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| **CHARACTERIZATION****Evidence from text** **(Write the quotation + pg. #)** | **How does that example show the difference between perception (how it seems) and reality (how it actually is)****Explain your thoughts in this column.**  |
| **SPEECH (something the character says)** |  |
| **THOUGHTS (something the character thinks)** |  |
| **EFFECT ON OTHERS (something that shows how others react to them)** |  |
| **ACTIONS (something that the character does)** |  |
| **LOOKS (something that shows how the character looks)** |  |

**Understanding the Question**

* *How does Faulkner use.*..= what does the author do in the story
* *Characterization*= the character’s personality based on the information the author gives in the story
	+ Look at what the character says and thinks, how they affect other characters, what they do, and how they look
* *Word Choice*= the types of wording the author uses that sets a tone or gives implied information in various parts of the story
* *The difference between perception and reality*= the big idea that we were made to believe Miss Emily Grierson was one way but turns out to be somebody completely different (you need to understand exactly what this means before starting the essay-- if you don’t know this, PLEASE ask a peer or your teacher)

**Structuring the Response**

* First sentence – Answer the prompt with your claim
* Development (\*\* Gather your evidence and explanations in the organizer on the next page \*\*)
	+ State what is used to show the theme (ex: Faulkner characterizes Miss Emily by showing her actions throughout the story.)
	+ Give text evidence to support it (ex: On page blah blah blah, Miss Emily says to the people, “blah blah blah”)
	+ Explain how this shows the difference between perception and reality (ex: Since Miss Emily thinks that blah blah blah the author is trying to show that Miss Emily is blah blah blah, even though later on she is blah blah blah)
	+ Use at least three of the five categories on the chart
* Closing sentence -- wrap up and recap using different words

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|  | Performance level 25 pts | Performance Level 13.5 pts | Performance level 02.5 pts |
| Understanding of theme (RL 2) | Student completely articulated a defensible interpretation of theme. | Student identifies a theme, but it may be incompletely articulated or not completely defensible. | The student did not identify a theme or identified an indefensible interpretation. |
| Characterization (RL 3) | Student adequately explains how the characterization contributes to theme. | Student explains how the author uses characterization, but doesn’t fully connect it to developing the theme. | The student does not indicate an understanding of characterization. |
| Quality of Details (RL 1) | The student selected the appropriate amount of the **best** details for supporting their position. Specific quotations are aptly used. | The student selected some details but they were not fully adequate for supporting the student.General references are used.  | The student selected no details or irrelevant details. |
| Writing Quality (W4; L1) | Response is coherently written with few or no errors in standard English conventions. Response organization is effective. There is an effective beginning and end. Effective transitions are used.  | Response is written with limited errors in standard English conventions. There is a sense of beginning and ending. Response may not be effectively organized or coherent, but is focused on one central idea(Sentence structure errors occur which do not limit comprehension) | Response is poorly crafted and may have many errors in standard English conventions. Comprehension is limited due to errors.(There/Their/They’re errors)(Verb ending errors)(Possessive errors)(Sentence structure errors which limit comprehension) |