

Entry Slip

Criteria: Upon entering class the day after reading chapters one and two from *Death of a Salesman*, students will write-up a question on a small sheet of paper. This question is more of a critical question, as it can deal with a quote they found interesting from the reading, a question they may have, or a theme/symbol/etc. they found intriguing. Students will get into small groups and discuss their entry slips/critical questions with one another.

Standards Addressed:

- Apply word analysis and vocabulary skills to comprehend selections (C)
- Listen effectively in formal and informal situations (C)
- Speak effectively using language appropriate to the situation and audience (C)
- Demonstrate the ability to raise insight within a group (P)
- Demonstrate the ability to ask insightful questions (P)
- Demonstrate the ability to ask effective questions that encourage thought and subject growth (P)
- Demonstrate effective formal/informal presentation skills (P)

Criterion	5 Points	3 Points	1 Point
Slip proves student has completed reading assignment	Critical question contains meaningful and thoughtful quote/question, etc. that directly pertains to reading	Critical question is vague and doesn't prove the student has read; question is still somewhat intriguing	Question is extremely vague and does not at all prove that student has read the assigned reading
Slip shows insight; slip generates discussion	Question is multi-faceted; Makes classmates think	Question is acceptable, but rather easy to answer	Question is one in which producing discussion is very hard; question is possibly only in "yes or no" form
Small group participation	Student discusses slips within a group, asking thought-provoking questions and making appropriate comments	Student provides their group with their slip question, but does little to respond to their peers' slips	Student does very little (if anything) during their group discussion time

TOTAL POINTS = _____/15