

Tuesday, 04-14-15

11th Grade American Literature & Composition B.

Bell Ringer: Tuesday, 04-14-15

None today

Upcoming/Important Dates:

- Expect pop quizzes over *The Great Gatsby*!

Agenda: Tuesday, 04-14-15

Essential Question(s): What is "the American Dream"? Is it a reality or an illusion?

***Turn in your Student Course Request forms.**

- Discuss *The Great Gatsby*.
- Fishbowl questions. . .
- Begin discussing EOC.
- Friday's assignment: Write a [full page] journal entry from either Daisy or Gatsby's perspective after reading Chapter 5. Describe the setting, thoughts, feelings, doubts, dialogues, interactions, nuances, regrets etc. of their first encounter after five years of separation.
- **Narrative Practice 2: Rewrite this from the other character's perspective.**
- Work on reading guides and your quote projects.

End of Course Milestone (EOC)

- **selected response** (AKA multiple choice)
- **constructed response** (Partial credit may be awarded.)
- For American Literature and Composition, the student will respond to a **narrative prompt based on a passage the student has read**, and the response will be scored according to the Writing/Language domain. Partial credit may be awarded.
- An **extended constructed-response** item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than a two-point constructed-response item does.
- The **extended writing-response** items require the student to **produce an argument or develop an informative or explanatory response**.

End of Course Milestone

EXAMPLE NARRATIVE (STORY) PROMPT:

Explain what makes the relationship between Claude and Ralph complicated. Support your answer with details from the text.

Willa Cather wrote the story using third person point of view. How would the excerpt be different if Ralph were narrating? *Rewrite the beginning of the story from Ralph's perspective.*

Genre: Narrative (story)

EXEMPLARY: The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.

- Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters
- Creates a smooth progression of events
- Effectively uses multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters
 - Uses a variety of techniques consistently to sequence events that build on one another
 - Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events
- Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively
- Has very few or no errors in usage and/or conventions that interfere with meaning

Narrative:

- Situation/conflict
- Character development
- Chronological order
- dialogue/description
- transitions
- grammatically correct
- solid conclusion
- realistic and can't contradict the story