.1 Lesson 4 with using quotations.

Activity 4: Closing　　　　　　　　　　　　　　　　　　5%

Display and distribute the homework assignment. For homework, instruct students to write a brief reflection about how their preparations helped them with the Mid-Unit Assessment, or how they might have prepared more effectively.

▶ Students follow along.

Homework

Write a brief reflection about how your preparations helped you with the Mid-Unit Assessment, or how you might have prepared more effectively.

9.1.2 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of "Letter One" from *Letters to a Young Poet* to write a well-developed response to the following prompt:

> *What is the impact of Rilke's specific word choices on the meaning and tone of his letter?*

Your writing will be assessed using the 9.1.2 Mid-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.9-10.4, W.9-10.2.a,f

Commentary on the Task:

This task measures RI.9-10.4 because it demands that students:

- 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).

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.

    o   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.

    o   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).

9.1.2 Mid-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:
Content and Analysis **The extent to which the response determines the contextual meanings of words and phrases, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone.** CCSS.ELA-Literacy.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).	Precisely determine the contextual meanings of words and phrases, including figurative, connotative, and technical meanings; skillfully analyze the cumulative impact of specific word choices on meaning and tone.	Accurately determine the contextual meanings of words and phrases, including figurative, connotative, and technical meanings; accurately analyze the cumulative impact of specific word choices on meaning and tone.	With partial accuracy, determine the contextual meanings of words and phrases; with partial accuracy, analyze the cumulative impact of specific word choices on meaning and tone.	Inaccurately determine the contextual meanings of words and phrases; inaccurately analyze the cumulative impact of specific word choices on meaning and tone.
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; includes formatting, graphics, and multimedia when useful to aiding comprehension.** CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory	Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions; skillfully include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a) Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.9-10.2.f)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a) Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)	Somewhat effectively introduce a topic; organize complex ideas, concepts, and information, making partial connections and limited distinctions; somewhat effectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a) Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented.	Lack a clear topic; illogically arrange ideas, concepts and information, failing to make connections and distinctions; ineffectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a) Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.9-10.2.f)

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 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).** **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).		(W.9-10.2.f)	

- 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 completely copied from the text with no original writing must be given a 0.
- A response that is entirely unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

9.1.2 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing…	✔
Content and Analysis	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings? **(RI.9-10.4)**	☐
	Analyze the cumulative impact of specific word choices on meaning and tone? **(RI.9-10.4)**	☐
Coherence, Organization, and Style	Introduce a topic? **(W.9-10.2.a)**	☐
	Organize complex ideas, concepts, and information to make important connections and distinctions? **(W.9-10.2.a)**	☐
	When useful to aiding comprehension, include formatting, graphics, and multimedia? **(W.9-10.2.a)**	☐
	Provide a concluding statement or section that follows from and supports the explanation or analysis? **(W.9-10.2.f)**	☐