

# English III & IV

## New SAT Essay Scoring Guide

SCORE OF 6	SCORE OF 5	SCORE OF 4
An essay in this category is <i>outstanding</i> , demonstrating <i>clear and consistent mastery</i> , although it may have a few minor errors. A typical essay	An essay in this category is <i>effective</i> , demonstrating <i>reasonably consistent mastery</i> , although it will have occasional errors or lapses in quality. A typical essay	An essay in this category is <i>competent</i> , demonstrating <i>adequate mastery</i> , although it will have lapses in quality. A typical essay
<ul style="list-style-type: none"> <li>effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position</li> </ul>
<ul style="list-style-type: none"> <li>is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is well organized and focused, demonstrating coherence and progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is generally organized and focused, demonstrating some coherence and progression of ideas</li> </ul>
<ul style="list-style-type: none"> <li>exhibits skillful use of language, using a varied, accurate, and apt vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>exhibits facility in the use of language, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>demonstrates meaningful variety in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates variety in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some variety in sentence structure</li> </ul>
<ul style="list-style-type: none"> <li>is free of most errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>is generally free of most errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>has some errors in grammar, usage, and mechanics</li> </ul>
SCORE OF 3	SCORE OF 2	SCORE OF 1
An essay in this category is <i>inadequate</i> , but demonstrates <i>developing mastery</i> , and is marked by ONE OR MORE of the following weaknesses:	An essay in this category is <i>seriously limited</i> , demonstrating <i>little mastery</i> , and is flawed by ONE OR MORE of the following weaknesses:	An essay in this category is <i>fundamentally lacking</i> , demonstrating <i>very little or no mastery</i> , and is severely flawed by ONE OR MORE of the following weaknesses:
<ul style="list-style-type: none"> <li>develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position</li> </ul>	<ul style="list-style-type: none"> <li>develops no viable point of view on the issue, or provides little or no evidence to support its position</li> </ul>
<ul style="list-style-type: none"> <li>is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>is disorganized or unfocused, resulting in a disjointed or incoherent essay</li> </ul>
<ul style="list-style-type: none"> <li>displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>displays very little facility in the use of language, using very limited vocabulary or incorrect word choice</li> </ul>	<ul style="list-style-type: none"> <li>displays fundamental errors in vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>lacks variety or demonstrates problems in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates frequent problems in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates severe flaws in sentence structure</li> </ul>
<ul style="list-style-type: none"> <li>contains an accumulation of errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured</li> </ul>	<ul style="list-style-type: none"> <li>contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning</li> </ul>

Essays not written on the essay assignment will receive a score of zero.



# Cornell Notes

Name Shellee Ogawa

Date 31 OCT 11

Topic English III

Class/  
Subject Howman Per 2

9:05

In-Class  
Assignment:

- Grade your own essay using  
"New SAT Essay Scoring Guide"  
- Mrs Howman will grade on how  
accurately you grade yourself

9:25

\* Homework:

- Diction & Syntax worksheet  
(due @ end of per.)  
- Diction: author's word choice \*completely annotated  
- Syntax: sentence structure  
- Poetry Out Loud - type up worksheet  
- Turn in poem (annotated) w/  
typed up worksheet - Due FRI  
- Write & grade SAT essay (if you  
haven't already) - Due Tomorrow  
  
\* Vocab 7&8 QUIZ FRI





Term: \_\_\_\_\_

Example: \_\_\_\_\_

Term: \_\_\_\_\_

Example: \_\_\_\_\_

Term: \_\_\_\_\_

Example: \_\_\_\_\_

Theme: \_\_\_\_\_

Syntax: \_\_\_\_\_

Is there a rhyme scheme? Free verse? Blank Verse? Iambic pentameter? \_\_\_\_\_

Example: \_\_\_\_\_

What year was the poem written? \_\_\_\_\_

How does the time period relate to the poem? \_\_\_\_\_

List 10 facts about the author's life:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How does the poem connect to the author's life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Staple your annotated poem and this worksheet together.**



### Diction

**Consider:**

Art is the antidote that can call us back from the edge of numbness, restoring the ability to feel for another.

— Barbara Kingsolver, *High Tide in Texas*

**Discuss:**

1. By using the word *antidote*, what does the author imply about the inability to feel for another?
2. If we changed the word *antidote* to *gift*, what effect would it have on the meaning of the sentence?

**Apply:**

Brainstorm with the class and develop a list of medical terms; then write a sentence using a medical term to characterize art. Explain to the class the effect this term has on the meaning of the sentence.

### Diction

**Consider:**

As I watched, the sun broke weakly through, brightened the rich red of the lawns, and kindled their white spots.

— E. B. White, "Twins," *Poems and Sketches of E. B. White*

**Discuss:**

1. What kind of flame does *kindled* imply? How does this verb suit the purpose of the sentence?
2. Would the sentence be strengthened or weakened by changing *the sun broke weakly through* to *the sun burst through*? Explain the effect this change would have on the use of the verb *kindled*.

**Apply:**

Brainstorm with the class a list of action verbs that demonstrate the effects of sunlight.

## Diction

### Consider:

An aged man is but a paltry thing  
A **tattered** coat upon a stick....

— W. B. Yeats, "Sailing to Byzantium"

### Discuss:

1. What picture is created by the use of the word *tattered*?
2. By understanding the connotations of the word *tattered*, what do we understand about the person's attitude toward an *aged man*?

### Apply:

List three adjectives that can be used to describe a pair of shoes. Each adjective should connote a different feeling about the shoes. Discuss your list with a partner. Share one of the best adjectives with the class.

## Diction

### Consider:

The man sighed hugely.

— E. Annie Proulx, *The Shipping News*

### Discuss:

1. What does it mean to sigh hugely?
2. How would the meaning of the sentence change if we rewrote it as:  
*The man sighed loudly.*

### Apply:

Fill in the blank below with an adverb:

The man coughed \_\_\_\_\_.

Your adverb should make the cough express an attitude. For example, the cough could express contempt, desperation, or propriety. Do not state the attitude. Instead, let the adverb imply it. Share your sentence with the class.

## Syntax

### Consider:

The impact of poetry is so hard and direct that for the moment there is no other sensation except that of the poem itself. What profound depths we visit then - how sudden and complete is our immersion! There is nothing here to catch hold of; nothing to stay us in our flight. . . . The poet is always our contemporary. Our being for the moment is centered and constricted, as in any violent shock of personal emotion.

— Virginia Woolf, "How Should One Read a Book?"

### Discuss:

1. Woolf uses a variety of sentence types in this selection. Among them is the exclamatory sentence. Identify the exclamatory sentence and explain its effect.
2. Classify each sentence as to length: short, medium, or long. How is the meaning of the passage reinforced and clarified by sentence length?

### Apply:

Write a declarative sentence about college entrance examinations. Then write an exclamatory sentence which amplifies or clarifies the declarative sentence. Share your sentences with the class.

## Syntax

### Consider:

Brother, continue to listen.

You say that you are sent to instruct us how to worship the Great Spirit agreeably to his mind; and, if we do not take hold of the religion which you white people teach, we shall be unhappy hereafter. You say that you are right and we are lost. How do we know this to be true?

— Chief Red Jacket, "Chief Red Jacket Rejects a Change of Religion"

### Discuss:

1. The words you say are repeated several times in the sentence. What is the repetition's function?
2. The question at the end of the passage is a rhetorical question. What attitude toward the audience is expressed by the use of a rhetorical question?

### Apply:

Write a three-sentence paragraph modeled after Chief Red Jacket's passage. The first two sentences should contain repetition; the third sentence should be a rhetorical question. Your topic is school uniforms. Share your sentence with the class.

## Syntax

### Consider:

No sooner had the reverberation of my blows sunk into silence, then I was answered by a voice from within the tomb! - by a cry, at first muffled and broken, like the sobbing of a child, and then quickly swelling into one long, loud, and continuous scream, utterly anomalous and inhuman - a howl! - a wailing shriek, half of horror and half of triumph, such as might have arisen only out of hell, conjointly from the throats of the damned in their agony and of the demons that exult in the damnation.

— Edgar Allan Poe, "The Black Cat"

### Discuss:

1. The dashes in this long sentence set off a series of appositives. (An appositive is a noun or noun phrase placed beside another noun or noun phrase and used to identify or explain it.) What noun phrase is explained by the appositives?
2. This sentence makes syntactic and semantic sense if it ends with the first exclamation point. What do the appositives add to the meaning and effectiveness of the sentence?

### Apply:

Rewrite Poe's sentence, changing it into a series of short sentences. Read your sentences to the class and discuss how the use of short sentences changes the overall meaning of the original.

## Syntax

### Consider:

Now, the use of culture is that it helps us, by means of its spiritual standard of perfection, to regard wealth but as machinery, and not only to say as a matter of words that we regard wealth but as machinery, but really to perceive and feel that it is so. If it were not for this purging effect wrought upon our minds by culture, the whole world, the future as well as the present, would inevitably belong to the Philistines.

— Matthew Arnold, "Sweetness and Light," *Culture and Anarchy*

### Discuss:

1. Put the first sentence into your own words. How does the sentence's complexity add to its impact?
2. Where are the most important words in the second sentence of this passage - at the beginning or at the end? What effect does this have on the reader?

### Apply:

Listen to people's sentences as you talk to them today and keep a record of where speakers place important words: at the beginning or the end of a sentence. Come to the next class with a record of at least 5 sentences and notation indicating where the important words in those sentences were placed. Which is most common, beginning or end weight? Compare your results with the results of others in your class and discuss the implication of these results for analyzing prose.