

Name: _____ Date: _____ Period: 1 2 3 4 5 6 7 8

Distance Learning Packet

Distance Learning is not a replacement for school. However, it is meant to try and wrap up some learning we have done in class, and extend thinking throughout your time away from school. Just because we are not able to learn together, does not mean we should let our brains get bored.

1. Finish reading:
 - a. *Othello!* Read Act 5 Scene 2.
 - b. *Romeo and Juliet!* Read Act 5 Scenes 1 and 3.
 - c. *Taming of the Shrew!* Read Act 5 Scene 2.
 - d. **Did you like how your story ended? Why or why not? What would you have changed?**
2. Keep a daily journal of what is going in your life on that day. Even if it seems like nothing: how are you feeling? I'm sure you are talking to people on social media. The good, the bad, the ugly. Get in the habit of writing down your thoughts.
3. Learn ANY new skill. Write about what made you choose this. Was it difficult? If so why? How did you accomplish your goal?
4. PSAT Reading and Writing Test
5. Brain Frame 3
 - a. Prompt: Which couple out of the three plays is the best?
 - b. Be sure to define what makes them the best. True love? Healthy communication? Just not the worst? You decide. Provide evidence from the text and feel free to refer to the other plays for why some characters may be worse. Maybe none of them are good couples, but someone has got to be marginally better. Feel free to use Shmoop.com or Sparknotes to assist.
 - i. Desdemona and Othello
 - ii. Katherine and Petruchio
 - iii. Lucentio and Bianca
 - iv. Romeo and Juliet
6. Timed Write 2
 - a. Same prompt at the brain frame. Complete a MELL-Con paragraph for the prompt. Use your brain frame as an outline.
 - b. Want to get a full 8 points on each skill? Challenge yourself to include an intro and conclusion paragraph.
7. Any other make up work you may be missing.
 - a. Grades will be updated from the previous two weeks' work.
 - b. I will be posting all work in Google Classroom. You may send me anything electronically as well.
8. If you are still in need of some activities:
 - a. Quia - search parts of speech practice, figurative language practice, vocabulary practice
 - b. Newsela and Common Lit are excellent for reading practice
 - c. Khan Academy - practice any skills in PSAT format

If you need anything:

1. If you have questions, are confused, need someone to talk to because you are bored. Message me at ehoelter@cps.edu.
2. Free meals will be offered 9am-1pm during this closure. You can call 773-553-KIDS to find the closest location to you.
3. If you are in need of anything else, housing, medical care, etc. you can still reach out and I will do my best to help you to figure out what your next steps could be.
4. Stay safe and I will be thinking of you. Hope to see you soon!

Reading Test

60 MINUTES, 47 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-9 are based on the following passage.

This passage is adapted from Jane Austen, *Emma*, originally published in 1815.

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of
 Line existence; and had lived nearly twenty-one years in
 5 the world with very little to distress or vex her.

She was the youngest of the two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had
 10 died too long ago for her to have more than an indistinct remembrance of her caresses, and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.

15 Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between *them* it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold
 20 the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma
 25 doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.

The real evils indeed of Emma's situation were the power of having rather too much her own way, and a
 30 disposition to think a little too well of herself; these were the disadvantages which threatened alloy to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.

35 Sorrow came—a gentle sorrow—but not at all in the shape of any disagreeable consciousness.—Miss Taylor married. It was Miss Taylor's loss which first brought grief. It was on the wedding-day of this beloved friend that Emma
 40 first sat in mournful thought of any continuance. The wedding over and the bride-people gone, her father and herself were left to dine together, with no prospect of a third to cheer a long evening. Her father composed himself to sleep after dinner, as
 45 usual, and she had then only to sit and think of what she had lost.

The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age and pleasant
 50 manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every hour of
 55 every day. She recalled her past kindness—the kindness, the affection of sixteen years—how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her
 60 through the various illnesses of childhood. A large

debt of gratitude was owing here; but the intercourse of the last seven years, the equal footing and perfect unreserve which had soon followed Isabella's marriage on their being left to each other, was yet a dearer, tenderer recollection. It had been a friend and companion such as few possessed, intelligent, well-informed, useful, gentle, knowing all the ways of the family, interested in all its concerns, and peculiarly interested in herself, in every pleasure, every scheme of her's;—one to whom she could speak every thought as it arose, and who had such an affection for her as could never find fault.

How was she to bear the change?—It was true that her friend was going only half a mile from them; but Emma was aware that great must be the difference between a Mrs. Weston only half a mile from them, and a Miss Taylor in the house; and with all her advantages, natural and domestic, she was now in great danger of suffering from intellectual solitude. She dearly loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful.

The evil of the actual disparity in their ages (and Mr. Woodhouse had not married early) was much increased by his constitution and habits; for having been a valetudinarian* all his life, without activity of mind or body, he was a much older man in ways than in years; and though everywhere beloved for the friendliness of his heart and his amiable temper, his talents could not have recommended him at any time.

* a person in weak health who is overly concerned with his or her ailments

1

The main purpose of the passage is to

- A) describe a main character and a significant change in her life.
- B) provide an overview of a family and a nearby neighbor.
- C) discuss some regrettable personality flaws in a main character.
- D) explain the relationship between a main character and her father.

2

Which choice best summarizes the first two paragraphs of the passage (lines 1-14)?

- A) Even though a character loses a parent at an early age, she is happily raised in a loving home.
- B) An affectionate governess helps a character to overcome the loss of her mother, despite the indifference of her father.
- C) Largely as a result of her father's wealth and affection, a character leads a contented life.
- D) A character has a generally comfortable and fulfilling life, but then she must recover from losing her mother.

3

The narrator indicates that the particular nature of Emma's upbringing resulted in her being

- A) despondent.
- B) self-satisfied.
- C) friendless.
- D) inconsiderate.

4

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 1-5 ("Emma . . . her")
- B) Lines 9-14 ("Her . . . affection")
- C) Lines 28-32 ("The real . . . enjoyments")
- D) Lines 32-34 ("The danger . . . her")

5

As used in line 26, "directed" most nearly means

- A) trained.
- B) aimed.
- C) guided.
- D) addressed.

6

As used in line 54, “want” most nearly means

- A) desire.
- B) lack.
- C) requirement.
- D) request.

7

It can most reasonably be inferred that after Miss Taylor married, she had

- A) less patience with Mr. Woodhouse.
- B) fewer interactions with Emma.
- C) more close friends than Emma.
- D) an increased appreciation for Emma.

8

Which choice provides the best evidence for the answer to the previous question?

- A) Line 37 (“Miss . . . married”)
- B) Lines 47-48 (“The event . . . friend”)
- C) Lines 60-65 (“A large . . . recollection”)
- D) Lines 73-79 (“How . . . solitude”)

9

Which situation is most similar to the one described in lines 83-91 (“The evil . . . time”)?

- A) A mother and her adult son have distinct tastes in art and music that result in repeated family arguments.
- B) The differences between an older and a younger friend are magnified because the younger one is more active and athletic.
- C) An older and a younger scientist remain close friends despite the fact that the older one’s work is published more frequently.
- D) The age difference between a high school student and a college student becomes a problem even though they enjoy the same diversions.

Questions 10-19 are based on the following passage and supplementary material.

This passage is adapted from Marina Gorbis, *The Nature of the Future: Dispatches from the Socialstructured World*. ©2013 by Marina Gorbis.

Visitors to the Soviet Union in the 1960s and 1970s always marveled at the gap between what they saw in state stores—shelves empty or filled with things no one wanted—and what they saw in
 5 people’s homes: nice furnishings and tables filled with food. What filled the gap? A vast informal economy driven by human relationships, dense networks of social connections through which people traded resources and created value. The Soviet people
 10 didn’t plot how they would build these networks. No one was teaching them how to maximize their connections the way social marketers eagerly teach us today. Their networks evolved naturally, out of necessity; that was the only way to survive.

15 Today, all around the world, we are seeing a new kind of network of relationship-driven economics emerging, with individuals joining forces sometimes to fill the gaps left by existing institutions—corporations, governments,
 20 educational establishments—and sometimes creating new products, services, and knowledge that no institution is able to provide. Empowered by computing and communication technologies that have been steadily building village-like networks on a
 25 global scale, we are infusing more and more of our economic transactions with social connectedness.

The new technologies are inherently social and personal. They help us create communities around interests, identities, and common personal
 30 challenges. They allow us to gain direct access to a worldwide community of others. And they take anonymity out of our economic transactions. We can assess those we don’t know by checking their reputations as buyers and sellers on eBay or by
 35 following their Twitter streams. We can look up their friends on Facebook and watch their YouTube videos. We can easily get people’s advice on where to find the best shoemaker in Brazil, the best

programmer in India, and the best apple farmer in
 40 our local community. We no longer have to rely on
 bankers or venture capitalists as the only sources of
 funding for our ideas. We can raise funds directly
 from individuals, most of whom we don't even know,
 through websites that allow people to
 45 post descriptions of their projects and generate
 donations, investments, or loans.

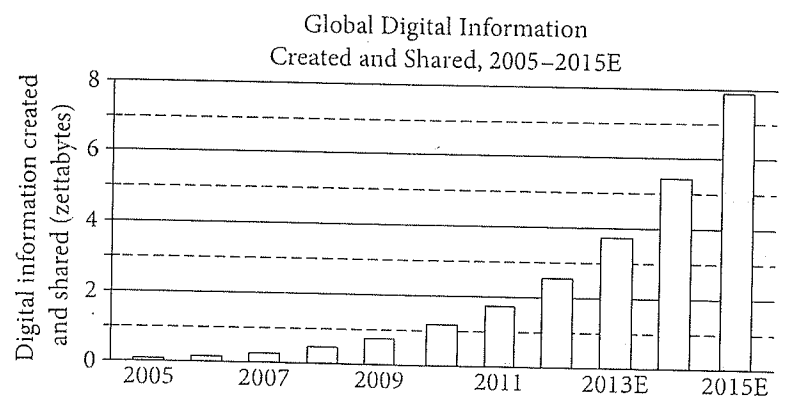
We are moving away from the dominance of the
 depersonalized world of institutional production and
 creating a new economy around social connections
 and social rewards—a process I call *socialstructuring*.
 50 Others have referred to this model of production as
 social, commons-based, or peer-to-peer. Not only is
 this new social economy bringing with it an
 unprecedented level of familiarity and connectedness
 55 to both our global and our local economic exchanges,
 but it is also changing every domain of our lives,
 from finance to education and health. It is rapidly
 ushering in a vast array of new opportunities for us
 to pursue our passions, create new types of
 60 businesses and charitable organizations, redefine the
 nature of work, and address a wide range of
 problems that the prevailing formal economy has
 neglected, if not caused.

Socialstructuring is in fact enabling not only a new
 65 kind of global economy but a new kind of society, in
 which amplified individuals—individuals

empowered with technologies and the collective
 intelligence of others in their social network—can
 take on many functions that previously only large
 70 organizations could perform, often more efficiently,
 at lower cost or no cost at all, and with much greater
 ease. Socialstructuring is opening up a world of what
 my colleagues Jacques Vallée and Bob Johansen
 describe as the world of impossible futures, a world
 75 in which a large software firm can be displaced by
 weekend software hackers, and rapidly orchestrated
 social movements can bring down governments in a
 matter of weeks. The changes are exciting and
 unpredictable. They threaten many established
 80 institutions and offer a wealth of opportunities for
 individuals to empower themselves, find rich new
 connections, and tap into a fast-evolving set of new
 resources in everything from health care to education
 and science.

85 Much has been written about how technology
 distances us from the benefits of face-to-face
 communication and quality social time. I think those
 are important concerns. But while the quality of our
 face-to-face interactions is changing, the
 90 countervailing force of socialstructuring is connecting
 us at levels never seen before, opening up new
 opportunities to create, learn, and share.

The following graph, from a 2011 report from the International Data Corporation, projects trends in digital information use to 2015 (E=Estimated).



Note: 1 zettabyte = 1 trillion gigabytes

10

As used in line 10, “plot” most nearly means

- A) mark.
- B) form.
- C) plan.
- D) claim.

11

The references to the shoemaker, the programmer, and the apple farmer in lines 37-40 (“We can easily . . . community”) primarily serve to

- A) illustrate the quality of products and services in countries around the world.
- B) emphasize the broad reach of technologies used to connect people.
- C) demonstrate that recommendations made online are trustworthy.
- D) call attention to the limits of the expansion of the global economy.

12

The passage’s discussion of life in the Soviet Union in the 1960s and 1970s primarily serves to

- A) introduce the concept of social networking.
- B) demonstrate that technology has improved social connections.
- C) list differences between the Soviet Union and other countries.
- D) emphasize the importance of examining historical trends.

13

As used in line 45, “post” most nearly means

- A) publish.
- B) transfer.
- C) assign.
- D) denounce.

14

The author indicates that, in comparison to individuals, traditional organizations have tended to be

- A) more innovative and less influential.
- B) larger in size and less subject to regulations.
- C) less reliable and less interconnected.
- D) less efficient and more expensive.

15

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 22-26 (“Empowered . . . connectedness”)
- B) Lines 40-42 (“We no longer . . . ideas”)
- C) Lines 47-50 (“We are moving . . . *socialstructing*”)
- D) Lines 66-72 (“amplified . . . ease”)

16

The author recognizes counterarguments to the position she takes in the passage by

- A) acknowledging the risks and drawbacks associated with new technologies and social networks.
- B) admitting that some people spend too much time unproductively on the Internet.
- C) drawing an analogy between conditions today and conditions in the Soviet Union of the 1960s and 1970s.
- D) conceding that the drawbacks of *socialstructing* may prove over time to outweigh the benefits.

17

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 35-37 (“We can look . . . videos”)
- B) Lines 74-76 (“a world . . . hackers”)
- C) Lines 79-84 (“They . . . science”)
- D) Lines 85-87 (“Much . . . time”)

18

Which statement best summarizes the information presented in the graph?

- A) Far more people around the world own computers and cell phones today than in 2005.
- B) The number of people sharing digital information has more than tripled since 2005.
- C) The volume of digital information created and shared has increased tremendously in recent years.
- D) The amount of digital information created and shared is likely to be almost 8 zettabytes in 2015.

19

According to the graph, which statement is true about the amount of digital information projected to be created and shared globally in 2012?

- A) Growth in digital information creation and sharing was projected to be wildly out of proportion to growth in 2011 and 2013E.
- B) The amount of digital information created and shared was projected to begin a new upward trend.
- C) The amount of digital information created and shared was projected to peak.
- D) The amount of digital information created and shared was projected to pass 2 zettabytes for the first time.

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a "NO CHANGE" option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

A Nod to Nodding Off

With 30 percent of United States workers not getting enough sleep at night, according to the *Wall Street Journal*, US companies **1** lose a yearly sum of \$63.2 billion annually due to the drop in employee productivity resulting from sleep deprivation. Sleep-deprived workers generally have lower morale and are less able to retain information than their better-rested colleagues.

1

- A) NO CHANGE
- B) see an annual loss of \$63.2 billion each year
- C) lose \$63.2 billion annually
- D) have a yearly loss of \$63.2 billion annually

[1] One of the **2** big reasons behind workers' lack of sleep is the work itself. [2] To combat the problem of sleep deprivation in a demanding work environment, some companies have begun allowing workers to take naps. [3] The hours the average American **3** spend working have increased dramatically since the 1970s, making it hard for many workers to get a good night's sleep. [4] Although employees who sleep on the job are often considered lazy and unproductive, napping in the workplace has been shown to improve workers' efficiency and quality of life. [5] As long as companies continue to demand long hours from **4** workers, and managers should champion napping as a means to keep employees happy, healthy, and functional. **5**

2

- A) NO CHANGE
- B) main things leading up to
- C) huge things about
- D) primary causes of

3

- A) NO CHANGE
- B) have spent
- C) spends
- D) are spent

4

- A) NO CHANGE
- B) workers; managers
- C) workers, managers,
- D) workers, managers

5

To make this paragraph most logical, sentence 3 should be placed

- A) where it is now.
- B) before sentence 1.
- C) after sentence 1.
- D) after sentence 4.

Such a proposition may seem counterintuitive, but, in fact, allowing employees to nap could save companies hours of lost productivity. Studies reveal that napping improves memory and boosts wakefulness for the remainder of the day. **6** Napping can also have a positive effect on mood and overall job satisfaction, while constant drowsiness reduces reaction time and hampers one's ability to concentrate. Employee naps might also lead to reduced health care costs for companies, since regular napping leads to long-term health benefits, **7** and it improves workers' average weekly attendance.

6

At this point, the writer is considering adding the following sentence.

Even fifteen-minute power naps improve alertness, creativity, and concentration.

Should the writer make this addition here?

- A) Yes, because it demonstrates that the benefits of napping can be gained without sacrificing large amounts of work time.
- B) Yes, because it explains the methodology of the studies mentioned in the previous sentence.
- C) No, because a discussion of the type of nap workers take is not important to the writer's main point in the paragraph.
- D) No, because it contradicts the writer's discussion of napping in the previous sentences.

7

Which choice provides a supporting example that reinforces the main point of the sentence?

- A) NO CHANGE
- B) including a lower risk of cardiovascular problems such as heart attack and stroke.
- C) which are essential in an era of rising health care costs.
- D) in addition to making employees more efficient.

Napping at work has already won corporate advocates in the worlds of technology, finance, and news media, and some businesses are beginning to set aside special nap rooms. A few companies, such as Google, have even invested in high-tech nap pods that block out light, play soothing music, and **8** gently waking nappers.

Zephrin Lasker, CEO of the mobile-advertising firm Pontiflex, has observed that employees are happier and more productive since he created a nap room in the company's Brooklyn headquarters. Ryan Hodson of Kodiak Capital Group and Arianna Huffington of the Huffington Post Media Group have promoted napping **9** throughout their workers and have been effusive about the results. In light of the benefits not only to employees' efficiency **10** and again to their health and sense of well-being, these executives' enthusiasm is not surprising. **11** These executives are among the most successful leaders in their respective fields.

8

- A) NO CHANGE
- B) gently wake
- C) gently to wake
- D) gentle waking of

9

- A) NO CHANGE
- B) among
- C) between
- D) into

10

- A) NO CHANGE
- B) but it benefits
- C) as also to
- D) but also to

11

The writer wants a concluding sentence that restates the main argument of the passage. Which choice best accomplishes this goal?

- A) NO CHANGE
- B) Clearly, employers should consider reducing employees' hours when they are overworked.
- C) Companies should consider employee schedules carefully when implementing a napping policy.
- D) More businesses should follow their lead and embrace napping on the job.

Questions 12-22 are based on the following passage and supplementary material.

Vanishing Honeybees: A Threat to Global Agriculture

Honeybees play an important role in the agriculture industry by pollinating crops. An October 2006 study found that as much as one-third of global agriculture depends on animal pollination, including honeybee **12** pollination—to increase crop output. The importance of bees **13** highlights the potentially disastrous affects of an emerging, unexplained crisis: entire colonies of honeybees are dying off without warning.

14 They know it as colony collapse disorder (CCD), this phenomenon will have a detrimental impact on global agriculture if its causes and solutions are not determined. Since the emergence of CCD around 2006, bee mortality rates have **15** exceeded 25 percent of the population each winter. There was one sign of hope: during the 2010–2012 winter seasons, bee mortality rates decreased slightly, and beekeepers speculated that the colonies would recover. Yet in the winter of 2012–2013, the **16** portion of the bee population lost fell nearly 10 percent in the United States, with a loss of 31 percent of the colonies that pollinate crops.

12

- A) NO CHANGE
- B) pollination: this is
- C) pollination,
- D) pollination;

13

- A) NO CHANGE
- B) highlights the potentially disastrous effects
- C) highlight the potentially disastrous effects
- D) highlight the potentially disastrous affects

14

- A) NO CHANGE
- B) Known as colony
- C) It is known as colony
- D) Colony

15

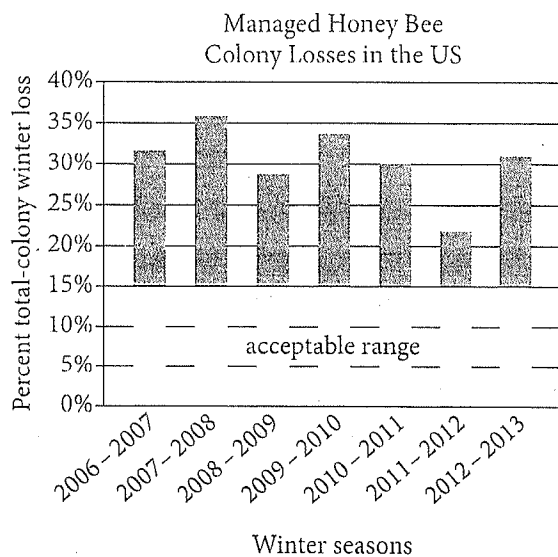
Which choice offers the most accurate interpretation of the data in the chart?

- A) NO CHANGE
- B) been above the acceptable range.
- C) not changed noticeably from year to year.
- D) greatly increased every year.

16

Which choice offers an accurate interpretation of the data in the chart?

- A) NO CHANGE
- B) portion of bees lost was double what it had been the previous year, rising to
- C) number of losses, which had fallen within the acceptable range the previous year, rose to
- D) portion of total colonies lost rose almost 10 percentage points, with a loss of



Adapted from Dennis van Engelsdorp et al., "Preliminary Results: Honey Bee Colony Losses in the United States, Winter 2012-2013." ©2013 by the Bee Informed Partnership.

17 Studies have offered several possible reasons that bees are vanishing. One reason that is often cited is the use of pesticides called neonicotinoids, which are absorbed by plants and linger much longer than do topical pesticides. **18** Chemicals such as herbicides and fungicides may also play a role, contaminating the pollen that bees typically feed on and inhibiting healthy insect maturation.

17

Which choice most smoothly and effectively introduces the writer's discussion of studies of CCD in this paragraph?

- A) NO CHANGE
- B) Bees are vanishing, and according to studies there are several possible reasons for this trend.
- C) Several possible reasons, offered by studies, may explain why bees are vanishing.
- D) DELETE the underlined sentence.

18

At this point, the writer is considering adding the following sentence.

Prolonged exposure to neonicotinoids has been shown to increase bees' vulnerability to disease and parasitic mites.

Should the writer make this addition here?

- A) Yes, because it provides support for the claim made in the previous sentence.
- B) Yes, because it introduces a new idea that will become important later in the passage.
- C) No, because it would be better placed elsewhere in the passage.
- D) No, because it contradicts the main idea of the passage.

Given the role that honeybees play in agriculture, the impact of this loss of hives on fruit, vegetable, seed, and nut crops **19** is not to be scoffed at. A reduction in bee numbers leads to less pollination, which in turn leads to smaller harvests and higher food prices. Some farmers have resorted to renting hives from beekeepers to pollinate their **20** crops; when there is a shortage of bees this being an expensive proposition. Other farmers have increased **21** they're dependence on costly hand-pollination by human workers. Furthermore, there may be sociological repercussions. Agroecologist Alexandra-Maria Klein has suggested that rising produce prices could lead to an increase in obesity as people turn to cheaper, less wholesome fare.

Though the precise causes of CCD are yet unclear, some commonsense measures may be taken. A decrease in the use of certain pesticides, herbicides, and fungicides, as well as greater attention to the nutrition, habitat, and genetic diversity of managed hives, could begin a shift in a favorable direction. **22**

19

- A) NO CHANGE
- B) is a pretty big deal.
- C) can't be put on the back burner.
- D) cannot be ignored.

20

- A) NO CHANGE
- B) crops, this is an expensive proposition when there is a shortage of bees.
- C) crops, an expensive proposition when there is a shortage of bees.
- D) crops; an expensive proposition when there is a shortage of bees.

21

- A) NO CHANGE
- B) there
- C) their
- D) its

22

The writer wants a conclusion that addresses the future of efforts to combat CCD. Which choice results in the passage having the most appropriate concluding sentence?

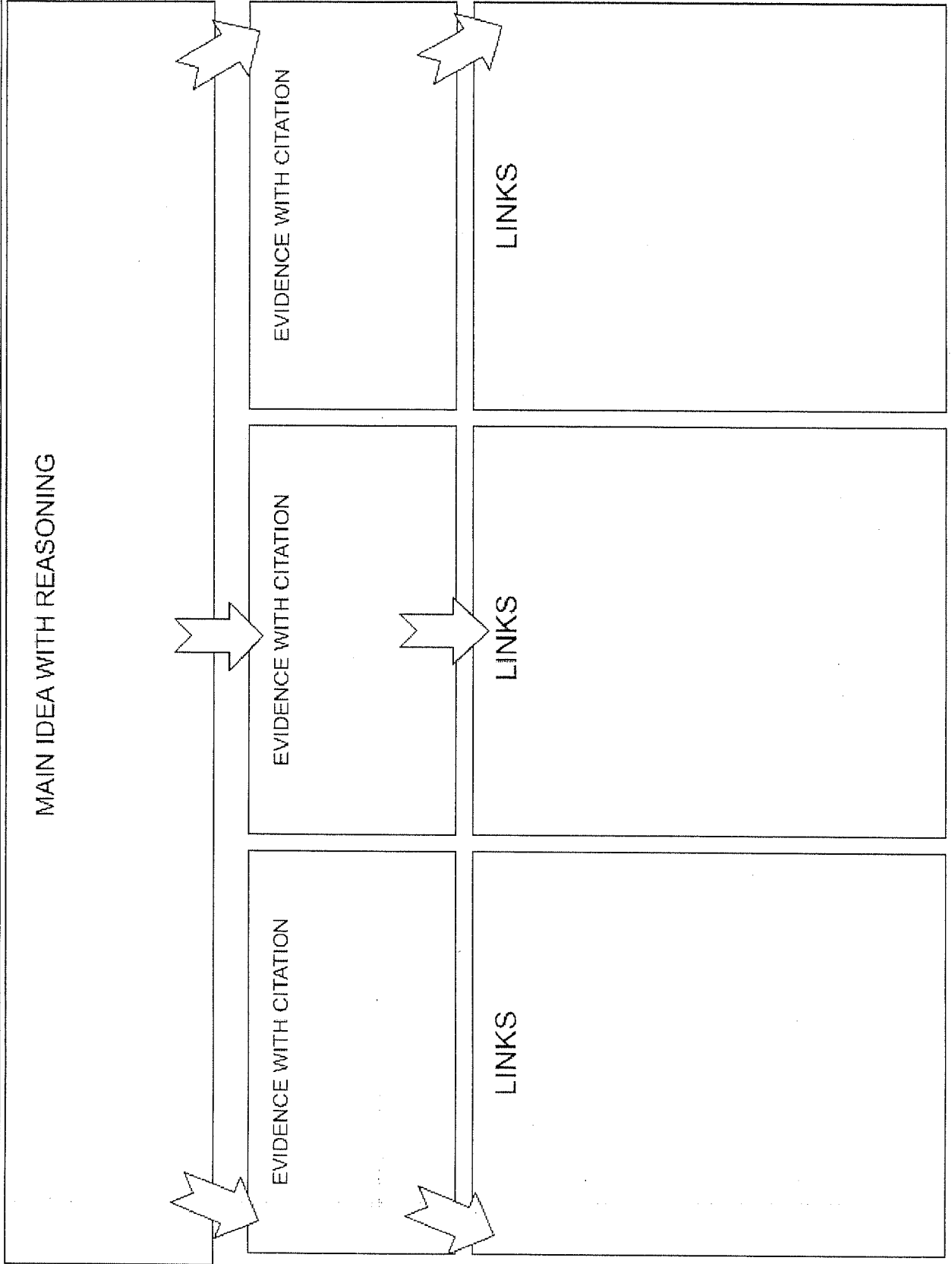
- A) NO CHANGE
- B) Still, bee colonies have experienced such devastating losses that the consequences of the issue have been felt worldwide.
- C) Although CCD is a relatively new phenomenon, scientists have been studying other aspects of honeybees for over a century.
- D) Genetic variation in bee colonies generally improves bees' productivity, disease resistance, and ability to regulate body temperature.

Name: _____ Date: _____ Period: 1 2 3 4 5 6 7 8 Brain Frame # _____

Objectives: I.1 - Write a clear argumentative claim based on a text with reasoning

B.1 - Cite textual evidence that supports a given claim or point

Prompt: _____



Name: _____ Date: _____ Period: 1 2 3 4 5 6 7 8

Timed Write # _____ (Form A)

Objectives:

I.1 - Write a clear argumentative claim based on a text with reasoning

0-2	3-4	5-6	7-8
Writes an unidentifiable claim or vague position -has limited structure and organization.	Writes an unclear or emerging claim that suggests a vague position -attempts a structure and organization to support the position.	Write a clear argumentative claim based on a text with reasoning -introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. -has a structure and organization	Write a clear argumentative claim with support reasoning. -introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. -has an effective structure and organization that is aligned with the claim -shows how credibility through acknowledgement of counterclaim

E.5 - Write using formal, objective tone.

0-2	3-4	5-6	7-8
Writes informally -uses slang repeatedly -writes using first and second person -citations are not present or completely inaccurate	Varies between use of formal and informal terms -uses slang a few times -makes several errors not using third person -sometimes uses MLA citations or significant errors to the format of the citations	Write using formal, objective tone. -consistently writes using various formal terms (one, they, author's or group's names) -does not use any slang -writes in third person - does not use I, my, our, we, you, me, us, your at all in writing -uses MLA citations	Writes routinely using a formal and objective tone over an extended period of time using organization. -consistently writes using various formal terms (one, they, author's or group's names) -does not use any slang -does not use any contractions -writes in third person - does not use I, my, our, we, you, me, us, your at all in writing -uses correct MLA citations

F.1 - User proper MELL-Con paragraph structure

0-2	3-4	5-6	7-8
-lacks a clear sense of direction -makes connections between ideas that are confusing -uses unclear which sections of the writing are analysis -lacks organization of paper making reading confusing/difficult	-includes a claim -only completes one link for each evidence -introduction and/or conclusion missing -sequencing and organization needs work	Uses proper MELL-Con paragraph structure -follows MELL-Con format -paper's structure enhances the topic/flow and follows order set out in main idea or introduction -sequencing is logical and effective	Use ACTS & STACs essay structure format that produces a well developed introduction, MELL-Con body, and concluding paragraph

B.1 - Cite textual evidence that supports a given claim or point

0-2	3-4	5-6	7-8
-provides limited data and evidence related to the claim and counterclaims or lacks counterclaims. -gives only the evidence without transition, lead-in, quote, and citation	-provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. -gives evidence with 2 of 4 parts (transition, lead-in, quote, and citation) of the evidence sentence	Cite textual evidence that supports a given claim or point -provides convincing and relevant data and evidence to back the claim. -Uses all four parts (transition, lead-in, quote, and MLA citation) of a complete evidence sentence	Cite textual evidence that supports a given claim or point moderately complex passage. -Uses varying language for all four parts (transition, lead-in, quote, and MLA citation) of a complete evidence sentence

