**ELA Workshop Materials**

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**English 11 First Trimester Learning Targets Matrix**

**Unit One Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text**  **evidence** | **I can** insightfully  explain author’s  meaning by  citing text evidence  accurately beyond  teacher’s expectations. | **I can** plainly explain  the author’s meaning  by citing text evidence  relatively accurately &  consistently. | **I can** just mention the  author’s meaning by  citing text evidence  somewhat accurately and  somewhat consistently. | **I struggle to** identify the  author’s meaning by  citing text evidence.  I have some inaccuracies  and/or **need teacher**  **assistance.** |
| Common Core Standards: | | Fiction Reading: R1, R2, R3, R10 Informational Reading: R1, R2, R3, R10 | | |
| Determine the **author’s craft of narratives, informational and persuasive texts.** | **I can** insightfully  explain all examples  of author’s craft  accurately beyond  teacher’s expectations. | **I can** plainly explain  several examples of  author’s craft relatively accurately and consistently. | **I can** mention some  examples of author’s craft  somewhat accurately and somewhat consistently. | **I struggle to** identify  examples of author’s  craft. I analyze A. C. with  some inaccuracies & **need teacher assistance**. |
| Common Core Standards: | | Fiction Reading: R3, R5, R6 | | |
| Build **vocabulary** by  determining meanings  of unknown words by  using context, word  parts & parts of speech. | **I can** accurately master  unfamiliar words  accurately & incorporate  these words into **my own**  **writing** seamlessly  beyond teacher’s  expectations. | **I can** accurately learn  unfamiliar words  consistently & incorporate these words into **my own**  **writing** plainly and  regularly. | **I can** partially learn  unfamiliar words somewhat  consistently & inconsistently.  I incorporate these words  into **my own writing**. | **I struggle to** personalize  unfamiliar words and/or  incorporate these words into  **my own writing**. **I need**  **teacher help to do this proficiently.** |
| Common Core Standards: | | Fiction Reading: R4 Informational Reading: R4 Language: L4, L6 | | |

**Reading Learning Targets Writing Learning Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.** |
| Common Core Standards: W11-12.1, W11-12.1.A, W11-12.2.B, W11-12.4, W11-12.9, W11-12.10 | | | | |
| **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.** |
| Common Core Standards: | | Writing: W2a-e | | |
| **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.** |
| Common Core Standards: | | Writing: W1d, W2e Language: L1a, L1b, L2, L3 | | |

**Unit One Summative**

**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.**

**Reading Assessment: Infer**

**Article that learners have never seen called “Unnatural Selections” by Barry Schwartz appeared here with notes to go answer specific infer questions; a selection is below**

The T.G.I. Friday’s restaurant chain has introduced a note of sanity into American food consumption by offering smaller portions at lower prices. This was a response to a slackening of demand in the restaurant business, as well as a desire by some consumers, for more healthful eating options. These smaller portions are identified as “Right Portion, Right Price” options. Two cheers for T.G.I. Friday’s. **(Answer question #1)**

**The 6 infer questions appeared here; one sample is below**

1. At this point in the text, what can the reader logically infer?
   1. The corporate offices of T.G.I. Friday’s created “Right Portion, Right Price”.
   2. One local chain created “Right Portion, Right Price”.
   3. The customers of T.G.I. Friday’s created “Right Portion, Right Price”.
   4. “Right Portion, Right Price” was a complete failure.

**The answer sheet for the 6 infer questions is below, followed by independent infer practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The questions below all address the Learning Target “Analyze **inferences** in a text” | | | | |
| Number | Answer | Right: no mark, Wrong: X | Confidence 1-10, 10 = best, | **Second best answer if confidence is less than 7** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| Analyze **inferences** | 4.0 = 6 Correct & 3 **Inferences**  3.5 = 6 Correct & **New Inference** | 3.0 = 5 Correct & **New Inference**  2.0 = 4 Correct& **New Inference** | 1.0 = 3 Correct& **New Inference** | .5 = 2 or less correct and/ or NO  **New Inference** |

In the space below, provide three unique (not discussed in class and/or not identified in a previous question) inferences and **justify your responses**.

Inference from this article:

Inference from *Macbeth*:

Inference from your independent novel:

**Reading Assessment: Author’s Craft and Theme**

**This is a new text that the learners have never seen.**

Below is an explanation of the myth of the sword of Damocles. While you read, pay special attention to the author’s craft that the author used and be ready to discuss the theme of the myth and how it echoes the theme of Macbeth. The original text is at <http://www.history.com/news/ask-history/what-was-the-sword-of-damocles>

The famed “sword of Damocles” dates back to an ancient moral parable popularized by the Roman philosopher Cicero in his 45 B.C. book “Tusculan Disputations.” Cicero’s version of the tale centers on Dionysius II, a tyrannical king who once ruled over the Sicilian city of Syracuse during the fourth and fifth centuries B.C. Though rich and powerful, Dionysius was supremely unhappy. His iron-fisted rule had made him many enemies, and he was tormented by fears of assassination—so much so that he slept in a bedchamber surrounded by a moat and only trusted his daughters to shave his beard with a razor. As a result, this menacing Caesarean dragon ruled in a state of trapped paranoia-like a rat in a cage.

As Cicero tells it, the king’s dissatisfaction came to a head one day after a court flatterer named Damocles showered him with compliments and remarked how blissful his life must be. “Since this life delights you,” an annoyed Dionysius replied, “Do you wish to taste it yourself and make a trial of my good fortune?” When Damocles agreed, Dionysius seated him on a golden couch and ordered a host of servants wait on him. He was treated to succulent cuts of meat and lavished with scented perfumes and ointments. Damocles couldn’t believe his luck, but just as he was starting to enjoy the life of a king, he noticed that Dionysius had also hung a razor-sharp sword from the ceiling. It was positioned over Damocles’ head, suspended only by a single strand of horsehair. From then on, the courtier’s fear for his life made it impossible for him to savor the opulence of the feast or enjoy the servants. After casting several nervous glances at the blade dangling above him, he asked to be excused, saying he no longer wished to be so fortunate.

**Select literary devices from the word blank below and**

**cite specific examples from the text using the chart below the word bank.**

Literary Device Word Bank: irony, symbol, allusion, foreshadowing, framing device, metaphor, simile, hyperbole, personification, point of view, foil, juxtaposition, and/or soliloquy

**The definitions of each literary device in the word bank are on posters hanging up in the classroom; the boxes below were practiced for different texts at least three times before this summative.**

|  |  |  |
| --- | --- | --- |
| Author’s Craft choice from box | Words from the text that show it | Effect on the text |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **author’s craft of narratives, informational and persuasive texts.** | **I can insightfully**  **explain** **all examples**  of author’s craft  **accurately beyond**  **teacher’s expectations.**  **More than 3 examples**  **are accurate** | **I can plainly explain**  **several examples** of  author’s craft **relatively** **accurately and consistently. Three examples are accurate** | **I can mention some**  **examples** of author’s craft  **somewhat** **accurately and somewhat consistently. Two examples are accurate.** | **I can partially identify**  **a few examples** of  author’s craft with  **some inaccuracies & teacher assistance. Only 1 example is accurate** |

What is the theme of this myth and how does it echo that of *Macbeth*? More specifically, what life lesson is the author of this myth trying to teach and did Macbeth learn this lesson-why or why not?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **theme** (author’s message, lesson, intent) in texts. | Theme connections are insightful. A third text’s theme is linked to the comparison accurately. | Both questions are answered accurately with text examples: life lesson & abstract comparison between two texts. | Responses hints at both questions, but answers are concrete, limited, lack text evidence, and/or slightly inaccurate. | One question isn’t answered, answers are inaccurate, zero text evidence, and/or connections between texts are off/missing. |

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

Consider the novel (especially the protagonist) you read independently. How did the author use a specific motif 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 analysis writing thus far this year, this each paragraph 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. | | | | |
| **Style** = Did I paint a vivid picture with my words? Is my diction mature? Is my syntax varied? | **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 have a mature style in your writing, there is an abundance of unique, appropriate  describing words-some of which are vocabulary words from class. In addition, you underlined your attempts at writing complex and/or compound  sentences to demonstrate a varied syntax in your writing. | | | | |
| **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 zero  grammar errors that distract from meaning. In addition, you underlined mature grammatical conventions are used effectively: colons, semi-colons,  dashes, appositives, etc. | | | | |

***Macbeth* Exemplar**

Theme: Not everything turns out as planned

Motif: Deception, or trickery, or falsehoods, or “things are not as they appear”

Motif examples from the text

1. Lady Macbeth to Macbeth: “Act like the flower, but be the serpent underneath”
2. Macbeth in a soliloquy: “False face must hide what the false heart doth know.”
3. Macbeth to Lady Macbeth: “And make our faces vizards to our hearts, Disguising what they are”
4. Lady Macbeth acts nice on the outside, but she is actually mean. Also, Lady Macbeth acts callous and cold on the outside, but in her sleepwalking scene actually shows she feels guilty.
5. The 5th and 6th witches prophecies come true. It seems like an entire forest can’t move, but soldiers carry branches. It seems like no one can harm Macbeth because everyone is “born of a woman,” but MacDuff was born through C-section.

Question: How does the motif show the theme?

Throughout the play *Macbeth*, Shakespeare uses the motif of deception to make the theme of “Not everything turns out as planned” clear. There were many examples of trickery or falsehoods in the text. Both Macbeth and Lady Macbeth, made several deceptive statements: “Act like the flower, but be the serpent underneath” and “False face must hide what the false heart doth know” and “And make our faces vizards to our hearts, Disguising what they are.” All of these lines are examples of how characters are acting one way to other characters, but actually feel and think a different way. This establishes the motif of deception because it is a pattern of “things not being as they appear” over and over throughout the text.

**Most learners stop writing here. If the paragraph ended here, it would have earned a 1.0 in “Purpose” because there are not any analysis sentences that explain how the examples prove the topic sentence true. The author of this paragraph needs to add the following sentences in order to show proficiency in “Accomplishing a Purpose in writing”:**

Macbeth’s main ambition is getting and securing power. His plan is to be king and secure his reign. While doing this, he is very deceptive, as is shown in the aforementioned quotes. As a result of being so two-faced, his plans don’t work out the way he intends. He intends to be king and rule the rest of his life, but instead he is the instrument of his own demise. Because his fakery was his downfall, Shakespeare uses this character and the motif that he exudes to teach the audience the theme of “Not everything turns out as planned.”

**Summative Revision Sample from Unit One**

**2016-17 English 11B Progress Report Summative revision**

**To revise any writing learning targets (Purpose, Mechanics and/or Style), write the following essay:**

“Two Wolves”

An old Cherokee was teaching his grandson about life. “A fight is going on inside me,” he said to the boy.

“It is a terrible fight, and it is between two wolves. One is evil – he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.” He continued, “The other is good – he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. The same fight is going on inside you – and inside every other person, too.” The grandson thought about it for a minute and then asked his grandfather, “Which wolf will win?” The old Cherokee simply replied, “The one you feed.”

Your challenge now is to take a stand and decide which wolf Macbeth fed: evil or good. Justify your response in an analytical essay written in third person, double spaced, formal language. More specifically, how did Shakespeare use literary devices (in other words, author’s craft tricks) to show that Macbeth feed either the good or bad wolf? Be sure to cite specific text evidence to support your claim and craft your arguments using strong diction and grammar control.

**Sample Retake Ticket**

**Retake Ticket-Theme**

To earn the right to reassess, you need to complete the steps of this Retake Ticket. Why? Your teacher has a lot of confidence in your ability to grow as a learner and is convinced that if you put in the time and effort to complete the steps below, that you will be more successful on your redo/retake that you have been in the past.

Learner Name:

Previous score(s) on this standard/skill:

Feedback I have received with respect to this standard/skill:

Do these steps in this order:

1. Go to <https://learnzillion.com/>
2. Click on “Browse our Curricula” at the top
3. Search for “Identify the development of a theme” in the search bar at the top left.
4. Click on lesson for standard RL.11-12.2
5. Watch the 7:36 video and record the three aspects from the “Core Lesson” that appear in the video

Do these steps in this order:

1. Go to <https://learnzillion.com/>
2. Click on “Browse our Curricula” at the top
3. Search for “Determine the theme of a story and analyze its development” in the search bar at the top left.
4. Click on lesson for standard RL.8.2
5. Watch the 8:50 video and record the three aspects from the “Core Lesson” that appear in the video

Do these steps in this order:

1. Go to <https://learnzillion.com/>
2. Click on “Browse our Curricula” at the top
3. Search for “Identify the main conflict” in the search bar at the top left.
4. Click on lesson for standard RL.6.3
5. Watch the 3:37 video and record the three aspects from the “Core Lesson” that appear in the video

Reflection that highlights specific ways that my proficiency was lacking in this standard/skill:

Most powerful new learning about this standard by doing this retake ticket:

My confidence level in this standard/skill **now** (1-10, 10 is best) and why:

**One Formative from Unit One**

**Macbeth Act II, Scene i Close and Critical Reading**

The following text is speech from Shakespeare’s play *Macbeth*. Here, Macbeth (all alone on stage) contemplates a challenging decision: what to do about King Duncan. Read the text three times…yes three times. Each time, “talk to the text” in a different way as explained below.

1. Chunk the text. This means draw a line all the way across the page to distinguish between different major topics discussed in the text. Specifically, draw a line in between the lines of text when Macbeth switches from discussing an imaginary knife in his mind to when he is talking about a real knife in his hand. Then, draw another line when Macbeth switches from contemplating a decision to making a decision.
2. Underline the author’s craft. Specifically, Shakespeare uses three examples of the same author’s craft trick in this soliloquy. For instance, maybe he used three similes. This trick you are looking for is typically found in non-fiction articles, not typically in poetic texts. He uses these three examples to make it clear to the audience that Macbeth is contemplating a decision. Underline these three examples.
3. Circle all temporarily unknown words. Then, select one of these words and, in the right margin, write a metacognitive narrative that tells the story of how you figured the word out using the three vocabulary strategies we have been practicing: context clues, parts of speech, and word parts. Do NOT use a resource such as dictionary.com.

Line 1: Is this a dagger which I see before me,  
The handle toward my hand? Come, let me clutch thee.  
I have thee not, and yet I see thee still.  
Art thou [sensible](http://www.shakespeare-online.com/plays/macbeth/soliloquies/sensible.html) to feeling and to sight? or art thou but   
Line 5: A dagger of the mind, a false creation,  
Proceeding from the [heat-oppressed brain](http://www.shakespeare-online.com/plays/macbeth/soliloquies/heat.html)?   
I see thee yet, in form as palpable  
As this which now I draw.   
Thou [call](http://www.shakespeare-online.com/plays/macbeth/soliloquies/marshall.html) me to the way that I was going;  
Line 10: And such an instrument I was to use.  
It is the bloody business which [informs](http://www.shakespeare-online.com/plays/macbeth/soliloquies/informs.html)  
Thus to mine eyes. [Now o'er the one halfworld  
Sleeps](http://www.shakespeare-online.com/plays/macbeth/soliloquies/dead.html), and wicked dreams abuse  
*A bell rings*  
I go, and it is done; the bell invites me.   
Line 15: Hear it not, Duncan; for it is a knell   
That summons thee to heaven or to hell.

Now go to <https://myshakespeare.com/macbeth/act-2-scene-1> at the QR code below to read the entire scene and confirm or amend your vocabulary narrative. Make amendments to your narrative in a different colored writing utensil AFTER consulting this website.



1. The dagger in line 1 is a real, literal knife.
   1. True, Macbeth eventually picks it up
   2. True, but Macbeth is afraid of it and never touches it.
   3. False, the knife belongs to “thee”
   4. False, it is a figment of his imagination and the actual, real dagger in line 8
2. At the end of the speech, Macbeth decides to…
   1. Sleep and let wicked dreams abuse
   2. Go over the one halfworld
   3. Go confront Duncan, probably to kill him
   4. To give the dagger to Duncan as a gift
3. In this speech, all of the following literary devices are shown EXCEPT
   1. Soliloquy
   2. Symbolism/Metaphor
   3. Irony
   4. Rhetorical questioning
4. *A bell rings* is in italics because…
   1. It is stage directions, not something an actor says
   2. It is a major point of emphasis in the text
   3. Macbeth says it to Duncan
   4. Macbeth says it in his mind
5. When the author used the word *clutch* in line 2, he most likely meant…
   1. Spin
   2. Thrust
   3. Encounter
   4. Grab
6. When the author used the word *palpable* in line 7, he most likely meant…
   1. Tasty
   2. Angry
   3. Physical
   4. Mental
7. When the author used the word *knell* in line 15, he most likely meant…
   1. Question
   2. Bell sound
   3. Answer
   4. Dagger
8. The audience can logically infer that…
   1. Macbeth is having trouble making a decision through most of this speech
   2. Macbeth is torn between killing Duncan and killing himself
   3. Macbeth is unsure if he himself will go to heaven or hell
   4. Macbeth’s owns multiple physical, real daggers
9. The audience can logically infer that the bell ringing…
   1. Is heard by the audience members
   2. Was caused by Macbeth
   3. Was caused by Duncan
   4. Is the catalyst for Macbeth finally deciding what to do
10. Thematically, just in this speech, Shakespeare must be trying to show his audience that…
    1. Using metaphors to make decisions is helpful
    2. Daggers are dangerous
    3. Relying on fate is one way to make decisions
    4. Sleep is comprised of wicked dreams

**Now review the correct answers below. Score yourself. Pay attention to each question type. Then, write a narrative about your performance in the space below. Be sure to add a commentary about how your talking to the text notes did or did not assist your learning. Seesaw this narrative to log a record of your learning.**

1. D-Comprehension
2. C-Comprehension
3. C-Author’s Craft
4. A-Author’s Craft
5. D-Vocab
6. C-Vocab
7. B-Vocab
8. A-Infer
9. D-Infer
10. C-Theme

Now, analyze the ways that the author uses specific writing techniques to convey meaning. In other words, what methods does Shakespeare use to present his message? First, determine Shakespeare’s intent, his message, his claim in this soliloquy. Then, identify the most effective author’s craft technique he used to exude this message. Then, write your topic sentence of the paragraph that will answer this question nd show Mr. Foster.

|  |  |  |
| --- | --- | --- |
| **Did I accomplish the purpose of this writing task? (Analysis of how examples prove claim)** | | |
| **Mastery Criteria**  -All Proficient Criteria  -Multiple pieces of specific, verbatim evidence help prove claim  -Author 🡺 Text 🡺 Reader path is clear  -Reader can’t ask, “But how?” | **Proficient Criteria**  -Several text details work to prove the claim  -At least 1 piece of text evidence is a direct quote  -Several sentences explicitly explain how the examples prove the claim to be true | **Feedback:** |
|  | | |
| **Did I use effective writing mechanics? Did any of my errors distract from meaning?** | | |
| **Mastery Criteria**  -All Proficient Criteria  -Mature use of advanced grammatical conventions like colon, semi-colon and dash  -The reader is convinced the author has a firm control of grade level, and beyond grade level, mechanics | **Proficient Criteria**  -Few if any grammatical errors distract from meaning  -Comma rules we have discussed in class are followed  -No comma splices  -Titles are punctuated correctly  -“Person” & verb tense agreement are consistent | **Feedback:** |
|  | | |
| **Did I write artistically and engage the reader with strong diction and syntax?** | | |
| **Mastery Criteria**  -All Proficient Criteria  -Current vocabulary words are used effectively  -Complex & Compound Sentences are used effectively | **Proficient Criteria**  -No vague words: good, bad, nice, happy, sad, thing, a lot, stuff  -No informal, slang language  -Very few sentences are structured the same | **Feedback:** |
| Reflect about your learning for this task. How did you learn? What did you learn? How can you use these skills in your “real life”? | | |

After consulting with Mr. Foster about your topic sentence, review the rubric below and finish writing your paragraph on the back of this page. Circle rubric criteria you are certain you accomplished when you finish.

Talk to the text answers

1. Line 7-8 “As this that I draw now” Line 13-14 “I go and it is done”
2. Line 2, 4, and 6 = rhetorical questions
3. Vocabulary analysis

2.1 Example:

The **prominent** author used a **captivating** soliloquy to show the idea that, “One should contemplate important decisions before making them.” In act II, scene i of *Macbeth*, Shakespeare had Macbeth contemplate killing Duncan in a soliloquy-a soliloquy dripping with rhetorical questions. Since a play does not have written dialogue, only spoken, this **effective** technique makes the character’s **internal** thoughts clear to the audience. While novels have an **omniscient** narrator that can explain a character’s **contemplative** thoughts, plays use asides and soliloquies to make this metacognition happen. In this soliloquy, Macbeth gives many **rational** reasons that justify his motivations for making this decision. He does not rush into the serious decision to kill Duncan quickly; he provides an entire speech **meaningfully** weighing the pros and cons of the act. At the end of this **thoughtful** speech, after the knelling of the **ominous** bell in the stage directions, the audience can **logically** infer that Macbeth decided to kill Duncan. Without this soliloquy, the audience would believe that Shakespeare thinks it is wise to rush into serious decisions. However, this soliloquy, rich with Macbeth’s contemplation about what to do, demonstrates to the audience that “One should contemplate important decisions before making them.”

1. What do the bold words all have in common? What learning target do these examples help augment?
2. What do the underline sentences DO? What is their function? What learning target do they augment?
3. What do the red items demonstrate? What learning target do they augment?

Answers:

1. They are descriptors-some adjectives, some adverbs….Style, specifically diction. I also used soliloquy, aside and justify which are our vocab words
2. Analysis sentences…Purpose
3. They are advanced mechanics practice…Mechanics.

**Sample SAT Grammar Warm-up**

**Thursday**

However, (1) they’re are reasons why pay phones are preferable to modern wireless technology. First of all, cell phones are not always dependable. (2) For example, in 2003, when New York and all northeastern states experienced a widespread blackout, cell phones were largely out of service. In that situation, pay phones were the only option for people who needed to call home. Also, while an estimated six out of ten Americans own a cell phone, there are still plenty who do not. Many people feel the wireless device is too inconsistent to be a staple of personal communication. (3)

1) a. NO CHANGE b. there c. it’s d. usage of cellphones in modern society over the use of pay phones is

2) f. NO CHANGE g. On the other hand, h. As a result, i. Finally,

3) Which of the following phrases best states the relationship between the first sentence in this Thursday paragraph and the remainder of the Thursday paragraph?

a. Statement and supporting evidence b. Argument and digression c. Point and counterpoint d. Explanation and instruction

**Sample of formative Vocabulary Practice**

In Beowulf, the spirit of resentful violence has been operating for twelve years. Here’s how the poet describes Grendel’s reign and the king’s sorrow.

So Grendel ruled in **defiance** of what is right,   
one against all, until the greatest house  
in the world stood empty, a deserted wallstead.  
For twelve winters, seasons of woe,  
the lord of the Shieldings suffered under  
his load of sorrow; and so, before long,  
the news was known over the whole world.  
Sad lays were sung about the beset king,  
the vicious raids and ravages of Grendel,  
his long and unrelenting feud,  
nothing but war…All were endangered, young and old  
were hunted down by that dark death-shadow  
who lurked and swooped in the long nights  
on the misty moors; nobody knows  
where these **reavers** from hell roam on their errands.

In his remarks last June after the Charleston shooting, Obama spoke of his “deep sorrow,” and of “the heartbreak, and the sadness, and the anger.” The poet says that “these were hard times, heartbreaking for the prince of the **Shieldings**.”

None of us knows when and where the next **reaver** of hell will strike. We only know that he will.

1. When the author used the word **defiance**, she most likely meant…
   1. obedience b. righteous c. disregard d. defile
2. When the author used the word **reavers**, she most likely meant…
   1. moors b. evil-doers c. sympathizers d. heroes
3. When the author used the word **Shieldings**, she most likely meant…
   1. Geats b. Hrothgardians c. Grendels d. Beowulfs

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| --- | --- | --- | --- | --- |
| The questions below all address the Learning Target “Determine unknown **vocabulary** in a text” | | | | |
| Number | My best answer | Right: no mark, Wrong: X | Confidence 1-10  10 = best | New word from the text with definition and part of speech |
| 1 |  |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 4.0 = 8 correct &  **new word** correct | 3.0 = 6-8 correct &  **new word** correct | 2.0 = 5 or less correct  **& new word** correct | 1.0 = Any correct &  misguided **new word** | .5 = At least 1 correct  and **no new word** |

**Vocabulary Summative Assessment**

Learner Name:

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

We know that *synthesize* (one of the words we practiced together) 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. Is a narrative about your journey in this class so far.
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 both items above, fill in all remaining boxes of your vocabulary sheet, staple it to this page, and turn it in.**

**Reader’s Workshop Documents**

Reading log for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ book and is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pages total. It was published in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(genre) (total) (year)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Pages read** | **Time read** | **Location read** |
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Now that I am finished, I know this is a book where the following happens:

The theme (universal life lesson “taught by the author”) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

The author primarily made this theme clear through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(figurative language, author’s craft, authorship elements)

Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My classmates **would/would not** enjoy this book. I **recommend/don’t recommend** others read this book because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(circle one) (circle one)

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

**Reader’s Workshop Guide**

**While I read, what will the teacher ask me?**

Teacher will ask “What are you working on while you are reading?” and “How are you reading?” and “What are your struggles/successes?” He/she will coach you through struggles and help push you further in your successes. He/she will record pertinent thoughts from this conversation in your “Reader’s Workshop Conference” form to give you a focus for reading. You are encouraged to add notes about your reading process on this form as well.

**After I read, what kinds of things should I write in my notebook?**

1. Just a reaction to what you read. This involves feelings and personal opinions.
2. What was said? Literal plot events that were confusing and that you understood. This involves retelling and highlighting facts, main ideas, details, and abstract ideas **while citing text evidence.**
3. How was it said? What tricks did the author use to tell the story? How was the focus of the workshop (characterization, conflict, setting, etc.) shown in what you read? This involves recognizing author’s craft tools **while citing text evidence.**
4. Why was it said? What might the author’s theme or purpose be and how is he/she making it happen? This involves discussing the path from the author’s intent to the words on the page to the reader’s brain **while citing text evidence**.
5. Vocabulary practice. This involves citing confusing words and how you used context clues, word parts, and parts of speech (not Googling) to figure the word out AND THEN confirmation of your hypothesis with a resource: dictionary, Google, teacher, etc.
6. Connections you made to other texts you have read or seen, to non-English things you have learned, and to your personal life

**After I write in my notebook, what kinds of things should I discuss with my group?**

Ideally, you just discuss what you read and what you wrote about. However, if you want a more specific guide for your conversation, talk about what your reading process like you did with the teacher, what you noticed, what you wonder, and “so what”?

1. Reading process and progress: How are you reading? How focused are you? How does the physical environment you are in help or hinder your reading? Is your book too challenging or easy?
2. Notice: What was said? How was it said? Why was it said? Vocabulary challenges. Connections made.
3. Wonder: Questions you had while reading, questions for the group to push their noticing, questions for teacher, questions for author, etc.
4. So what: What does this have to do with my life? Why are we reading this? How is this reader’s workshop process helping or hindering your reading process?

**Can I take my book home and read outside of class?**

Absolutely! Just be mindful not to “spoil” plot events in your group that you may have read but that they did not read yet. Also, remember to bring your book back to class every day.

**What do I do when I am done reading my book?**

Read the article found on the QR code, pick a project, see the student examples, review the reading Learning Targets, complete the project, present it to the class and/or show the teacher.

