

# English Language Arts

## Resource Guide

### PART II.B

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**NOTE:** This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: English Language Arts Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

Evaluating *The Novel*

ELA

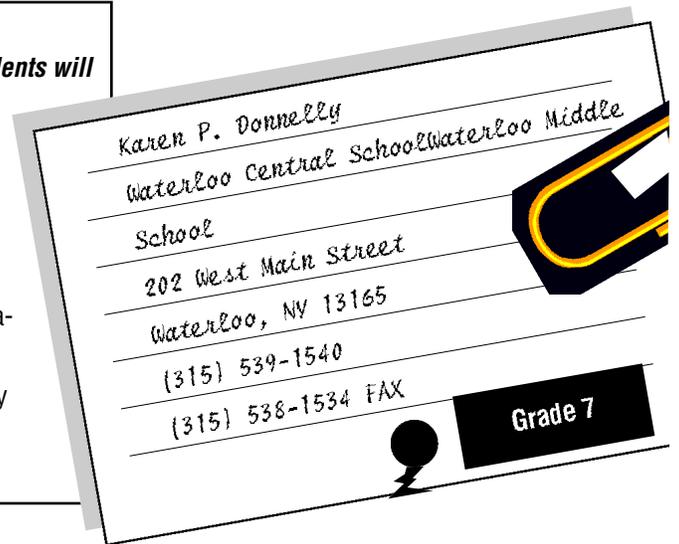
2

**LISTENING AND READING – students will**

- ▲ read/view texts and performances

**SPEAKING AND WRITING – students will**

- ▲ present responses to/interpretations of literature
- ▲ use standard English effectively



I use the following learning experience as an introduction to how we will approach our study of novels.

I do this early in the year to introduce my students to expectations and standards for all formal responses to the study of a novel.

I want them to learn to support all that they say about a piece with details from the work and the importance of taking notes to prepare for a given written assignment.

Students:

- master the listed spelling-vocabulary words taken from the novel.
- take notes, collecting data needed for their essay responses.
- synthesize the notes into a well organized essays.
- follow the rules for sentencing and punctuation.

**I show the students how to use double entry journals—a technique I learned at one of the May writing conferences that used to be held in Albany each year.**

The first novel we study is *Call of the Wild*, by Jack London.

The project is teacher directed to show helpful techniques and expectations for all work of this kind for the school year.

Students receive a unit packet that outlines the expectations for the assignment and provides students with the essay questions they will be required to answer. Rubrics for these exercises are provided on the day they do the writing in class.

# The Call of the Wild by Jack London English 7—Mrs. Donnelly

## Course Outcomes: Students will:

- read and note London's style as he introduces the various dogs in the novel.
- use this writing style in a composition of their own.
- learn to use double entry journals to take notes as they read in preparation for an essay on the novel.
- synthesize the information in their notes to write an essay that shows a character's conflict with and adaptation to his environment.
- write an essay that shows what they believe to be the most significant events in the story with their supporting arguments.

## Unit Outcomes: Students will:

- learn how to use double entry journals to keep notes on Buck's ability to adapt to his environment.
- write a composition in which, like Jack London, they name one of the dogs in the team, describe his character and describe an event from the story that reveals this trait. They will describe a person they know with the same trait and support what they say with details of an event in which this person exhibited this same trait.
- write an essay that shows the various ways Buck learns to adapt to his environment—personal experience, vicarious experience, observation, trial and error, etc.
- write choosing the high point and low point of the story and explain the reasons for their choices

## Enabling Exercises: in notebook— Students will:

- maintain a list of dogs on the team and their various character traits.
- learn to use double entry journals to record Buck's various learning experiences and what he is taught in each.

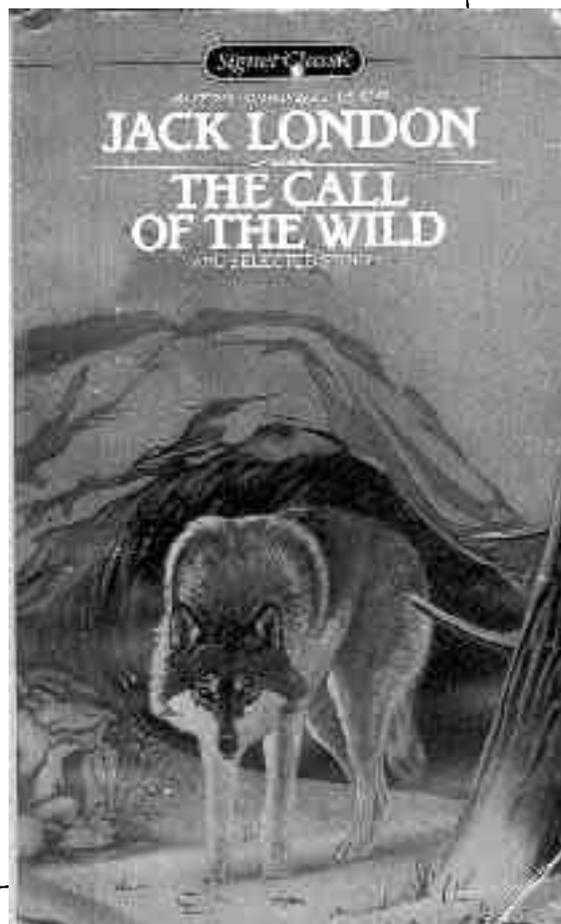
## Vocabulary: Students will:

- learn the meanings of key words in the story. A spelling-vocabulary test will be given each week on these words.

## Predicting: Students must:

- sort out what they would like to happen from the realities of London's story. Therefore, they will make predictions at the beginning of each chapter based on the book and chapter titles.

*I will check your notes regularly to be sure you are collecting the required data.  
Your notes must be complete before you attempt to answer the essay questions.*



First, students are given the unit packet for this assignment which provides them with the essay questions and vocabulary/spelling lists which they are responsible for in the study of this novel. I encourage them to read for the information that they will need to answer the essay questions and give them note taking techniques that they should find helpful.

**STUDENTS:**

- list, in their notes, the various information asked for in the essay questions, and we work on these daily as we progress through the novel.
- synthesize the information into their essays following the directions in the rubric regarding introduction, content, conclusion and mechanics.
- are given two days class time to write the rough and final drafts of these essays, coming to me for help if they have any questions as they work.
- are directed to use the opening statement on the rubrics as the opening statement in their introductions.

The resource room teacher writes the notes on the board as the students respond to my questions. She will also have a copy of the notes so that students who are unable to work fast enough to take down the information during the class discussion will have them to refer to in the resource room later. One of us checks the rough drafts of students whose Individualized Education Plan (IEP) indicates that spelling does not count. We correct spelling errors which we expect them to copy correctly in the final draft. These students usually require extra time to complete assignments, and the resource room teacher monitors their progress outside of English class.

Students are able to work in my classroom and in the resource room if they had learning problems that affected their ability to complete this assignment.

**Bucks Lesson**

Lesson in survival	Event
Don't attack man with a club	Buck was bruised and bloody because he was hit with a club every time he attacked a man holding a club and saw one dog beaten to death because he kept attacking man with a club
When in a fight don't land on Buck	Curly went over to a dog to make friend the dog attacked her the two dogs fight then when curly lands on back the dogs jump on her and kill her
Pull a sled	Francis whip him when in error dave rips his hindquarters, spitz growls at him when he got his shoulder pushed to the bone Elmer up and down.
Don't approach sleds' blind side	dig a hole and sleep in snow
To sleep in snow <del>dig a hole</del>	eat fast
steal	other dogs would steal your food seeing pike steal bacon.



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## Assessment

*Conferring* with students as they work allows the teacher to monitor their progress, especially their grasp of the directive, “support what you say with accurate details.”

*Synthesizing* the notes into an organized essay is a challenge for some, and one-on-one help is sometimes necessary for students to grasp the skill. I keep referring students to the directives given in the rubric to keep them on task. I also expect them to refer to their notes. If they didn't take the notes or wrote them illegibly or lost them, they quickly see problems to be avoided in the future.

It usually takes three weeks to read this particular novel and write the essays, but the length of the novel and the number of responses required will affect the number of weeks needed to cover the work in class.

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### Key Elements:

1. The skill of taking notes on the key points needed to respond to a given written assignment is one that will be required in many courses and in the Regents exam.
2. The skill of synthesizing notes into a well organized essay is one that will be required in many courses and in the Regents exam. The resource room teacher has said that when her students are working on essays for their other subjects and they get stuck, she says, “Pretend you are in Mrs. Donnelly’s class.” Alight goes on in their heads, the connection is made, and they proceed with their work.
3. Modeling the format for notes, giving students help as they work, giving them extra time to complete the assignment, gives everyone the opportunity to do well and master the various skills in the lesson.
4. The double entry journal format is one that they can apply in other classes where supporting data is needed on a topic studied.

Name \_\_\_\_\_

**The Call of the Wild**

Due date \_\_\_\_\_

**Composition:** Jack London makes the dogs in his novel, Call of the Wild, seem almost human as he describes the character and behavior of each one.

Choose one of the dogs that Buck has met since his arrival in Alaska. Describe the dog's character trait and an event in which this trait is revealed, just as London does throughout the story.

Next, name a person you know with the same kind of character trait, and describe an event in which this person exhibited this personality trait.

**Rubric:**

A "90" or better paper will have the following:

- an introduction that clearly states the purpose of your composition and includes the title and author of the book
- specific and precise details that fulfill the task directives with events that show the close parallel between man and dog
- correct paragraphing of information
- a variety of error-free sentences
- correct spelling, especially of key words from the novel
- a conclusion that summarizes the main purpose of the composition.

An "80" or better paper will have the following:

- an introduction that states the purpose of the essay and includes the title and author of the book
- specific details that fulfill the task directives with events that showsome parallel between man and dog
- correct paragraphing of information
- a variety of sentences
- correct spelling of most words, especially key words from the novel
- a conclusion that summarizes the main point

check

Introduction

Relevant details

Paragraphing

Sentencing

Spelling

Conclusion

Jack London makes the dogs in his novel, Call of the Wild, ~~are~~ like humans as he describes the character ~~of them~~ and behavior of each. In this essay I will tell you how one of the dogs in the story is like someone I know.

Hard working, tough, and strong Sol-leks is these. Whenever he works, he does it the hardest and gives it his best.

In the story Dave and Sol-leks pulled the sled with all their strength "the pride that laid hold of them at break of camp forming from sour and sullen brutes into straining, eager, ambitious creatures; the pride spurred them all day."

I think that Sol-leks remind me of my mom. My mom works very hard at home. She cleans, types, and goes and get groceries.

Believe me, my mom is a very hard worker just like Sol-leks. Plus, I think my mom is the best mom that ever walked the whole world.

By Tim O'Neill

Tim's mom

saw this posted

in the hall at

open house and

was very touched

by it.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Call of the Wild by Jack London**

**Buck has had many different kinds of experiences since Manuel kidnapped him from his home at Judge Miller's place. In an essay tell what you believe to be the happiest and saddest moments in Buck's life in the North. Give reasons to support the choices that you make.**

**Be sure to explain your reasons for your choices.**

**Rubric:**

- A "90" or better paper will have the following:**
- an introduction that clearly states the purpose of your composition and includes the title and author of the book
  - specific and precise details that fulfill the task directives with events that describe the happiest and saddest moments in the story and the reasons for your choices
  - correct paragraphing of information
  - a variety of error-free sentences
  - correct spelling, especially of key words from the novel
  - a conclusion that summarizes the main purpose of the composition.

- An "80" or better paper will have the following:**
- an introduction that states the purpose of the essay and includes the title and author of the book
  - specific details that fulfill the task directives with events that show the happiest and saddest moments in the story
  - correct paragraphing of information
  - a variety of sentences
  - correct spelling of most words, especially key words from the novel
  - a conclusion that summarizes the main point

**check**

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**Introduction**

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**Relevant details**

---

**Paragraphing**

---

**Sentencing**

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**Spelling**

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**Conclusion**

# Politics and The Natural World: THE TOWN MEETING

**ELA**  
**1**

**LISTENING & READING – students will**

- ▲ interpret/analyze complex informational texts
- ▲ synthesize information from diverse sources
- ▲ make distinctions about relative value
- ▲ make perceptive/well developed connections

**SPEAKING AND WRITING – students will**

- ▲ write/present research report
- ▲ present controlling idea
- ▲ revise/improve early drafts
- ▲ use standard English skillfully

**ELA**  
**3**

**LISTENING & READING – students will**

- ▲ analyze, interpret/evaluate
- ▲ make precise determinations

**SPEAKING AND WRITING – students will**

- ▲ present orally/in writing well-developed analyses of issues
- ▲ make effective use of details
- ▲ monitor/adjust to have greatest influence
- ▲ use standard English

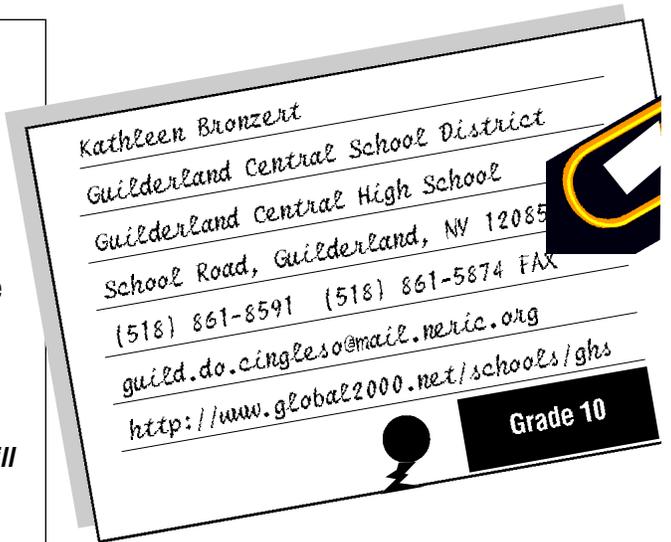
**ELA**  
**4**

**LISTENING & SPEAKING – students will**

- ▲ engage in conversations/discussions
- ▲ express thoughts/views clearly

**READING & WRITING – students will**

- ▲ make effective use of language to connect



The *Politics and The Natural World* activities presented here seek to help students make connections between environmental issues and their own lives. From these activities, students develop an awareness of the number of factors which play a role each time people act to change the natural environment. For the science component students learned what specific factors were involved for our particular project, and they learned the political process involved with the proposed change. For the English component, students demonstrated the ability to communicate scientific concepts to a general audience

Learning experiences like the Politics activities support student progress because they require students to use many standards. It is sound classroom practice because, in this case, the three standards allowed for the smooth integration of two vastly different academic disciplines, enabling students to learn material which was used in hands-on activities, and increasing knowledge about reading, writing, listening and speaking in the natural world.

## Issues in Common

What can we do?

OR Build.

1. Stewarts will give land. (Nature trails)
3. No clear cutting
4. Move further down street
5. Move it back.
6. Use wood from trees.
7. Involve neighborhood in design
8. Involve students in building

## The Agreement

through writing and speaking. In addition, they gained exposure to "real documents" (i.e., environmental impact statements), and an understanding local politics.

In order to be successful with this learning experience, students need to demonstrate an understanding of the numerous scientific and political factors which affect development of the natural environment. They must be able to look critically at a problem, determine possible solutions. They must be able to formulate and support a controversial position through writing and speaking. They must be aware of and understand the political process in developing the natural environment.

Students can't study the natural world unless they periodically "get out in it," rather than learning about it solely in the artificial environment of the classroom. Therefore, several times prior to beginning the *Politics* unit, students have been on plot visits, conducted experiments there, mapped the plot and written journal entries.

At the start of the series of *Politics* learning experiences, teachers introduce an artificial scenario of proposed development on the plot. Students were told that the Stewart's Corporation wanted to build a convenience store on the plot. The convenience store was proposed as a typical Stewart's convenience store, with a parking lot, but no gas pumps.

### Nature Studies/English 10S Integrated Course

Welcome to one of GCHS's newest integrated courses! You are no part of a learning community which brings together science and English the very first time -- and which invites school-level students to participate in the high school's integrated program as never before! In this double-period class you will learn facts and concepts about the natural world, about gardening. At the same time, you will be reading and writing about the natural world. As you develop and enhance your science skills you will also be developing and enhancing your writing and reading skills. If you always liked science more than English (or vice versa!), this course might just help you see the other in a new light -- as you learn about both at the same time!

#### GOALS

You will be able to:

- make connections between course material and your life.
- use language to communicate new concepts and information.
- use writing to make sense of the world, and enhance your thinking about the world.
- understand the interconnectedness of things in the natural world.
- use "stories" to develop an understanding of broad perspectives on the natural world.

#### UNITS

1. Perspectives on the Natural World -- How Cultural Groups Make Sense of Nature
2. Experiments & Essays -- How Scientists & Nature Writers Make Meaning of the World
3. Politics and the Natural World -- How Politics (International & Local) Plays a Role
4. Reality -- Housing: Building Poems and Shelters
5. Adaptations -- Gardens & Survival
6. Earth's Forces -- Geologic Processes & Their Influence on Us
7. Harmony -- Bringing It Together: Science/English Connections

The *Politics* unit is a challenging one, especially for diverse students. The material is technical and sophisticated and calls for the use of complex thinking and reasoning skills.

## The Form

Students were then introduced to the local political process for land development when they were presented with the New York State Full Environmental Assessment Form (FEAF). As a class, teachers guided students through the basic, informational sections of the beginning the form—filling out basic site and project information. Students were then grouped according to sections of the form (impact on land, impact on water), given resources to research one section, and fill in one section. Teachers assisted in the research process—though there were many questions students could not find answers for and/or fill in.

*The completion process of the form was sometimes tedious, as the form, in parts, seemed overly complex and repetitive.*

**Part 2—PROJECT INFORMATION**

**General Information (Read Carefully)**

- In completing the form the reviewer should be reasonable. The reviewer is not expected to identify that an impact will be potentially large. Any large impact must be evaluated in PART 3.
- The Examples provided are to assist the reviewer in identifying that would trigger a response in for most situations. But, for any specific situation for a Potential Large Impact response, the reviewer should consider the importance of the impacts of each project, on each site.
- The impacts of each project, on each site, have been offered as guidance. They do not constitute an assessment of the importance of the impacts.
- The number of examples per question does not indicate the importance or cumulative effects.
- In identifying impacts, consider long term, short term and cumulative effects.

**Instructions (Read carefully)**

- Answer each of the 19 questions in PART 2. Answer Yes if there will be any impact.
- Maybe answers should be considered as Yes answers.
- If answering Yes to a question then check the appropriate box (column 1 or 2) to indicate the potential size of the impact. If impact threshold equals or exceeds any example provided, check column 2. If impact will occur but threshold is lower than example, check column 1.
- If reviewer has doubt about size of the impact then consider the impact as potentially large and proceed to PART 3.
- If a potentially large impact checked in column 2 can be mitigated by change(s) in the project to a small to moderate impact, also check the Yes box in column 3. A No response indicates that such a reduction is not possible. This must be explained in Part 3.

**IMPACT ON LAND**

1. Will the proposed action result in a physical change to the project site?  NO  YES

- Any construction on slopes of 15% or greater, (1.5 foot rise per 100 foot of length), or where the general slopes in the project area exceed 10%.
- Construction on land where the depth to the water table is less than 3 feet.
- Construction of paved parking area for 1,000 or more vehicles.
- Construction on land where bedrock is exposed or generally within 3 feet of existing ground surface.
- Construction that will continue for more than 1 year or involve more than one phase or stage.
- Excavation for mining purposes that would remove more than 1,000 tons of natural material (i.e., rock or soil) per year.
- Construction or expansion of a sanitary landfill.
- Construction in a designated floodway.
- Other Impacts \_\_\_\_\_

2. Will there be an effect to any unique or unusual land forms found on the site? (i.e., cliffs, dunes, geological formations, etc.)  NO  YES

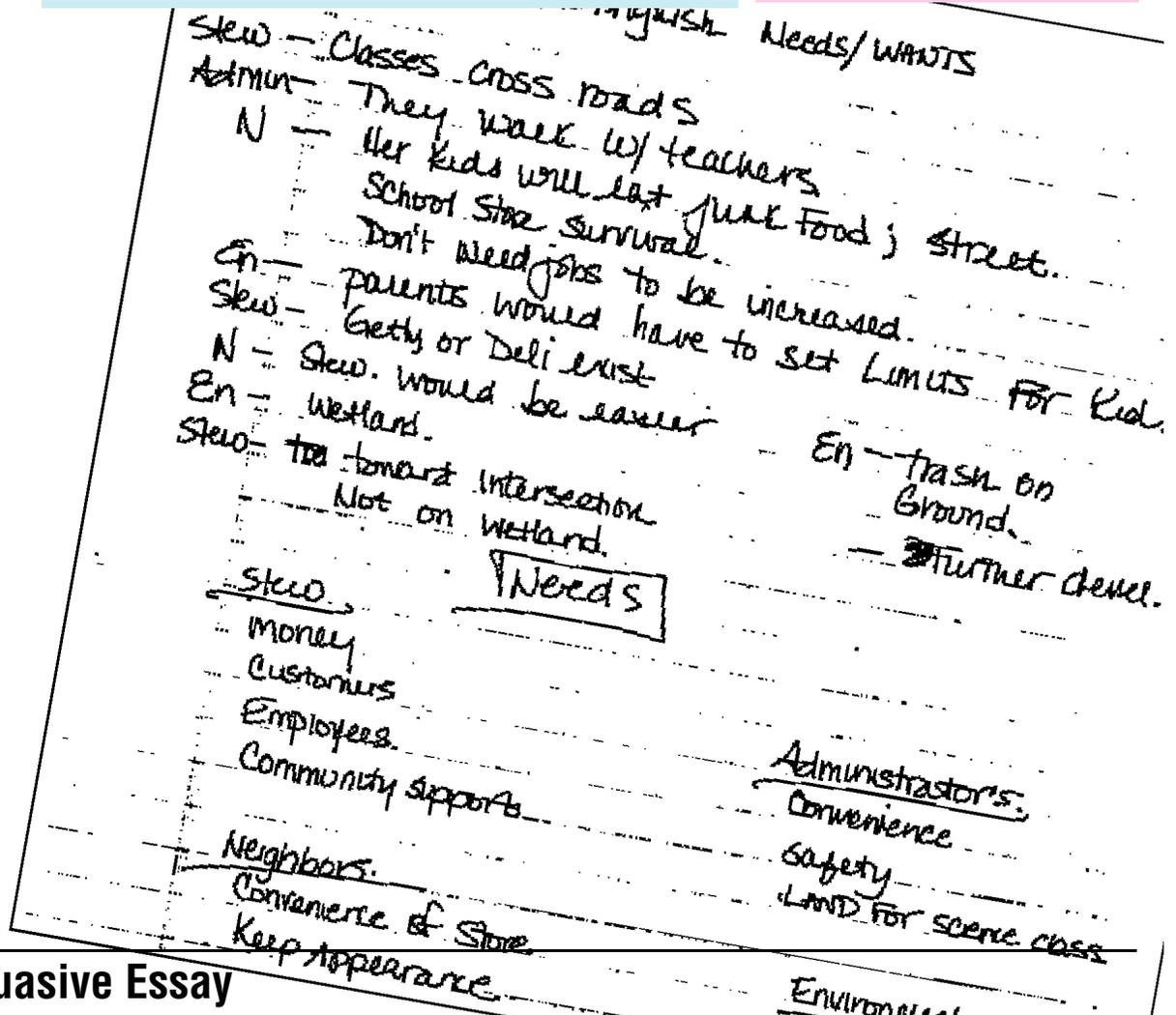
- Specific land forms: \_\_\_\_\_

1 Small to Moderate Impact	2 Potential Large Impact	3 Can Impact Be Mitigated By Project Change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

## The Terms

Once the level of complexity of the FEAF was clear to students, the teacher provided students with a handout of a list of terms and laws which needed to be defined prior to fully completing the FEAF. Students defined the terms, with the help of reference material and teacher assistance, and identified resources for information on legal questions. In addition, teachers arranged for an expert on local issues and impact statements from the Department of Environmental Control (DEC) to speak to the class about the general process, and answer specific questions related to our FEAF. Finally, students were able to complete group-assigned sections and present to the class. The class, pooled its knowledge to complete a full FEAF to the best of its ability.

Through the effort of the team, careful attention was given on a daily basis to make sure students stayed up to date and on task with assignments, and to ensure that students understood the material. This was difficult, especially in the face of absenteeism among students.



## The Persuasive Essay

Next, students were asked to write a persuasive essay about their own personal position on whether the Stewart's should be built. Teachers taught the persuasive essay format, showed students models of good persuasive essay and guided students through the writing process to final copies. Teachers then moderated a group share on the issue.

Some were more successful than others in incorporating technical scientific information into their persuasive arguments.

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## The Roles

Next the teachers got students set for a mock environmental mediation and Guilderland town meeting. They identified roles that students would take for these remaining steps of the project. Students signed up to play parts as: high school students, school administrators, corporate representatives of Stewart's, environmentalists (Nature Conservancy), homeowners (neighbors to the proposed Stewart's).

*Students faced a great challenge in stepping into a role, assuming a perspective and arguing from that point of view.*

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## The Mediation Process

Teachers introduced the concept of environmental mediation, and taught students about the format and goals of the process. With teacher guidance, groups of students brainstormed arguments that would fit with their assigned part. Next, a certified mediator from Saratoga Mediation conducted a double-period mediation with students, hoping to come to an agreement about the plot.

*No agreement was reached, though students were actively involved in the mediation process.*

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## The Mock Town Meeting

The last step in the process was for students to conduct a mock Guilderland Town Meeting to decide on the question of development of the plot. Teacher used videotapes to educate students about the process and format of town board meetings. They outlined the procedures with students. Students played largely the same roles as they did during the environmental mediation with the exception of several students who were assigned to play board members. Teachers then scheduled time in the high school's media center for rehearsal and videotaping of the mock town meeting. Students rehearsed, with teachers' and media director's guidance their town meeting; then they taped it. The students, much to their surprise, were then interviewed for the morning news by the student journalists who staff the media center. The tape of their interview, and highlights from the town meeting, were then broadcast to the school during the morning news.

*Fear of videotaping and the intimidation of the lights and cameras in the Media Center was a hurdle to be overcome.*

Follow up - Insights into process  
Insights into plots.

† Arguments For - Stewards

No. stores	
Lots of cars	
↳ 3 acre plot → 1 acre	
↳ 2 left	
Hanging wires	
Build septic system	
Power lines	
Slow down speed	
Neighbors - across street	
Noise	
used by classes	
Pretty trees	
teens	
Decrease home value	
CARS - Congestion	
Difficulty selling	
	<u>Administrators</u>
	NO Open Campus park
	- Jampton
	- Liability for injury
	- 2 spots to go
	- easier to get to
	- 2 roads cross
	(deli one road)
	w/ NO Light.
	- garbage @ school
	(Stewart's wrapper)
	- Lots of construction
	- Science classes
	go thru area
	(program)
	- working out well

† Students

Want to go to Stewards	(natural)	<u>Environmentalist</u>
Convenient		↳ done environmentally
work thru -		sound
Not far from school		- Give more to school
Supplies		(Arguments)

*The Politics and The Natural World activities provide students with a well-rounded and sophisticated learning experience. This learning experience connects with local interest and real-world activities. The variety of activities meet the needs of all learners by sequencing them and breaking large activities into small, manageable portions.*

# Assessment

Teachers used daily observations and periodic grades to document student progress. Daily observations were of group work and class discussion/work sessions, mediation participation. Grades included completion of the resource and vocabulary list, the FEAF, and the persuasive essay. Students participated in a peer review of persuasive essays prior to submitting final copies. The items on the peer review sheet served a dual purpose as an informal rubric for teachers to assess persuasive essays. The town meeting was graded by teachers, who reviewed the videotape, based on a rubric of requirements.

The interest of the Media Center student journalists in interviewing students about the town meeting supported the teachers assessment that students performed beyond expectations for an exciting project.

The presence of two teachers (one English and one science) and an aide helped make the complex nature of the integrated science/English subject matter of this unit a success!

Conference Sheet

English 10/Nature Studies  
Ms. Bronzert

Persuasive Essay Assignment

Author: \_\_\_\_\_  
Conference Partner: \_\_\_\_\_

1. Find the HOOK. Is it catchy? Does it make you want to read on? \_\_\_\_\_
2. Rewrite the HOOK to make it more interesting. Write it here: \_\_\_\_\_
3. What is the opinion the author takes in the essay? \_\_\_\_\_
4. Are there THREE reasons to back this opinion up? \_\_\_\_\_
5. Are these THREE reasons convincing? \_\_\_\_\_
6. Rate the author's use of scientific information on a scale of 1-10 (1 is weakest and 10 is strongest). \_\_\_\_\_
7. List the most convincing pieces of scientific information used by the author. \_\_\_\_\_

8. What does the a \_\_\_\_\_
9. What parts need \_\_\_\_\_
10. What is ON \_\_\_\_\_

English 10S/Nature Studies Bronzert/Seretan		Town Meeting
<u>Content</u>		
1. organization (plan not clear - strong plan)	1 2 3 4 5 6 7 8 9 10	
2. originality (dull/colorless - creative)	1 2 3 4 5 6 7 8 9 10	
3. preparation (inadequate - complete)	1 2 3 4 5 6 7 8 9 10	
4. understanding of issue (lacking - thorough)	1 2 3 4 5 6 7 8 9 10	
5. use of accurate scientific info (little reference - frequent use)	1 2 3 4 5 6 7 8 9 10	
6. supports arguments (no support - thoughtful support)	1 2 3 4 5 6 7 8 9 10	
<u>Delivery</u>		
7. a. poise		
b. audience contact/Involvement		
c. volume/rate/enunciation	1 2 3 4 5 6 7 8 9 10	

The unit was carefully scaffolded.

- Each activity built on the last, requiring students to demonstrate an understanding of course material and the ability to adapt and apply that material to given scenarios which were first analyzed.
- Guilderland Central High School was fortunate to have the community support of a local resident who gave permission for the class to use the wooded plot.
- The plot was familiar to students, and of interest, since it is part of the local community. (Other schools might face a greater challenge in identifying a similar undeveloped piece of land to use as an "environmental classroom" within walking distance, though a small piece of a school's property could be used.)

# Standards & Performance

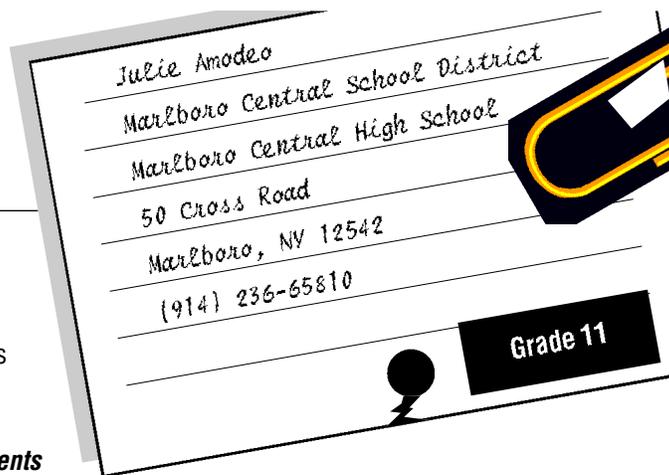
**ELA 2** **LISTENING AND READING – students will**  
 understand how multiple levels are conveyed

**SPEAKING AND WRITING – students will**

- ▲ present responses to/interpretations of works of recognized literary merit
- ▲ produce literary interpretations
- ▲ use standard English skillfully

**ELA 3** **LISTENING AND READING – students will**  
 ▲ analyze, interpret/evaluate  
 ▲ evaluate quality of the texts

**SPEAKING AND WRITING – students will**  
 ▲ make effective use of details  
 ▲ use standard English



*Peer conferencing is a standard procedure in the classroom.*

Teacher

**Design the experience to allow students the necessary time to conference with the teacher and other students. IEP (Individualized Education Plan) students should be afforded the opportunity to work with their resource teachers during scheduled resource time.**

## Author Analysis Essay

As part of their Regents portfolio, students select an American author/poet from a teacher prepared list to study for the entire year. The author analysis essay is the second part of the author project. After reading specific works by the author/poet, the students prepare an in depth critical analysis of a specific aspect of the works.

The American author/poet project encompasses the entire year and is worth 45 percent of the students' Regents grades.

There are three parts to the project:

1. Research Paper
2. Analytical Essay
3. Oral Presentation

During the second week of school, students meet in the media center and are introduced to the authors/poets and references that will be used to complete this project. The media specialist and I provide information on the authors/poets on the teacher generated list as well as on the many references available to use for additional information before choosing the authors they will study for the year. Once students have made their choices, they begin the first part of the project, a research paper on the author/poet's life, writing style, and time period. Students engage in research for three days, collecting and gathering information to be used in the paper. The paper is due at the end of the 1st quarter.

The author analytical essay is the most heavily weighted part of the project as well as the most challenging.

After submitting the research paper, students begin the second part of the project, the author analytical essay. At the beginning of the second quarter, students return to the media center to select works by their authors/poets to read and analyze. The students read the works throughout the second quarter and prepare essays interpreting and synthesizing information. After all

**The entire process—reading works, analyzing individual works, and writing the final essay—requires at least 10 week.**

works have been analyzed, the students develop a thesis for the culminating critical analysis that provides an insightful understanding of a specific aspect of the authors/poets' works. The final essay is rated by two teachers according to the criteria in the rubric. Students' scores are multiplied by five and recorded on their individual Regents portfolio grade sheets.

During the second quarter, the teacher provides an organizational framework that enables the students not only to read and analyze their authors/poets' works, but also to complete class assignments without succumbing to the pressure of all the demands. Due dates for the critical

### SCORING RUBRIC - AUTHOR ESSAY

QUALITY	5 The essay	4 The essay	3 The essay	2 The essay	1 The essay
<b>Meaning:</b> the extent to which the paper exhibits sound understanding, interpretation, and analysis of the task	-conveys a substantial and insightful understanding into a specific aspect of the author's work/works -a well-defined thesis is evident	-conveys a thorough understanding into a specific aspect of the author's work/works -a thesis is evident	-provides an accurate, but not necessarily complete, understanding into a specific aspect of the author's work/works -a thesis is evident	-provides a brief and/or sketchy understanding into a specific aspect of the author's work/works -thesis is vague	-exhibits limited understanding into a specific aspect of the author's work/works -a thesis is not evident
<b>Development:</b> the extent to which ideas are elaborated through the use of specific, accurate, and relevant evidence from the sources	-uses effective use of generalization, specific references, and relevant quotations from the text to support the thesis -develops ideas fully, using a wide range of textual support	-supports interpretations with appropriate generalizations, specific references, and relevant quotations from the text -develops ideas fully, using a wide range of textual support	-uses specific references from the sources to support the focus, with controlling ideas usually distinguished from supporting details -includes limited range of textual support	-reverts to some ideas and information from the sources, with some attempt to distinguish main topics from details -includes limited range of details that may be irrelevant or inaccurate	-conveys vague or unsupported ideas, or presents random list of details -includes inaccurate and/or irrelevant references from the texts
<b>Organization:</b> the extent to which the paper exhibits direction, shape, and coherence	-establishes a clear, effective, original, and relevant content and focus for the essay -exhibits a logical and coherent organizational structure through the use of the Keyhole organizational pattern	-establishes a clear and relevant focus for the essay -exhibits a logical and coherent organizational structure through the use of the Keyhole organizational pattern	-establishes an appropriate focus for the essay -exhibits a discernible structure	-establishes some direction for the essay, but organization is lacking and difficult to follow	-lacks content or focus for the essay -shows no evidence of organization and is difficult to read
<b>Language Use:</b> the extent to which the response exhibits effective use of words, sentence structure, and sentence variety to convey ideas and information to a given audience	-conveys ideas and information in original and precise language, with a noticeable sense of voice -exhibits effective use of sentence structure and length to convey ideas	-conveys ideas and information in original and precise language -shows consistent use of sentences that are varied in length and structure	-uses ordinary language or language from the sources to convey ideas and information -relies on sentences that are unvaried in length and structure	-uses ordinary, often imprecise, language to convey ideas and information -relies on sentences that lack variety in structure and length and may be constructed incorrectly	-includes vague, inappropriate, and/or incorrect language -relies on run-ons or sentence fragments
<b>Conventions:</b> the extent to which the paper exhibits conventional spelling, punctuation, paragraphing, grammar, and usage	-exhibits no errors as outlined in the "Big Eight" -exhibits correct spelling and capitalization	-exhibits generally correct spelling, punctuation, paragraphing, grammar, and usage	-exhibits minor errors in spelling, punctuation, paragraphing, grammar, or usage that do not interfere with communication	-exhibits errors in spelling, punctuation, paragraphing, grammar, or usage that may interfere with communication	-exhibits errors in spelling, punctuation, paragraphing, grammar, or usage that often interfere with communication

analyses are strategically planned to try to avoid any overlapping. The teacher needs to provide resources which will provide some insight to the works, such as access to the media center, *Magill's Survey of American Literature* and other sources that enable them to construct an analytical focus for the Regents essay. Finally, the teacher needs to conference with the students to ensure that they are focused in the right direction.

English 11R Regents Marlboro High School Portfolio Scores		Student _____	
Portfolio Piece	Point Value	Score	Comments
1. Cover and T/Contents			
2. Letter to the Reader			
3. Reading Response #1			
4. Reading Response #2			
5. Reading Response #3			
6. Reading Response #4			
7. Author Project R.P.			
8. Compare/Contrast Essay			
9. Oral Presentation			
10. Self-Selected Pieces			
11. Self Portrait			
Total			
General Comments _____			
Final Score _____			
Teacher Signature _____			

**Suggested Reference Materials:**  
*Magill's Survey of American Literature*  
 Twayne and Bloom critical analyses series  
 American literature anthologies  
 Authors/poets' works

Models from previous years are a valuable source. Classroom time is provided for student editing and typing. Students meet with the teacher throughout the day—lunch periods, study halls—as well as before school and after school. Certain days are devoted to conferencing, editing, and typing. Students decide what they will be doing on these days.

## Assessment

Students' final essays are graded according to the criteria in the rubric. In order to familiarize students with the scoring rubric, I devote 2 to 3 instructional periods to the process of developing a checklist from the rubric that is used in the editing process.

The procedure I use begins with a general discussion of the rubric. Then students work in groups breaking the rubric down into different sections with specific indicators. After the groups have finished, the results are presented on the overhead, and the class assimilates information from the groups to develop one checklist. The next class period each class reviews checklists from other classes and makes any additional changes to finalize one checklist that will be used by all classes. Through this process, my students internalize the rubric used to rate their essays.



**Making Decisions**

.....  
From the beginning of the project to its completion, students are actively engaged in making decisions about their learning. They must choose the author; they must choose the reference sources to use; they must develop a focus/thesis; they must decide what to read.

**Accepting Responsibility**

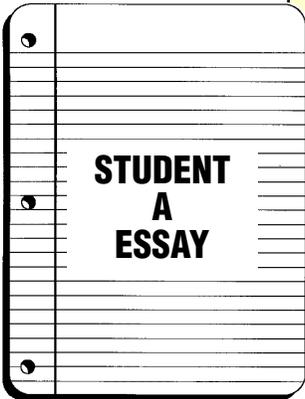
.....  
Accepting responsibility for one's own learning is a process that develops over time. This project is, in many cases, the first step in that process.

**Modeling Process**

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It is imperative to provide models for the students throughout this experience. At the beginning of the year, the media specialist and I select an author who has not been chosen by the students and I model the research process. Likewise, when it is time to read the author/poet's works, the same author/poet is used to model the process of selecting works to be read and references to be used in order to complete the analytical essay successfully.

**Needing Check Points**

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After the first year, I realized that my students needed check points. Class periods are provided for editing, conferencing, and checking to ensure students are focused. In addition, I require the students to write separate critical analyses on the authors/poets' works during the second quarter. Athesis is developed for the final essay; it helps the students to make connections between the works.



**STUDENT  
A  
ESSAY**

Excerpt

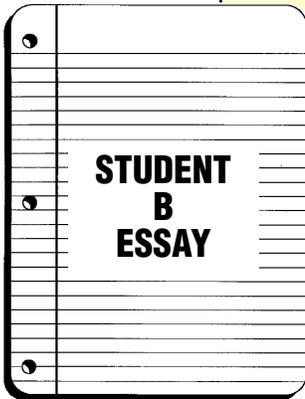
In his works, Ernest Hemingway portrayed characters who led daring and adventurous lives. These characters, referred to as "Hemingway Heroes," frequently share similar attributes and adhere to a common code. They are men of courage, self-discipline, loyalty, and action. In the two novels A Farewell to Arms and The Old Man and the Sea, Hemingway exemplifies the code hero through the respective characters of Frederic Henry and Santiago.

Although situated under different circumstances, both Frederic and Santiago display great courage and audacity. Located on the war front in Italy, Frederic, despite being an ambulance driver, is forced to avert death on many occasions. He is hit by a mortar shell and injures his knee. Furthermore, he barely escapes from the military police by swimming in a deadly river. Although he is an American fighting with little interest in a European war, Frederic shows great valor when performing his mission. Similarly, Santiago, despite being old and somewhat decrepit, is also brave. For three days at sea, armed only with a fishing pole and harpoon, he risks his life fighting a 1,500 pound marlin. Besides the troubles brought upon him by the immense fish, Santiago encounters ferocious sharks, a lack of nourishment, and severe cramps in his arms. However, in all of this dark adversity, the courageous Santiago shines. "He took all of his pain and what was left of his strength and his long gone pride and he put it against the fish's agony." Although, in the end, he never brings the giant marlin to shore, Santiago wins a moral victory. Using his bravery and audacity, he conquers misfortune and narrowly avoids death by slim margins.

Frederic and Santiago, although enjoying the sensual pleasures of life, are strictly self-disciplined. Frederic enjoys drinking. When recuperating from his knee injury, he is even scolded for sneaking wine bottles into the hospital. Yet, at no point is Frederic ever drunk or incoherent. He is capable of controlling his instincts and emotions. In the same

#### Student A

This is a model paper. The student devoted an exorbitant amount of time reading, researching, drafting, editing, and conferencing. Initial drafts were wordy and rambling, although he created a good focus. After the student developed a concise, well-developed introduction, the topic sentences for the body paragraphs emerged immediately. The final essay makes effective use of specific examples from the story, and the transitions between body paragraphs are exceptional. Diligence and perseverance resulted in a wonderful essay.



Excerpt

The Good Earth, by Pearl S. Buck, portrays the lives of an average farming struggling with the sometimes punishing and other times rewarding land of China. Her later, less successful novel, Dragon Seed, resembles The Good Earth. It also recounts the tale of a peasant farming family working on the land, but during a different time period in which war plagues China. The novels share many similarities, such as the common themes of hardship, the importance of family, as well as a similar setting and tone. The major dissimilarity between the two novels is the heavy influence from the outside fame of Hollywood movies, the personal beliefs of Buck, and rising role of women in the United States in Dragon Seed. These aspects produced a novel with less cultural authenticity and realism.

The common themes in the two novels are clearly evident. Both novels deal with the problems of an average Chinese farmer as he toils day to day. The platitude of crops, the ever changing weather, and the unstable market are examples of the mutual adversities of a farmer. The characters in both novels worked diligently sowing the land using the conventional methods of their forefathers by always remembering the importance of the earth and the life that grows from it. By doing so the characters in both novels worked to do the most to provide for their families.

The family theme is another example of the similarities between the novels. The "man" of the household took pride in his family and did all that was possible to provide for

### Student B

This student struggled to find a focus and develop a thesis. After many conferences, the student was able to make a connection. Her introduction required many first drafts; too often the student would begin to summarize the works and then have to rewrite. After the development of a well-defined thesis, the essay began to take shape. Since this is a comparison contrast essay, the student needed to be sure to select transitions noting this organizational pattern. The end result was an essay that is thorough and well executed.