

Play Notes

1. Summary

A summary of the most recent section of the play read. For example, if your class just finished reading Act 3 Scene 2, you write a summary for Act 3 Scene 2, not the entire play up to this point. If you are summarizing the readings for weeks 3 and 4, just summarize what we read for those weeks.

In your summary, do your best to address the 5 W's for the current section: who, what, when, where, why.

2. Questions you have

Questions you have about the play. Questions might be about plot, language, characters, or any other aspect of the play. Remember, you are going to take quizzes!

3. Memorable line from the play

At least one memorable quote or line from this section of the play and your reason why you chose it.

Rubric

A rubric for this activity is available at <http://english.cailab.net/rubrics/PlayNotesRubric.pdf>.

Standards

CCR.ELA-Literacy.WHST.9-10.2d, Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCR.ELA-Literacy.WHST.9-10.2e, Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCR.ELA-Literacy.WHST.9-10.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.ELA-Literacy.WHST.9-10.5, 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.

CCR.ELA-Literacy.WHST.9-10.6, Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCR.ELA-Literacy.WHST.9-10.10, Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.