**It is game time! So far, we have been practicing internalizing feedback and failing forward; now is your chance to take what you have learned and show it on a summative assessment. However, if you need to revise any learning target, you can do so IF you completed all ICU tasks and AFTER you meet with Mr. Foster to discuss gaps in learning proficiency on this first attempt.**

**Writing Assessment: Purpose, Organization, Mechanics**

Consider the novel (especially the protagonist) you read independently. How did the author use the literary terms we have discussed all trimester (trope, archetype, things from the characterization handout, etc.) to share the story, tell the tale, **exude** a theme, and engage the reader? Your task is to write TWO body paragraphs of an essay that answers this question. Do not write an introduction or conclusion. As you know from your *Beowulf* paragraph and “Knight’s Tale” paragraph, this reponse should follow the following structure described below:

1. “Locating” transition
2. Topic sentence that states the paragraph’s purpose. Since the entire purpose of the essay is to state how the claim is true through literary devices, this topic sentence should sound like, “The author uses (literary device) to prove his claim that (theme).”
3. Cite/highlight/mention specific word for word examples from the text that prove the topic sentence. This means “copy/pasting” the literary device from the text and explaining how the text words are in fact examples of that author’s craft technique.
4. “HOW” ANALYSIS: This is the most important part of your paragraph. It should be three sentences AT LEAST. These are sentences that directly accomplish your task by explaining HOW the author used writing tricks effectively to prove his/her claim. In other words, how does that specific author’s craft thing make the author’s claim clear? Use the following sentence stems to help you frame your 3-5 “how” analysis sentences if you would like.

This (author’s craft evidence) urges the reader to… The author establishes the idea that X by…

The writer builds his argument by… By doing this, the author...

(Author name) adds credibility to her claim by… In this way, (author’s name)…

This (author’s craft evidence) furthers the argument because…

**Logistics: double space, if you write this by hand only write on the fronts, if typing save it as a Google doc in your folder** **for this class, use the rubric below to assess yourself (by shading in boxes) after you complete this reponse.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to analyze, and/or to entertain?  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.**  |
| **How do I earn a 4.0?** Since this learning target asks you to accomplish the purpose at hand, and the purpose for the response is to explain how evidence proves your claim true, there is an abundant amount of “Analysis” sentences that make this clear. These sentences are just like the final “A” in T.A.D.A. In addition, the analysis is mature, unique, and offers a rationale that is not predictable.  |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can follow my thinking? | **I can** structure ideas to make my claim obvious beyond teacher expectations; my transitions are smooth, mature, varied & artistic. | **I can** structure ideas to **make my** claim apparent consistently; my transitions are clear, obvious, & usefulconsistently.  | **My structure implies**my claim; some of my transitions help move between ideas.My reader has to infer my flow of ideas. | **My structure is confusing** and/or misleading; my transitions are lacking or ineffective. **I** **require teacher** **assistance to** **organize my thoughts.**  |
| **How do I earn a 4.0?** Since this learning target asks you to organize your writing in a coherent way, and the structure is explained above, the structure of each paragraph is clear, logical and cohesive. In addition, transition are abundant and mature (not just clock poster transitions, but complex sentences that link the topics of subsequent paragraphs). |
| **Mechanics =** Did I produce writing that follows conventions: accurate **grammar**, punctuation, & mechanics? | **I can** display an advanced use of grammar, punctuation & mechanics. I use mature mechanics: colon, semi-colon, dashes, etc.  | **I can** display a sufficient, consistent control over grammar & punctuation.My errors do not significantly distract from meaning.  | **I can only** display an inconsistent or partial control over grammar & punctuation. My errors sometimes distract from meaning. | **I have** multiple miscues in grammar, punctuation & mechanics; my errors distract from meaning. **I** **need teacher help to do** **this proficiently.** |
| **How do I earn a 4.0?** Since this learning target asks you to be proficient in using Standard American English mechanics, there are zerogrammar errors that distract from meaning. In addition, mature grammatical conventions are used effectively: colons, semi-colons, dashes, appositives, etc.  |

**Vocabulary Assessment**

Learner Name:

When my brain **exudes** the “Vocab” Learning Target, I use three specific strategies:

We know that synthesize is a verb that **exudes** the definition of “put a lot of things together and make something new,” and it has an easily identifiable root word. The prefix “syn” means “with” or “together” in Greek/Latin. You have already **exuded** your knowledge of the word “chronology” in this class earlier this year. Use this information, and the parts of speech posters in the room, to explain what synchronize means. Be sure to identify word parts in your explanation and identify the part of speech.

Write a response below that meets the following criteria to **exude** proficiency in the Vocab Learning Target:

1. Has a biting, bitter, angry, and/or sarcastic **tone**. Specific adjectives that **exude** this tone are circled.
2. Uses the following four words (possibly with a modified prefix/suffix) correctly. These words have boxes drawn around them: **scourge, hearth, pyre, exude**.

**After writing your prose passage that exudes all both items above, fill in all remaining boxes of your vocabulary sheet, staple it to this page, and turn it in.**

**Reading Assessment: Comprehension & Author’s Craft**

To show proficiency in these reading learning targets, read “The Pardoner’s Tale” & answer the questions that follow. The copy of “The Pardoner’s Tale” with Mr. Foster’s metacognitive “talking to the text” notes to help you is the file called “PardonersTalewithT4for summative-2015” at armadafoster.weebly.com 🡺 English 11A 🡺 Canterbury Tales or at this link: <http://armadafoster.weebly.com/canterbury-tales.html>

**Comprehension**

1. Skim the first two pages. Focus on reading Mr. Foster’s notes. These first two pages are the Pardoner preaching. What three specific sins did the Pardoner warn against in his *pedantic* prologue?
	1. Sin, guilt, Biblical allusions
	2. Cussing, gambling, swearing
	3. Drinking, gambling, His blood
	4. Gambling, swearing, drinking
	5. Hypocrisy, sinning, vices

**Comprehension**

1. The actual tale starts at, “But, sirs, now I will tell you my tale…” Who was the dead body in the cart that the three gang members saw?
2. The Pardoner
3. Death
4. A random drunk guy
5. A cranky old man
6. A friend of theirs

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #2)?
2. I learned it ere you came
3. An old comrade of yours
4. He was slain
5. What corpse it is that’s just now passing by
6. Ask them civilly

**Comprehension**

1. After learning who the dead guy was, the gang learned how he died. How did he die?
2. He drank himself to death; Death killed him
3. He died in his sleep
4. Death beat him in a battle of swords
5. He lost a drinking contest with Death
6. The gang members are upset that he died

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #4)?
2. An unseen thief
3. A mile or more hence
4. Death came stalking by (and) clove his heart in two
5. He’s slain a thousand with this pestilence
6. Be ready to meet him for evermore

**Author’s Craft**

1. Which of the following words from the text best exemplifies Chaucer’s use of personification at this point of the story?
2. An unseen thief
3. Who hereabouts makes all people die
4. Death came stalking by (and) clove his heart in two
5. He’s slain a thousand with this pestilence

**Comprehension**

1. After hearing how the man died, what did the gang decide to do immediately next?
2. Drink their sorrows away
3. Kill Death
4. Gamble and have sex
5. Cuss and frolic
6. Blasphemy and sovereignty

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #7)?
2. Yea, by God’s arms!
3. As I now vow to God’s own noble bones
4. Hear, comrades, we’re of one mind
5. By God’s great dignity, ere it be night
6. And we three will go slay this traitor Death

**Comprehension**

1. As they pursue the killer to get revenge, they pass through a town that an inn keeper told them about and then who does the gang meet?
2. An old man that tells them where Death is
3. Death
4. An inn keeper
5. Women who tempt them
6. The Pardoner

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #9)?
2. Whereof the innkeeper had told before
3. Death shall be dead if we find where he went
4. An old man…did they meet
5. Full meekly them did greet
6. The one that was most insolent

**Comprehension**

1. Where did the old man tell them where Death is located? In other words, where would they find Death?
2. In the next town
3. Richmond
4. Up the road under a tree
5. Inside of them
6. With the Pardoner

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #11)?
2. Hear my true word since you are his own spy
3. To slay all us young people
4. To find out Death
5. I left him, by my fay
6. Under a tree, and there he will abide

**Author’s Craft**

1. If the old man is right in that the gang will actually “meet Death” and die under the tree, Chaucer’s words at this point in the tale (basically the words that are the right answer to question #12) are an example of what author’s craft technique?
2. Simile
3. Foreshadowing
4. Metaphor
5. Appositive
6. Grammar

**Comprehension**

1. When the gang arrived at the tree, what did they find?
2. Death
3. A poison tree
4. Treasure
5. The Pardoner
6. ‘Merica

**Comprehension**

1. After they found what they found under the tree (your answer to #14), what did they do about getting revenge on Death?
2. Used the treasure to buy weapons
3. Robbed a stranger that they met on the road
4. Sold the treasure in town
5. Sat down and gave up looking for Death
6. Sat down and gave up looking for the Pardoner

**Comprehension**

1. What does the leader of the gang decide to do about the treasure?
2. Send one guy into town to get food
3. Hold onto it until dark so no one suspects us of doing anything wrong during the day
4. Give it to the youngest to hold
5. Use it to bribe Death
6. Give it to Mr. Moore to invest properly

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #16)?
2. But certainly by day this may not be for men would say we are strong robbers (because we have this treasure)
3. All prudently and slyly
4. So I propose…blithe of heart
5. And he that gets the short cut
6. Shall run to town…privately

**Comprehension**

1. What plot of betrayal did the leader suggest while the youngest was in town getting food and drink?
2. Take the treasure and run
3. Hide half the treasure so the youngest gets a smaller share
4. Poison the youngest when he gets back
5. “Accidentally” kill the youngest while playing around
6. Hire the Pardoner to kill the youngest

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #18)?
2. You know well that you are my sworn brother
3. Shall I not do a turn that is friendly?
4. Arise and make as if to play and I will thrust him through the two sides while you romp with him
5. And then shall the gold divided be
6. And play at dice all at our own sweet will

**Comprehension**

1. What plot of betrayal did the youngest create while he was in town getting food and drink?
2. Poison the other gang members’ drinks
3. Run away and steal the treasure at night
4. Kill Death on his own
5. Stab the other two so that the treasure would be all his
6. “Accidentally” kill them while playing around

**Comprehension**

1. Which words from the text are most helpful for answering the last question (Questions #20)?
	1. Put in his thought that he should poison buy
	2. The Devil found him
	3. He had full leave his grief to consummate
	4. To give Stump a Diet Coke
	5. With him boxed up, and then he straightway ran

**Comprehension**

1. Who’s plot of betrayal worked (according to their design and the way they intended) first?
	1. The leader’s plan
	2. The youngest’s plan
	3. Neither
	4. Both
	5. The Pardoner’s plan

**Author’s Craft**

1. Within this text, the pilgrims heading to Canterbury hear this tale from the fictional character called The Pardoner. Within this tale, from narrative beginning to narrative end (not counting The Pardoner’s preaching before and after), decide which persona from the text from this tale was the biggest “winner.” In other words, if there was a winner to the tale that The Pardoner told, who would it be? In other words, the plot of betrayal of which character IN the tale worked most effectively?
	1. The leader of the gang
	2. The youngest of the gang
	3. Death
	4. The Pardoner
	5. The old man
	6. All of the above

**Author’s Craft**

1. Which of the following terms is best shown through the Pardoner’s preaching about being moral and honest and righteous before he started telling his tale?
	1. Simile
	2. Personification
	3. Metaphor
	4. Prologue
	5. Fabliaux
	6. None of the above

**Author’s Craft**

1. Within this text, the pilgrims heading to Canterbury hear this tale from the fictional character called The Pardoner. Within this tale, from narrative beginning to narrative end (not counting The Pardoner’s preaching before and after), decide how this tale is **ironic**. What would a pilgrim listening to the words coming from the Pardoner’s mouth think is ironic about the ending?
	1. The gang was searching for Death and they “found Death” and died
	2. No gang member got to keep the treasure
	3. The Pardoner preaches “don’t sin,” but the characters in the story were sinners
	4. The Pardoner preaches “don’t sin,” but he is a sinner.

**Author’s Craft**

1. Geoffrey Chaucer not only created this tale, but created the fictional character called The Pardoner who told this tale. Review and reconsider what The Pardoner said in his “prologue” (preaching before the tale started) and “epilogue” (preaching after the tale ended). Review and reconsider your “Narrator Description” from your chart as it relates to the kind of person that The Pardoner was. Now, as a reader of *Canterbury Tales*, with all of this information, while thinking about the “big picture” and considering Chaucer’s grand scheme, what is ironic and hypocritical about “The Pardoner’s Tale” from start to finish INCLUDING The Pardoner’s preaching before and after the tale?
2. They were searching for Death and they found treasure
3. They all paid for their sins
4. The Pardoner preaches “don’t sin,” but the characters in the story were sinners
5. The Pardoner preaches “don’t sin,” but he is a sinner.

**Name:**

|  |
| --- |
| The 20 questions below all address the Learning Target “Comprehend literal events in a text” |
| Number | Answer | Confidence 1-10, 10 = best,  | Right: no mark, Wrong: X | Inference about text |
| 1 |  |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
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| 17 |  |  |  |
| 18 |  |  |  |
| 19 |  |  |  |
| 20 |  |  |  |
| 21 |  |  |  |
| 22 |  |  |  |
| **Comprehend** literal textEvents with evidence | 4.0 = 20 Correct & **Inference**3.5 = 19-18 Correct & **Infer** | 3.0 = 17-16 Correct 2.5 = 15-14 Correct | 2.0 = 13-12 Correct1.5 = 11-10 Correct | 1.0 = 9 Correct.5 = 8, or less Correct |
| The eight questions below all address the Learning Target “Find Author’s Craft in a text” |
| Number | Answer | Confidence 1-10, 10 = best,  | Right: no mark, Wrong: X | Follow the directions below to find your own author’s craft technique in “The Pardoner’s Tale” to earn higher than a 1.0 for this learning target.  |
| 6 |  |  |  |
| 13 |  |  |  |
| 23 |  |  |  |
| 24 |  |  |  |
| 25 |  |  |  |
| 26 |  |  |  |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Analyze **author’s** **craft** in texts  | 4.0 = 6 Correct & **Own** **Author’s Craft** | 3.0 = 6-5 Correct & **Own** **Author’s Craft** | 2.0 = 4 Correct & **Own** **Author’s Craft** | 1.0 = 3-0 CorrectAnd/or missing or inaccurateOwn author’s craft |

 |

**Explain a unique author’s craft that you found in the text below. Label the text words, the name of the technique and how the words on the page show the device. DO NOT USE logos, pathos, ethos as these are persuasive approaches and this is a narrative**

**Analysis Writing Supplement**

**Topic sentence**

In this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the author uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to

 Type of text author’s craft term

teach the reader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Theme = a life lesson, or moral, that is a complete sentence

**Text Evidence**

This \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was shown in the text when the author wrote

 Author’s craft term

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Direct words from the text that show the author’s craft term

These text words are an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

 Author’s craft term

 Explanation of how the words from the text depict the author’s craft term

**Analysis**

The theme of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is made clear through

 Theme from the topic sentence

­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Author’s craft term

This is especially clear in the text when the author ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Therefore**,** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.