English 10H

Literature Circle Unit, Open Response Paragraph #1

Writing Assignment – Due Wednesday, November 4 – typed and double-spaced

For this assignment, you need to select a question that you can explore in connection to the text that you are reading with your group. Possible questions include (but are not limited to):

* How is the theme of \_\_\_\_\_\_\_\_\_ illustrated in this text?
* What does \_\_\_\_\_\_\_\_ symbolize in this text?
* What function does the character \_\_\_\_\_\_\_\_\_ serve in this text?
* How does the structure/setting/style (choose one) of this text serve to reinforce the central message \_\_\_\_\_\_\_\_?
* How do real life events influence and interact with the events in this text?

Using pencil in the space below, write a preliminary question that you (as a group) think you would like to explore.

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 Next, working together, write a draft claim that would work in response to this question.

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Working separately, identify a least three specific pieces of evidence that you could use to support this claim. Record them below. Next, share with the other members of your group and add evidence to your list.

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Finally, working together, go back to your question and reconsider. Is there anything you want to add / change / delete? Make necessary revisions. Record the final question on your group summary sheet.

Assignment: Using the question you just developed, write a ONE-PARAGRAPH response to this question using the template below.

Introductory Sentence(s) (two sentences at the most) – Introduce the text, author, claim, and information about the text that is essential to understanding your response. Your intended audience is someone who is generally familiar with the text.

Body – Present three pieces of evidence to support your claim, including at least one correctly incorporated and cited DQ. All evidence must explicitly and convincingly support your claim.

Concluding Sentence – Summarize your main points and restate (reword) your claim.

Grading Rubric – Analytical Paragraph – **attach this sheet to your paragraph**

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|  | A | B | C | D | F |
| **INTRODUCTION:**\*Opens with a statement that clearly establishes the **topic and context** of the paragraph. | Introduction is complete; claim is specific and reveals complexity of thought | complete, but weaker in complexity or specificity  | missing one element, but still includes a claim | Claim is unclear | No evidence of a claim. |
| **BODY:**\*Three specific pieces of **evidence** (including at least one direct quotation)that support the claim.\*Connection between evidence and claim is explicit and convincing.  | \*Evidence is introduced and discussed in a mature, sophisticated manner that supports the claim convincingly. | \*Evidence is clear, but the analysis of the evidence is not as complete as A essays. | \*Textual evidence is evident, but little meaningful connection to the claim is evident OR not enough evidence | \*Weak idea development; minimal or no textual evidence. | No textual evidence; ideas are undeveloped. |
| **MECHANICS:**\*Communication of ideas reflects good **command of grammar**.\*Paragraphs are indented.\*All sentences are complete.\*Correct use of capital letters.\*Free of spelling errors and typos. | \*Errors, if any exist, are very minor and do not distract the reader from understanding the ideas of the essay. | \*Errors are frequent enough to provide a mild distraction to the reader; firm command of “the basics” is evident. | \*Knowledge of the rules is below grade level, as evidenced by the frequency of them; errors distract the reader often from the ideas. | \*Errors interfere with the communication of the ideas of the essay. | \*Basic command of spelling, capitalization, and complete sentences is not evident. |
| **\*\*IDEAS\*\*:**\*Mastery of the text/topic.\*Original and creative critical thought.\*Thorough and completeness in the development of the ideas. | \*Ideas show creative and original thought; ideas of the essay add to the scholarship on this topic. | \*Ideas show good aptitude and knowledge of the subject but lack in sophistication. | \*Ideas are adequate and could be B level but lack development. | \*Ideas are rudimentary and do not show a good understanding of the topic or text. | \*Ideas are minimally related to the topic. |