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| LEQ*:* How do the poets control diction and structure to explore problems with isolation?  (include lesson vocabulary such as: Connotation, Diction (levels – formal, standard, informal, colloquial, slang, jargon), Tone, Alliteration (and all the other sound devices), Figurative Language (metaphor, simile, personification, symbol…), Rhyme, Parallel Structure, Stanza, Author’s Purpose, Theme)  This will be a compare and contrast response – you are comparing and contrasting how each poet created her theme. Start with identifying the themes for both poems and then offer a conclusion about what they have in common. | | | |
| **Name** | **Performance level 2** | **Performance Level 1** | **Performance level 0** |
| Evaluation of  poet’s theme | Student completely articulated defensible themes based on source information. | Student identifies themes, but they may be incompletely articulated or not completely defensible. | The student did not identify themes for both poems or identified indefensible interpretations. |
| Word Choice  (RL 4) | Student adequately explains how the word choice is developed to communicate  a particular tone as well as contribute to theme | Student explains how the author uses word choice, but doesn’t fully connect it to an interpretation.  Doesn’t fully connect word choice to theme. Mainly identifies. | The student does not indicate an understanding of word choice. |
| Structure (RL 5) | Student adequately explains how the text is structured deliberately to support and develop the theme | Student doesn’t completely explain how the text is structured and only hints at the reasoning behind the structural choices. | Student doesn’t indicate an understanding of structure. |
| Quality of Details  (RI 1) | The student selected the appropriate amount of the **best** details for supporting their discussion of theme, use of diction, and control of structure. | The student selected some details but they were not fully adequate for supporting their conclusion and discussion of theme, use of diction, and control of structure. | The student selected no details or irrelevant details. |
| Writing Quality  (W 2) | Response is coherently written with few or no errors in standard English conventions. | Response is written with limited errors in standard English conventions. Errors slow down comprehension. Response may not be well organized or coherent. | Response is poorly crafted with many errors in standard English conventions. Comprehension is limited due to errors. |