***LEARNING LOG 2: Ladders for English 3 (Quarter 4---2018)***

**CHARACTER ANALYSIS-CA/Reading Inference--RI: (READING)**

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| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| Identify text that shows direct or indirect characterization*(includes speech, thoughts, emotions, actions, looks, and impact on others.)* | Make an inference about indirect characterization; e.g. the author shows or implies something about a character without saying it explicitly. | Analyze how specific detail/moment compares with the overall impression of the character*(i.e. How does this example strengthen, contradict, or shift what we already know about the character? How does this relate to what they want in the story?)* | Use multiple pieces of textual evidence to describe how a character grows, develops, or stays the same as the story progresses. |

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| Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: |

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| **FICTION READING COMPREHENSION—RC: (READING)** |
| **1** | **2** | **3** | **4** |
| Recall events from the story, character names, and explicit details of setting and characterization. | Summarize the major events of the story. Describe significant characters and setting based on explicit and implied details. | Explain explicit and inferred relationships between characters and cause-and-effect relationships of plot events. For sections of a larger text, explain how the section connects with the rest of the text. | Connect your understanding of the text to big ideas (and related questions) the text is communicating about the world. |
| *Strategies to move from a 1 to a 2:** *Monitor when you need to clarify a word, phrase, or sentence from the story.*
* *Mark the text or create a list of clarifying questions.*
* *Use resources and/or context clues to propose answers to your clarifying questions.*

*Strategies to move from a 2 to a 3:** *Make inferences about implied meaning in the text.*
* *Use STEAL charts or other graphic organizers to examine relationships in the text.*
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| Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: |

**VOCABULARY / WORD MASTERY GOAL---VOC: (LANGUAGE)**

**To what extent did you achieve the set goal(s) for word mastery on Vocabulary.com?**

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| **1** | **2** | **3** | **4** |
| I achieved mastery on 60% of the goal words during the goal period. | I achieved mastery on 70% of the goal words during the goal period. | I achieved mastery on 80% of the goal words during the goal period. | I achieved mastery on 90% of the goal words during the goal period. |
| I was at least 50% accurate on a quiz assessing previously learned words. | I was at least 60% accurate on a quiz assessing previously learned words. | I was at least 70% accurate on a quiz assessing previously learned words. | I was at least 80% accurate on a quiz assessing previously learned words. |

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| **due date:**April 27, 11:59 pm | **GOAL #1** | Using word lists on vocabulary.com:* Master all 20 words from Characterization Words -- Set B
 | Tracked score: |
| **due date:**May 4,11:59 pm | **GOAL #2** | Using word lists on vocabulary.com:* Master all 10 words from Characterization Words -- Set A
* Master all 15 words from your respective literature circle book list – Set 1
 | Tracked score: |
| **due date:**May 11,11:59 pm | **GOAL #3** | Using word lists on vocabulary.com: | Tracked score: |
| **quiz date:** | **REVIEW****GOAL****A**  | Review & practice the\_\_\_\_ lists for Characterization so I can achieve a level \_\_\_\_\_\_\_ on my vocabulary quiz for those words. | Tracked score: |
| **due date:** | **GOAL**  | Using word lists on vocabulary.com: | Tracked score: |
| **due date:** | **GOAL**  | Using word lists on vocabulary.com: | Tracked score: |
| **due date:** | **GOAL**  | Using word lists on vocabulary.com: | Tracked score: |
| **due date:** | **GOAL**  |  | Tracked score: |
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