

Overview

Overview | Character Relationships and Theme in Hamlet (A Close Reading LDC Module)

*Character Relationships and Theme in Hamlet (A Close Reading LDC Module)*

by Susan Weston and Gary McCormick

Hamlet's "O, That This Too Too Solid Flesh" soliloquy provides great insight into the mind of the protagonist of the play as well as a dense package of the core themes that drive the tragedy. In this module, students begin with a close reading of the soliloquy, engaged without prior supports and using a sequence of text-dependent questions. Building on that study, students explore the full play, excerpts of "Shakespeare and Modern Culture" by Marjorie Garber and "Rosencrantz and Guildenstern are Dead" by Tom Stoppard, and other short texts in order to write an essay that explains how the relationship between Hamlet and another character illustrates an important theme in the tragedy. This module is one of three prototypes for combining the LDC framework with the close reading approach shown in the instructional exemplars created by Student Achievement Partners. We'd love to hear questions and thoughts: please e-mail spweston@gmail.com.

Grades: 11 12

Discipline: ELA

Teaching Task: Task Template 19 (Informational or Explanatory and Synthesis)

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Section 1: What Task?

TEACHING TASK

Task Template 19 — [3 Levels]

Informational & Synthesis

L1: How do authors use character relationships to develop theme in a story? After reading Hamlet and related texts, write essay that explains how the relationship between Hamlet and another character illustrates an important theme in this tragedy. . What conclusion or implications can you draw? Cite at least two sources, pointing out key elements from each source. A bibliography is required.

STUDENT BACKGROUND

No Student Background for this Module

EXTENSION

No Extension for this Module

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.CCR.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing,

rewriting, or trying a new approach.

W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards — Language

L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.CCR.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.CCR.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Common Core Anchor Standards — Speaking and Listening

SL.CCR.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Custom Standards

Section 2: What Skills?

Selected Skills

Close Reading Process

FIRST INSPECTION: Ability to obtain an initial understanding of a text's purpose and organization.

CLOSE ANALYSIS: Ability to engage a text deeply on its own terms.

FOLLOWING A THOUGHT PROCESS: Ability to see how the steps in a text connect to one another.

Preparing for the Teaching Task

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Research Reading Process

READING STRATEGIES: Ability to select appropriate texts and understand necessary reading strategies needed for the task.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and information.

NOTE-TAKING I: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTE-TAKING II: Ability to prioritize and narrow supporting information.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

INFORMED CLOSE READING: Ability to draw new insight from a text in light of understanding from related research.

Writing Process

PLANNING: Ability to develop a line of thought and text structure appropriate to an

information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

PROBING THE LINE OF THOUGHT: Ability to evaluate the connection between controlling idea and supporting evidence within a draft (both one's own and those created by others).

REVISION: Ability to revise and improve one's reasoning in light of review.

Section 3: What Instruction?

MiniTasks

Close Reading Process

FIRST INSPECTION: Ability to obtain an initial understanding of a text's purpose and organization.

SHORT CONSTRUCTED RESPONSE

Section 1: The Speaker's State of Mind (Lines 129-137 to "possess it merely").

Summarize the speaker's words/thoughts in section 1 of the soliloquy.

Complete the contingent guiding questions for section 1.

Pacing: 45 minutes

Scoring Guide: work meets expectations if:

Provides a clear summary and text-based answers to guiding questions .

Marks evidence from section 1 of the soliloquy.

Teaching Strategies:

Students read the entire soliloquy silently (they may mark text for main ideas, points of confusion, and so on).

The teacher reads the entire soliloquy aloud while students follow along in the text (students may add to their marked text).

Students write their summary of the first section of the soliloquy.

Students complete the following guiding questions individually with discussion and formative assessment of progress led by the teacher:

1. What does the speaker mean by ". . .too too solid flesh"?
2. What does ". . .canon 'gainst self-slaughter" mean?
3. Explain the speaker's view of the state of the world based on his use of the garden metaphor.

Students revisit/rewrite their initial summary based on completing the guiding questions discussion.

CLOSE ANALYSIS: Ability to engage a text deeply on its own terms.

NOTES

Section 2: Jarring Contrasts (Lines 138-155 to "She married.")

Complete the graphic organizer contrasting the speaker's tone/attitude toward his father, mother and uncle based on the images, analogies and words and phrases associated with each character in this section of the soliloquy.

Complete the guiding questions for section 2.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Provides accurate tone/attitude based on images, analogies and words and phrases drawn from assigned text.
 - Answers guiding questions with evidence drawn from assigned text.
-

Teaching Strategies:

Students view the Kenneth Branagh's "O That This Too Too Solid Flesh" excerpt from the play. (they may add to their marked text)

Students complete the following guiding questions in think-pair-share groups with formative assessment of progress by the teacher:

1. What is the "it" in "That it should come to this!"? Support your answer with evidence from section 1.
2. Summarize the events/actions that have occurred among the speaker's mother, father and uncle.
3. Who is the woman the speaker describes as frail? What about her is "frail?" What evidence from this section supports your answer?

Working individually, students complete the graphic organizer (available under "Upload Resources") contrasting the speaker's tone/attitude toward his father, mother and uncle based on the images, analogies and words and phrases in this section of the soliloquy.

Students work in small groups (3-4) to evaluate each other's graphic organizers, discuss best text-based responses and improve their initial work based on the group activity.

Students share what initial understanding they confirmed, expanded or altered as a result of the small group activity.

FOLLOWING A THOUGHT PROCESS: Ability to see how the steps in a text connect to one another.

LONG CONSTRUCTED RESPONSE

In the middle section of the soliloquy, the speaker frequently interrupts himself. Why does he do this? How has the speaker's state of mind been affected by the actions of others? Use evidence from the text to support your analysis. Formulate an answer to these questions in a thoughtful brief essay (approximately a page).

Pacing: 90 minutes

Scoring Guide: work meets expectations if:

- Articulates a clear connection between the actions of others and the speaker's state of mind.
 - Uses appropriate evidence from the text to support analysis.
-

Teaching Strategies:

Students answer the prompt in a timed on-demand essay with formative assessment by the teacher.

Students discuss/score anonymous peer essays in small groups based on a prompt specific rubric.

LIST

Section 3: The Function of Dysfunction (lines 155-159 to "hold my tongue.")

For each section of the soliloquy, list the speaker's primary emotion and support your choice with 5 words or less from each section.

Complete the guiding questions for section 3.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- List demonstrates clear understanding of the speaker's emotional state with evidence from the assigned text.
 - Answers to guiding questions include evidence drawn from assigned text.
-

Teaching Strategies:

Students complete the following guiding questions individually with formative assessment of progress by the teacher:

1. How does the first line of this section, "O, most wicked speed...incestuous sheets!" underscore the speaker's thoughts from section 2 of the soliloquy?
2. With whom has the speaker shared his thoughts? How has this affected his emotions?

Working with a partner, students create a text based list of the primary emotions demonstrated by the speaker in each section of the soliloquy.

All partner groups post their lists in the classroom and do a gallery walk to consider the ideas of other groups.

Preparing for the Teaching Task

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

SHORT CONSTRUCTED RESPONSE

How does the work you completed in the close reading process over the "O, That This Too Too Solid Flesh" soliloquy connect to/inform your understanding of the teaching task?

Pacing: 25 minutes

Scoring Guide: work meets expectations if:

No scoring

Teaching Strategies:

Review students' responses and discuss emerging themes and characterization from the close reading soliloquy.

LIST

In your own words and in a bulleted list, identify the important features that an excellent response to this prompt (Task 19 Hamlet) must include.

Pacing: 45 minutes

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

After individual work, pair students to work with a partner to expand/improve each other's individual bulleted list.

Create a classroom list of important features drawn from student examples: Choose one student to share a few ideas on butcher paper and ask others to add to the list.

Butcher paper list will remain up in the classroom for the entire module to remind students how mini-tasks connect to essential skills for responding well to the instructional task.

Share examples of the type of text students will produce (synthesis/analysis) from past students or from professional writers.

Research Reading Process

READING STRATEGIES: Ability to select appropriate texts and understand necessary reading strategies needed for the task.

SHORT CONSTRUCTED RESPONSE

After reading the section of the play where Hamlet talks to the ghost of his murdered

father, explain Hamlet's relationship with the ghost. Name a larger idea (theme) that you find in their conversation, and correctly cite the lines from the text that support your idea.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Names an emerging theme from the text.
 - Cites appropriate lines from text to support theme
 - Writes in readable prose.
-

Teaching Strategies:

Demonstrate appropriate reading strategies (marking text for tone and content, summary, and paraphrase) for sifting complex literary text.

Provide students formal and informal citation samples and explain appropriate use.

Have students consider accuracy and support of each other's short responses in Think-Pair-Share groups.

Post a classroom list of themes noted from the ghost of King Hamlet scene.

Compare and contrast the image of Hamlet's father in this scene to the image of his father that Hamlet articulated in the soliloquy from the close reading activity.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and information.

SHORT CONSTRUCTED RESPONSE

After reading the conversation between Hamlet and Polonius, identify 3-5 key words or phrases and define their connotation and denotation. In a short paragraph explain what the key words and phrases reveal about the relationship between Hamlet and Polonius.

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

- Notes connotation and denotation of key words and phrases
 - Clearly explains how key words and phrases reveal a relationship between characters.
-

Teaching Strategies:

Review connotation and denotation

Use dictionaries and other vocabulary resources for word/phrase understanding

Review strategies for understanding words in context (syntax)

Engage small groups in developing "Most Important Word" lists to be continued throughout the study of the play

NOTE-TAKING I: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

After reading the opening scene of *Rosencrantz and Guildenstern are Dead*, complete a paragraph explaining what you know about the relationship between the two characters based on the dialogue and stage directions. Use a note-taking method to select relevant information to the prompt.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Selects relevant source material to support controlling idea.
 - Writes in readable prose.
-

Teaching Strategies:

Review plagiarism indicators and how to avoid them.

Provide students with multiple note-taking strategies.

Discuss the term "relevant" in small and large group activity with samples from student responses.

Teach strategies for identifying and selecting source material to support a controlling idea while avoiding "highlight sprawl."

Notes:

Note-taking strategies taught prior to this activity include multiple methods of text annotation, Cornell-notes, cluster mapping, outlining, and student derived combinations of these forms

NOTE-TAKING II: Ability to prioritize and narrow supporting information.

NOTES

After reading "Hamlet: The Matter of Character," prioritize relevant information in your notes from the essay to develop your ideas about character relationships and theme.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Correct works cited entry for text
 - Prioritized set of notes connecting points for a line of thinking for completing the teaching task.
-

Teaching Strategies:

Model prioritized notes format for students.

Formatively assess students' progress in ordering notes from most to least relevant.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

In a quick write, write about what you know now about how relationships illustrate themes in Hamlet. What strategies did you use to gain this understanding?

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

Give students five minutes to make their individual notes.

Have each student post every core theme he/she discovered throughout the module and the most effective strategy for him or her to www.polleverywhere.com

Discuss student responses posted to www.polleverywhere.com

INFORMED CLOSE READING: Ability to draw new insight from a text in light of understanding from related research.

LIST

Review your short constructed response from the close reading activity that began the module, "How has the speaker's state of mind been affected by the actions of others?"

List theme and character concepts from the other texts you have read during the module that directly connect to what you discovered about Hamlet in the soliloquy from Act I.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Uses information from "O That This Too Too Solid Flesh" text and multiple texts from later in the module.
 - Focuses on character relationships and theme.
-

Teaching Strategies:

Formatively assess student progress toward reviewing their initial thinking and making connections to texts throughout the module.

Have students select one of the the following statements:

Based on my reading of the play and other texts, Hamlet's description of the characters in ACT I was completely accurate.

Based on my reading of the play and other texts, Hamlet's description of the characters in ACT I was mostly accurate.

Based on my reading of the play and other texts, Hamlet's description of the characters in ACT I was mostly inaccurate.

Divide students into groups based on these responses to gather support for their stance.

Conduct a class discussion debating the best answer.

Writing Process

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline based on your notes and reading in which you sequence your major points, and note your supporting evidence.

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

- Creates an outline or organizer.
 - Supports controlling idea. Uses evidence from texts read earlier.
-

Teaching Strategies:

Review teaching task before students outline.

Ask students to plan multiple paragraphs, each with a character relationship to theme big idea.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft of the body paragraphs, inserting and citing textual evidence.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Provides paragraphs with a clear central point.
 - Supports each central point with multiple points of evidence.
-

Teaching Strategies:

Encourage students to re-read the teaching task and informational explanatory rubric partway through writing, to check that they are on track.

Note: Yes, Students continue "adding up" the evidence as they do their initial writing, so that they can come to the opening and closing with a fully developed sense of the case they want to make.

LONG CONSTRUCTED RESPONSE

Write an opening (lead) for your essay that includes a clear context, assertion and 2-3 point thesis statement.

Scoring Guide: work meets expectations if:

Lead includes a context sentence orienting the reader to the topic (Hamlet) and core issue of the essay (character relationships and theme), a clear main idea and a thesis outlining the 2-3 areas of support for the assertion.

Teaching Strategies:

Review effective lead strategies (background info., quote, sweeping statement)

Share samples of varied effective academic essay leads for student review in think-pair-share groups

Provide essay structure template if necessary.

Prohibit essay writing until lead is checked for appropriate structure and effective idea plan.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Define "plagiarism" and list ways to avoid it.

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

- Provides accurate definition
 - Lists several appropriate strategies
-

Teaching Strategies:

Discuss respect for others' work to assemble evidence and create texts.

Discuss academic penalties for stealing others thoughts and words.

LONG CONSTRUCTED RESPONSE

Revise your article to avoid plagiarism.

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

Phrases and sentences originally written by Stoppard, Garber and Shakespeare are cited correctly and shown in quotes.

Page numbers (for Stoppard and Garber texts) and Act, Scene, Line notations (for Shakespeare) are provided to show where both quotes and facts can be found in the originals.

Teaching Strategies:

Formatively assess student progress as they work.

PROBING THE LINE OF THOUGHT: Ability to evaluate the connection between controlling idea and supporting evidence within a draft (both one's own and those created by others).

NOTES

Advise a partner on how to improve his or her draft.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Responds to substance of the draft.
 - Uses some language from rubric.
-

Teaching Strategies:

Hand out "Meets expectations" worksheet.

Have each student read a classmate's draft and give that classmate at least two ideas of what's on track and at least two ideas of what can still be improved to "meet expectations." More notes are better, but two and two are the minimum.

REVISION: Ability to revise and improve one's reasoning in light of review.

LONG CONSTRUCTED RESPONSE

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Pacing: 60 minutes

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
 - Supports the opening in the later sections with evidence and citations.
 - Improves earlier edition.
-


Teaching Strategies:

Share sample useful feedback that balances support for strengths and clarity about weaknesses.

Assign students to provide each other with feedback on those issues.

Resources

Uploaded Files

 [Hamlet Graphic Organizer.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/16526/379369264_Mar_04_2013_091614993.docx)


Close Reading/Close Analysis Graphic Organizer

Keywords


*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.


Other Resources

 Rosencrantz and Guildenstern Are Dead (Opening Scene)

This scene establishes the relationship between Rosencrantz and Guildenstern and provides additional context for the conversation between Hamlet and these two characters in Hamlet Act II, Scene 2.

 Hamlet's Conversation with Polonius (Act II, Scene 2)

Polonius seeks to determine Hamlet's state of mind and Hamlet seeks to deceive Polonius.

 Hamlet's Conversation with His Father's Ghost (Act I, Scene 5)

King Hamlet tells his son about his murder at the hands of his own brother and charges his son with gaining vengeance

 Hamlet: The Matter of Character Essay

A brief, in-depth analysis of character interactions in Hamlet by Shakespearean scholar Marjorie Garber.

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identify a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
Meets Expectations	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

Other Comments