“Shoot Elephant” Answer Sheet Name:

Text Evidence:

1. Why shoot?
2. Alternative:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | **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**. |

Author’s Craft

1. Tone:
2. Tone:
3. Shift:
4. Literary Device:
5. Hyperbole:
6. (A) and (B):
7. Syntax

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | **4.0** | **3.0** | **2.0** | **1.0** |
| Analyze Author’s Craft | **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.** |

Text as a whole

1. Conflict:
2. Do nothing:
3. Fill in blank:
4. Theme criticism:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | **4.0** | **3.0** | **2.0** | **1.0** |
| Evaluate Text as a Whole | **I can** make a text’s universality, effectiveness and/or theme **abundantly clear**. I can make **mature, unpredictable connections** between the text as a whole and the world around me | **I can** make a text’s universality, effectiveness and/or theme **appropriately clear**. I can make **logical, consistent connections** between the text as a whole and the world around me. | **I can** make a text’s universality, effectiveness and/or theme **clear**. I can make **basic, accurate connections** between the text as a whole and the world around me. | **I struggle to** make a text’s universality, effectiveness and/or theme **clear**. I struggle to make **connections** between the text as a whole and the world around me that are helpful and/or accurate. |

­**SUPPLANT**

Circle which part of speech the unknown word is and answer the questions that correspond to that part of speech.

* 1. Verb = What action is it performing? Who/what is performing this action? What is receiving the action of this verb?
  2. Noun = Is it singular or plural? Is it a common or proper noun? Is it concrete or abstract? What words describe this noun from the sentence?
  3. Adjective = What noun is it describing? What another adjectives describe this same noun?
  4. Adverb = Does it end in “-ly”? What action verb is it describing?

**GARISH**

Circle which part of speech the unknown word is and answer the questions that correspond to that part of speech.

1. Verb = What action is it performing? Who/what is performing this action? What is receiving the action of this verb?
2. Noun = Is it singular or plural? Is it a common or proper noun? Is it concrete or abstract? What words describe this noun from the sentence?
3. Adjective = What noun is it describing? What another adjectives describe this same noun?
4. Adverb = Does it end in “-ly”? What action verb is it describing?

**FUTILITY**

1. Does it have a prefix? What is the prefix? What does that prefix mean?
2. Does it have a suffix? What is the suffix? What does that suffix mean for the word?
3. Does the root word look like a word that I already know? Consider Greek/Latin affixes. What does the core mean?

**SQUALID**

Here is the sentence that the word was in:

Using the word’s environment, my best guess is that the word means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BECAUSE

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

**SENILITY**

1. Does it have a prefix? What is the prefix? What does that prefix mean?
2. Does it have a suffix? What is the suffix? What does that suffix mean for the word?
3. Does the root word look like a word that I already know? Consider Greek/Latin affixes. What does the core mean?

**MUST**

Here is the sentence(s) that the word was in:

Using the word’s environment, my best guess is that the word means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BECAUSE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List of the five words (each with a three word definition) that I learned:

1)

2)

3)

4)

5)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | **4.0** | **3.0** | **2.0** | **1.0** |
| **Determine meaning of**  **unknown words** using  context clues, word  parts & parts of speech. | **I can insightfully**  **explain all examples**  of unfamiliar words  **accurately** | **I can plainly explain**  **several examples** of  unfamiliar words  **relatively** **accurately** | **I can mention some**  **examples** of  unfamiliar words  **somewhat** **accurately** | **I can partially identify**  **a few examples** of  unfamiliar words  with **some inaccuracies** |

Meaningful, insightful, mature, colloquial reflection about this assignment, process and text: