

Passage Analysis - Close Reading (In-Class)

Course: English 11 (any pathway)

Title: Passage Analysis - Close Reading (In-Class)

Length & Timing:

- 300500 words
- Completed in one class period (4075 minutes)

Text Options (Teacher selects ONE of the following and provides the passage):

1. "The Marrow Thieves" by Cherie Dimaline select a passage showing Frenchie's view of loss or hope.
2. "Indian Horse" by Richard Wagamese select a passage from Saul's time at residential school or on the ice.
3. A poem from a Ministry- or FNESC-endorsed First Peoples resource (e.g., "Learning First Peoples" or "Authentic First Peoples Resources" lists).

Student Instructions:

1. Read the passage carefully at least twice.
2. In well-structured paragraphs, explain:
 - a) What is happening in the passage (24 sentences, no full plot retell).
 - b) How TWO OR THREE specific techniques (such as diction, imagery, symbolism, sentence structure, dialogue, or point of view) create meaning or tone.
 - c) How this passage connects to one larger idea or theme in the text (for example: identity, land, trauma, resilience, power, belonging).
3. Use at least THREE specific references or short quotations from the passage.
4. Write in formal, clear sentences.

Teacher Grading Criteria:

Understanding of Passage (/10)

- Accurate description of what is happening.
- Shows understanding of character, context, and situation.

Analysis of Techniques (/15)

- Identifies relevant techniques.
- Clearly explains how techniques contribute to meaning or tone.

Connection to Theme (/10)

- Connects the passage to a clear larger idea.
- Explanation is logical and supported.

Organization & Clarity (/10)

- Clear paragraphing.
- Logical flow; focused writing.

Language Conventions (/5)

- Grammar, spelling, and punctuation support clarity.

Total: /50