**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 CraftCCS 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 aninteresting, precise, andnatural way.\* Lively, powerful verbsprovide 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 andnotations are effective. | \* Well-chosen words convey the intended message in aninteresting, precise, andnatural way.\* Powerful verbs, specificnouns, and descriptivemodifiers 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 andnotations are helpful. | \* Words are reasonable,accurate, and convey theintended message in ageneral manner.\* Some verbs provideenergy, and some simplylink one point to another.\* Some nouns are specific, which other nouns are fairly general.\* Modifiers attempt to bedescriptive.\* Figurative language, ifused, may or may not beeffective. \* Vocabulary iseither common or slangy,or attempts to beuncommon and leads toconfusion.  | \* Word choice limits theclarity of the intendedmessage; the author did not or cannot select mature words. \* Verbs, nouns, and/ormodifiers lack the ability toconvey an image.\* Expression is lacking.\* Vocabulary is limited andrestricting 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 developmentalparagraph addresses aspecific 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 clearlyorganized in a way thatenhances meaning or helpsto develop the central idea.\* Each developmentalparagraph addresses aspecific 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 fairlyorganized.\* Each developmentalparagraph attempts toaddress a specific aspectof 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 morestructure.\* Developmental paragraphs are limited in focus and maybe confusing.\* Transitions needimprovement. |
| **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.**  |