**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 tiger paw bullet points. 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 **comprehend** the main ideas and details of the text’s plot. *4.0 = Plot details that are not explicit in the text are included: character’s apparel, props used, time of day, etc.*
* **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 text evidence. *4.0 = Inferences are not basic; they are abundant and mature and require more than one “level” of inference, such as “Gertrude was pacing because she was nervous, because she was thinking Hamlet knew Claudius killed Hamlet Sr. because she was in on it the whole time.”*
* **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 **style** of the character. *4.0 = text words from the character (and other characters) are blended effortlessly.*
* **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. *4.0 = This is done digitally in a format that is appropriate for the task: weebly, blogger, etc.*
* **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 perseverance-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** |
| **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.** |
| Make **inferences** while reading fiction & nonfiction | **I can** insightfully  make inferences  from text evidence accurately beyond expectations. | **I can** plainly make  inferences from text  evidence relatively  accurately &  consistently. | **I can**  make some  inferences from text  evidence somewhat  accurately & somewhat  consistently. | **I struggle to** make  inferences. I make  inferences with some  inaccuracies **& need teacher**  **assistance** to do so. |
| **Style =** Did I express my ideas artistically? Did I use clear, precise **diction** & mature, varied **syntax?** | **I can** useartistic &  accurate authorship:  specific, mature word  choice & syntax. | **I can** usesatisfactory &  consistent authorship by  using specific words &  syntax. | **I can only** use  inconsistent authorship:  vague words and basic, predictable syntax. | **I can only** usepoor  authorship: inaccurate,  immature, weakwords &  syntax. **I need teacher help.** |
| **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.** |
| **Citizenship Evidence:** |  | | | |

**Hint:** While “watching” the play, record literal plot events and probably “out of plot” events for your character. Also, see the examples at armadafoster.weebly.com 🡺 English 11B 🡺 MAAN