**Metacognitive Character Journal**

For this text, you will be responsible for keeping a character journal. In essence, you will become one of the characters in the text you are reading, and you will keep a journal that exudes that character’s thoughts. All of the entries will be written in first person as if you are that character. For each entry, be sure to include the following aspects. Consult the rubric before, during, and after this learning targets practice. Turn in this rubric stapled to the back of each journal entry; **shade** in your score on the rubric.

* **Plot events** are thoroughly and accurately portrayed. The thoughts in the journal are precise depictions of the occurrences in the text. Actions and reactions recorded by the character are authentic portrayals of what the character did while “in” the plot. This allows you, the author, to demonstrate that you can cite literal, reading comprehension text evidence of the text’s plot.
* **Probable Actions**, and thoughts produced by your character when he/she was not “in” the plot. If your character was Queen Gertrude, what was she doing while waiting for Hamlet to come to her room in act three? This allows you, the author, to demonstrate that you can make logical inferences based on the author’s craft.
* **Authentic language** is used that sincerely and clearly expresses the character’s tone, mood and persona. Words in the journal could be actual words from the character’s word or mind that occurred in the text itself. The entry’s language usage accurately projects the image of the character that the author intended. This allows you, the author, to demonstrate that you can choose words accurately that effective exude the diction of the character.
* **Formatting** is clear and authentic. Entry is constructed like a journal with an appropriate, accurate date and time. Each entry has its own creative title. This allows you, the author, to demonstrate that you can organize your writing in a manner that is effective for the message and appropriate for its audience.
* **Supplements** are included that additionally contribute to the journal’s authenticity: a doodle/drawing the character made while journaling, actual water marks from tears, verbatim quotes from the actual text that the character said, etc. This allows you, the author, to demonstrate that you have grit and participation-key elements of a strong citizen.

**My Score = shaded Foster Score = blue pen circles**

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| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Depict and Cite Text Evidence  CCS Reading 1, 2, 3 | **I can** make a text’s meaning **abundantly clear** through a thoughtful description of text events, mature inferences, and **abundant, specific evidence.** | **I can** make a text’s meaning **appropriately** **clear** through a description of text events, basic inferences, and **satisfactory, clear evidence.** | **I can** make a text’s meaning **clear** through a basic description of text events, some inferences, and **evidence that may be lacking in abundance or quality.** | **I struggle to** make a text’s meaning **clear** through a description of text events, inferences, and evidence. **My evidence is either lacking, superficial, and/or inaccurate**. |
| Analyze Author’s Craft  CCS Reading 4, 5, 6 | **I can** make it **abundantly clear** how specific text features create meaning, were a direct intent of the author and **enhance a text.** | **I can** make it **appropriately clear** how specific text features create meaning, were an author’s choice and are an **important part of a text**. | **I can** make it **clear** how text features influence meaning, were reflection of the author and **are a part of a text.** | **I struggle to** make it clear how text features are evident, contribute to meaning and/or were **tools used specifically by the author.** |
| **Word Choice**  Do you have impressive diction?  Did you actually make informed, mature choices with your words? | \* Well-chosen words convey the intended message in an  interesting, precise, and  natural way.  \* Lively, powerful verbs  provide energy. (“Be” verbs are limited).  \* Specific nouns (Both abstract and concrete) add color and clarity.  \* Modifiers work to provide strong imagery.  \* Figurative language, if used, is effective. Vocabulary is striking but not overdone.  \* Technical terms and  notations are effective. | \* Well-chosen words convey the intended message in an  interesting, precise, and  natural way.  \* Powerful verbs, specific  nouns, and descriptive  modifiers enhance meaning.  \* Expression attempts to be fresh and appealing.  \* Original or unusual phrasing adds to the meaning.  \* Figurative language, if used, is generally effective.  \* Vocabulary is striking but,  at times, overdone.  \* Technical terms and  notations are helpful. | \* Words are reasonable,  accurate, and convey the  intended message in a  general manner.  \* Some verbs provide  energy, and some simply  link one point to another.  \* Some nouns are specific, which other nouns are fairly general.  \* Modifiers attempt to be  descriptive.  \* Figurative language, if  used, may or may not be  effective.  \* Vocabulary is  either common or slangy,  or attempts to be  uncommon and leads to  confusion. | \* Word choice limits the  clarity of the intended  message; the author did not or cannot select mature words.  \* Verbs, nouns, and/or  modifiers lack the ability to  convey an image.  \* Expression is lacking.  \* Vocabulary is limited and  restricting or too technical.  \* The author chose basic, elementary words that are not indicative of AP level work. |
| **Organization**  Is your structure clear? Does it enhance your essay? | \* The writing is organized in a way that enhances meaning or helps to develop the central idea.  \* Each developmental  paragraph addresses a  specific aspect of the topic.  \* The sequence is effective and moves the reader through the paper—the order may or may not be conventional.  \* Transitions are creative, provide depth and work well. They are complex and are provided between topic changes where necessary. | \* The writing is clearly  organized in a way that  enhances meaning or helps  to develop the central idea.  \* Each developmental  paragraph addresses a  specific aspect of the topic.  \* Transitions work well. They are effective, but perhaps predictable. They are lacking mid-paragraph, but persistent before each paragraph. | \* The writing is fairly  organized.  \* Each developmental  paragraph attempts to  address a specific aspect  of the topic.  \* Transitions are limited. They are mechanical in their placement. Perhaps a crucial transition is missing that would have enhanced meaning. | \* The writing needs more  structure.  \* Developmental paragraphs are limited in focus and may  be confusing.  \* Transitions need  improvement. |
| **Citizenship Evidence:** |  | | | |

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|  | **Plot, in text, main ideas/details, on stage things he/she did** | **Infer, off stage, logical guess of his/her thoughts/actions when not in play** |
| **Hero** | **Said hi** | **Prolly thought Claudio was cute and saw him giving her googly eyes** |
| **Benedick** | **Argued with Beatrice**  **Told Claudio he was an silly for wanting to get married** | **Prolly thinks Claudio is an idiot and will be whipped/cuckolded asap**  **Might think Beatrice is actual cute.** |
| **Don John** | **Said hi and thank you** | **Know there is a party coming up so he plans to pee in the punch bowl or steal something from the party.** |