

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

I demonstrated this standard in the Hamlet Screencast. In this assignment, we were able to pick our groups and make a screencast of a comic of a given act and scene along with an analysis of the scene. One of the main aspects of this project was to analyze how the author develops and relates elements, themes, and characters. One example of how I did this would be when I wrote in my analysis of the first conversation between the gravediggers. I wrote, "The gravediggers, in this case, are used both as a means of getting a commoner's perspective on the events occurring in the castle, and as a humorous respite." I not only analyzed as to why gravediggers were used in this scene, but also gave a reason why this scene was placed where it was. By doing so I met, if not exceeded this standard as I was able to show my understanding of how the author developed his work.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

I demonstrated understanding of this standard in the assignment where we had to create our own talk show using the characters from Animal Farm, as well as understand and use satire. My group and I decided to use Dr. Phil as our inspiration for our talk show, and chose to make him attempt to settle the dispute between the humans and the animals. One example of how I mastered this standard would be how I portrayed the character Molly. In the novel Animal Farm, Molly is portrayed as a rather vain and empty character, only caring about her looks and not the significant war and other troubles at hand. We questioned her like Dr. Phil would to any other narcissistic person, and made her sort of admit her own mistake. By doing this we showed a deep understanding of the characters, as we all knew Molly would never fully admit her wrongdoings.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

I have demonstrated this standard in many of my works, but for now I'll only focus on my literature analysis paper on the novella Metamorphosis, and my poetry analysis paper on "A Noiseless Patient Spider". I can show I have improved greatly in these two papers because in my poetry analysis paper I had very little evidence to back up what I said, but in my literature analysis, I made sure to cite strong evidence. One example of this would be when I cited, "He felt a slight itching on the top of his abdomen...found the itchy part, which was entirely covered with small white spots..." And then wrote, "Although a bug can symbolizes a myriad of things, none of them pleasant, in this case, Gregor the bug symbolizes insignificance, as that is how he

was perceived after his transformation.” I not only drew evidence from the text, but also analyzed what it could symbolize as well as why the author wrote what he did.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

I have demonstrated this standard in my readings of Southern Gothic literature. When I first started my research paper, I was set on using this genre as my topic (it changed a bit in the end), I started to acquaint myself with the different diction, phrases, figurative language, etc. used in the short stories. One example would be in the short story Barn Burning, where Sartoris say “the cutter back in that straight stock,” I was able to deduce that as the the blade and frame of a plow.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

One way I demonstrated this would once again be in the Hamlet comicstrip project. Because my group was so hellbent on wanting to make a screencast and not just a comicstrip, we had to figure out how we would integrate both the written aspects and the visuals without it being too cluttered. We did this by doing both tiny subtitles and voiceovers on the screencast, which would help the viewer understand better.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

I have demonstrated this standard in the C-PAS Satire project. In this assignment, we were to chose a topic we felt deeply about and make it satirical to get our point across. To do this, I chose the topic of obesity in America. I knew for a fact that people might be against my way of thinking, especially as it can be a touchy subject. I made sure to address both emotions as a problem, but also an instigator. Furthermore, I made sure to write that anyone facing obesity from health related side-effects, like medications and such, would be exempt from my crazy plan. I also made sure to backup all my claims with numerous facts, statistics, and studies, as I didn't want to upset anyone with incorrect data.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

In my research paper, even though I screwed up at first, I was able to develop my topic through the means of my extensive research. I made sure that all of the facts and information I put in was not only extremely relevant, but also interesting and engaging. For example, I knew that many people might not be acquainted with the life of Edgar Allan Poe, which was crucial to understanding my topic, I made a biography paragraph for the reader to understand what was going on. Furthermore, (afterwards) I integrated both the books and the information together so my reader can get a full understanding of my work.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

I have demonstrated this standard in my research paper. For example, in my introduction, I presented a scenario to the reader, in which I asked what they would do if they faced that dilemma, by doing so I not only presented the topic in a different light, but I also engaged the reader and made them think from a different perspective.

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

I have demonstrated this standard in the assignment where we had to make a skit based on chapters in the novel The Great Gatsby. When we first made the script, it was nothing more than block after block of text from the book, with little to no analysis and evidence. We went through 2 major remodelings of the drafts and finally came up with our final piece. By refining it as much as we did, we were able to focus our skit, and make it more relevant and understandable to the audience.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Although I don't really have all my preliminary work on me anymore, whenever we had a discussion, I was always prepared to talk. One instance of this was during our Hamlet discussion. My group and I created a whole bunch of questions, answers, and astute points to share with the class, and were able to direct the conversation in the class. We were also able to answer most, if not all of the questions asked to us, as well as provide other questions in response to theirs.