



Timed Essay: Open Why do we tell stories?

REVISION AND REFLECTION

Overview of Rubric

Timed Essay			
AP Score to Points Earned Conversion Chart			
9	Impressive and Skillful	100%	20/20
8	Effective and Meaningful	98%	19.5/20
7	Purposeful and Mature	95%	19/20
6	Adequate/Sufficient	90%	18/20
5	Inconsistent/Uneven Analysis	85%	17/20
4	Attempting Analysis	80%	16/20
3	Approaching Analysis	75%	15/20
2	Some Ideas	65%	13/20
1	On Topic	55%	11/20

Overview of Scores:

9

8

7

6

5 3

4 1

3 6

2 9

1 6

Total papers scored = 25

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Timed Essays

- General Tips:
 - Aim for 4-6 paragraphs
 - Aim for about 300 words (for most people, this is 2.5-3 pages handwritten)
 - Do not end at the bottom of a page!
 - Choose your direction in the essay, and go for it.
 - Instead of crossing things out, try to work with the complexity: “Upon further consideration...” or “The text becomes more complex when...”
 - Choose your direction in the essay and stick with it.
 - It is possible to bite off more than you can chew.
 - Better to prove one point thoroughly than to suggest multiple points that are never proven.



You score and My Feedback

- Check marks
 - Placed at the end of the sentence where you paired your ideas about stories with evidence from the text.
 - If you didn't have one in your first paragraph/thesis, start there with your revision.
 - Generally, the number of check marks = your score.
- Underlines
 - Solid points (worth developing if they don't have a check mark yet)

You score and My Feedback

- Wavy Lines
 - Points that need more precise evidence.
 - Points that are veering off in a different direction from your thesis.
 - For many of you, this included “question words” that were never qualified.
 - “The power in Vonnegut’s story came with **how** he told it.”
 - “Homer has a strong reason behind **why** he tells this tale.”
 - “Lee wants her readers reconsider **what** they think about racism.”

Revision and Reflection

- 1) Rewrite your essay. (4-6 paragraphs)
 - Include a an introduction that addresses your ideas on stories AND introduces how the text you chose does that!
 - Brainstorm 2-3 precise moments from the text that support your idea and develop those into body paragraphs.
 - Recycle as much as you can from your original essay. Try to keep items that have checkmarks and/or solid underlines.
- 2) Reflect and set goals. (2-3 sentences)
 - What score did you get? Why? Use the language from the rubric to explain.
 - What score would your revision get? Why? Use the language from the rubric to explain.
 - What takeaways from this revision will you apply to future timed essays?



Revision Tips: Intro

- Write about three sentences
 1. Answer the question (Why do we tell stories?) ONCE.
 2. Introduce the text and author.
 3. Explain HOW that text relates to your answer of the question.

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Example:

Humanity utilizes stories for the purpose of preserving and improving society. Margeret Atwood's dystopian novel *Oryx and Crake* does just this with its ominous tone regarding the future of humanity. Readers learn the pitiful fate that awaits humanity if we, as humans, continue to rely mindlessly on technology and allow our connection to each other dwindle.

Revision Tips: Body

1. Brainstorm 2-3 precise moments from the text that support your thesis.
 - Moments are things that happened on one page in one line of the text.
 - The best moments are often uncomfortable to remember and write about.
 - Prove that you READ and DEEPLY CONSIDERED this text. Prove that you did not just read Spark Notes or pay attention in class discussions.
2. Develop one moment per body paragraph.
3. Connect each moment back to your thesis.
 - How does this moment prove your answer to the question (Why do we tell stories?)

Revision Tips: Body

1. Brainstorm 2-3 precise moments from the text that support your thesis.
2. Develop one moment per body paragraph.
3. Connect each moment back to your thesis.

Example:

In Othello, Othello befriends a man named Iago, whom he trusts. Othello is married to Desdemona and gives her a handkerchief as a symbol of their love. When Iago steals Desdemona's handkerchief and tells Othello that he found it on another man, Othello becomes enraged. Othello mistakenly makes the small connection that the handkerchief's location means Desdemona is cheating on him. Humans tend to jump to conclusions, but that usually leads to ruin as Shakespeare tries to inform us. A small symbol that meant so much to Othello created a great burden on him as well. Shakespeare uses this irony to place less importance on materialistic things and more on the real relationships we form.

(introduction from preceding example)

- As a human race, we tell stories to inform society about important life lessons. That is why the greatest works of literature consistently stick throughout time: they contain the most important life lessons. Consider Othello by William Shakespeare for example; that story teaches society to not always trust people without sufficient evidence, even if they're close to you. That lesson is important because people go through betrayal at least once in their lives, so this story lives on to warn people.

Revision Tips: Conclusion

1. Return to the prompt and/or to your introduction.
2. EXTEND an idea that you find.
 - The conclusion is the last thing your scorer will read before assigning you a score. If you are between two scores, summarizing in your conclusion often earns you the lower score; extending earns you the higher.



Intro. Vocabulary

- Turn in your timed essay revision to the drawer.
 - Staple the original to the back!
- Pick up a vocabulary book from the shelves.
- Come tell me the number.



Vocabulary

- Check out books
- Test format
 - Word Bank
 - Time Limit
- Sentences
 - Topic
 - Due on Test day

Context Clues

Types of Context Clues

Examples

Use the definition (surround it with commas).	The <u>diligent</u> farmhand, <i>a hardworking man</i> , was always on time.
Use a word or phrase that means the opposite .	Instead of being <i>repulsed</i> by the image, the student felt a <u>yearning</u> to look closer.
Use an example of the definition.	Mrs. Brull's <u>compulsion</u> , after she got home from shopping, was to <i>wash every article of clothing</i> that she had just purchased.
Use punctuation . (A semicolon can combine two sentences; use the second sentence to write a context clue.	On his 87 th birthday, the man reflected on the <u>milestones</u> of his life; <i>the day his son was born</i> was one of them.



Unit 1 Topic = life after high school

1. Acquisitive –

Arrogate –

Banal -