

Overview

Overview | The Scarlet Letter and Hester Prynne



*The Scarlet Letter and Hester Prynne*

*by Ashley Gore*

*The Puritans centered their way of life and laws on the Bible. From that, Hester should be judged based on the Biblical passage of Proverbs 31. Looking at the evidence, is Hester Prynne a virtuous woman or not? (This module also uses Quality Core materials and standards.)*

**Grades:** 11

**Discipline:** ELA

**Teaching Task:** Task Template 6 (Argumentation and Evaluation)

**Course:** English 11

**Author Information:**

*Ashley Gore (Simpson County)*

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*Section 1: What Task?*

TEACHING TASK

*Task Template 6 — [1 Level]*

*Argumentation & Evaluation*

**L1:** Is Hester Prynne a virtuous woman? After reading *The Scarlet Letter* and Proverbs 31 write an essay that discusses Hester Prynne's character attributes and evaluates her virtues in connection with Proverbs 31. Be sure to support your position with evidence from the texts.

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STUDENT BACKGROUND

Students have been learning analysis and argument writing and will utilize both attributes for this assignment.

EXTENSION

Rubric						
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations	Advanced
1	1.5	2	2.5	3	3.5	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.	Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
<b>Reading/Research</b>	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
<b>Development</b>	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
			Uses an appropriate organizational		Maintains an appropriate organizational structure to address	Maintains an organizational structure that intentionally and effectively enhances the presentation of

<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.		structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
<b>Conventions</b>	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 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.
<b>Content Understanding</b>	Attempts to include disciplinary content in argument, 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.

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

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**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.

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

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*Common Core Anchor Standards — Writing*

**W.CCR.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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**W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

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**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.

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*Custom Standards*

**QUALITY CORE STANDARD A.1 READING ACROSS THE CURRICULUM:** b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task) c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

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**QUALITY CORE A.2 READING STRATEGIES:** a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework

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**QUALITY CORE A.3 KNOWLEDGE OF LITERARY AND NONLITERARY FORMS:** a. Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

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**QUALITY CORE A.5 AUTHOR'S VOICE AND METHOD:** c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts h. Identify the author's stated or implied purpose in increasingly challenging texts

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**QUALITY CORE A.6 PERSUASIVE LANGUAGE AND LOGIC:** c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources

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**QUALITY CORE A.8 WORDS AND THEIR HISTORY:** a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies) b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words d. Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts f. Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the garden of Eden as it is used in Thomas Hardy's novel *Tess of the D'Urbervilles*) in increasingly challenging texts h. Apply knowledge of connotation and

denotation to determine the meanings of words and phrases in increasingly challenging texts

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**QUALITY CORE B.1 WRITING PROCESS:** a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information

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**QUALITY CORE B.2 MODES OF WRITING FOR DIFFERENT PURPOSES AND AUDIENCES:** d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors

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**QUALITY CORE B.3 ORGANIZATION, UNITY, AND COHERENCE:** a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence c. Add important information and delete irrelevant information and details to more clearly establish a central idea d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

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**QUALITY CORE B.4 SENTENCE- LEVEL CONSTRUCTIONS:** a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect c. Use parallel structure to present items in a series and items juxtaposed for emphasis d. Evaluate own sentence style by identifying common sentence patterns and constructions e. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice f. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose g. Use strong action verbs, sensory details, vivid imagery, and precise words

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**QUALITY CORE B.5 CONVENTIONS OF USAGE:** a. Correctly spell commonly misspelled/confused words b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference) e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified f. Correctly use parts of speech

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**QUALITY CORE B.6 CONVENTIONS OF PUNCTUATION:** b. Use punctuation correctly

within sentences and words c. Demonstrate correct use of capitalization

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**QUALITY CORE C:** C.c Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective C.e Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)

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**QUALITY CORE D.2 APPLICATION :** g. Actively participate in small-group and large-group discussions, assuming various roles

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## Section 2: What Skills?

### Selected Skills

#### *Preparing for the Task*

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

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

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#### *Reading Process*

**TEXT EVIDENCE SELECTION:** Ability to identify appropriate text evidence for argument support

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**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text.

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**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

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**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

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**ANNOTATION AND NOTE-TAKING :** Ability to read purposefully and select relevant information; to make connections and create commentary to explain importance

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#### *Transition to Writing*

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

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#### *Writing Process*

**THESIS:** Ability to establish a thesis and consolidate information relevant the argument stance.

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

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

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**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

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**EDITING:** Ability to proofread and format a piece to make it more effective.

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**COMPLETION:** Ability to submit final piece that meets expectations.

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## Section 3: What Instruction?

### MiniTasks

#### *Preparing for the Task*

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

##### **LIST**

In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.

**Pacing:** 15min

##### **Scoring Guide: work meets expectations if:**

Students reference specific details from the novel.

##### **Teaching Strategies:**

- Link this task to earlier class content with students having read the novel.
- Discuss student responses.
- Clarify timetable and support plans for the task.

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

##### **LIST**

In your own words, what are the important features of a good response to this prompt?

**Pacing:** 30min

##### **Scoring Guide: work meets expectations if:**

None

##### **Teaching Strategies:**

- Share examples of type of text students will write.
- Identify or invite students to identify key features of examples.
- Pair students to share and improve their individual bullets.
- Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it.

## Reading Process

**TEXT EVIDENCE SELECTION:** Ability to identify appropriate text evidence for argument support

### NOTES

For each close reading text, annotate for evidence from The Scarlet Letter to defend or challenge the notion that Hester Prynne was truly a virtuous woman as outlined in Proverbs 31.

**Pacing:** 3-5 days

### Scoring Guide: work meets expectations if:

Passages are annotated and feature connecting commentary to the argument task.

### Teaching Strategies:

- Review indirect and direct characterization
- Provide Annotation Guidelines and show Annotation Rubric

### Notes:

Passages chosen include the first scaffold scene, Hester going to the Governor's house to plea for custody of Pearl, Chillingworth and Hester's exchange where he takes fault for making her marry and she refuses to tell who she has committed adultery with, Hester's lonely existence yet her needle work becoming the fashion in town, and the final scene where Hester becomes a sought after advisor and is buried next to Dimmesdale as well as the text of Proverbs 31.

**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text.

### SHORT CONSTRUCTED RESPONSE

What evidence did you find to accomplish the task? Which parts of the text show show Hester is a virtuous woman in connection to Proverbs 31?

- L2 What competing arguments have you encountered?

**Pacing:** 20-30min

### Scoring Guide: work meets expectations if:

- Answers questions with credible response.

### Teaching Strategies:

- Students share in small groups and discuss their responses.
  - Students assess their group work with the Group Participation and Collaboration Rubric
  - After the discussion, allow them to add to their entries.
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**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

**LIST**

In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.

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**Pacing:** On Going

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**Scoring Guide: work meets expectations if:**

- Lists appropriate phrases.
  - Provides accurate definitions.
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**Teaching Strategies:**

- Students should have an on going note section where they list and define rhetorical devices
  - Ask some students to share definitions of terms that others overlooked or misunderstood that they have found in The Scarlet Letter
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**Notes:**

Vocabulay from The Scarlet Letter and Proverbs 31 derives from student annotations of texts (the words they circled they then go and define)

Rhetorical Devices: ethos, pathos, logos, diction, shift, allusion, juxtaposition, metaphor, symbol, parallelism, repetition, syntax, paradox, motif, analogy, connotation

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**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

**SHORT CONSTRUCTED RESPONSE**

Define "plagiarism" and list ways to avoid it.

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**Pacing:** Bell Ringer -first 5-8 minutes of class for writing; 10 min for sharing

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**Scoring Guide: work meets expectations if:**

- Provides accurate definition

- Lists several appropriate strategies
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**Teaching Strategies:**

- Discuss respect for others' work to assemble evidence and create texts.
  - Discuss academic penalties for stealing others thoughts and words.
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**ANNOTATION AND NOTE-TAKING :** Ability to read purposefully and select relevant information; to make connections and create commentary to explain importance

**NOTES**

From each text, find evidence that looks most important for answering the prompt.

- L2(a) What strategies will you use to discern the best evidence for your argument?
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**Pacing:** 1 day

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**Scoring Guide: work meets expectations if:**

- Identifies relevant evidence
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**Teaching Strategies:**

- Teach a model format for note taking: essay organizer
  - Check that early student work is in the assigned format
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*Transition to Writing*

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

**SHORT CONSTRUCTED RESPONSE**

In a quick write, write about what position you take on Hester Prynne being a virtuous woman.

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**Pacing:** 20 minutes

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**Scoring Guide: work meets expectations if:**

Student writes minimum 3 sentences, shares with a partner, and then share out to the class

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**Teaching Strategies:**

- Discussion-based strategies, such as think, pair, share
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## *Writing Process*

**THESIS:** Ability to establish a thesis and consolidate information relevant the argument stance.

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### **SHORT CONSTRUCTED RESPONSE**

Write an opening paragraph that includes an argument thesis.

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**Pacing:** 1 Class Period (55min)

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**Scoring Guide: work meets expectations if:**

- Writes a concise summary statement or draft opening.
  - Provides direct answer to main prompt requirements.
  - Establishes a thesis to be the controlling idea.
  - Identifies key points that support development of argument.
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**Teaching Strategies:**

- Offer several examples of argument thesis statements and opening paragraphs.
  - Ask class to discuss what makes them strong or weak.
  - Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
- Have students place their opening paragraph componants into the Essay Organizer.
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**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

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### **OUTLINE**

Complete your essay organizer based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

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**Pacing:** 55min

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**Scoring Guide: work meets expectations if:**

- Complete organizer.
  - Supports controlling idea. Uses evidence from The Scarlet Letter and connections to Proverbs 31.
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**Teaching Strategies:**

- Provide and teach the organizers.
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**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

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**LONG CONSTRUCTED RESPONSE**

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

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**Scoring Guide: work meets expectations if:**

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

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**Teaching Strategies:**

- Encourage students to re-read prompt partway through writing, to check that they are on track.
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**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

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**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.

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**Pacing:** 55 minutes

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**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.

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**Teaching Strategies:**

- Provide Peer Response Guiding Questions and go over helpful and well developed responses.
  - Have students go over their responses and specific feedback with one another.
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**EDITING:** Ability to proofread and format a piece to make it more effective.

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**LONG CONSTRUCTED RESPONSE**

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust

formatting as needed to provide clear, appealing text. Complete the Evaluating Revisions sheet to attach to your updated draft.

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**Pacing:** 55 minutes in class plus at home work

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**Scoring Guide: work meets expectations if:**

- Provides draft free from distracting surface errors.
  - Uses format that supports purpose.
  - Completes the Evaluating Revisions sheet.
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**Teaching Strategies:**

- Briefly review selected skills that many students need to improve.
  - Teach a short list of proofreading marks.
  - Assign students to proofread each other's texts a second time.
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**COMPLETION:** Ability to submit final piece that meets expectations.

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**LONG CONSTRUCTED RESPONSE**

Turn in your complete set of drafts, plus the final version of your piece

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**Scoring Guide: work meets expectations if:**

- Fits the "Meets Expectations" category in the rubric for the teaching task.
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## Resources

### *Uploaded Files*

 [6 Paragraph Essay Organizer.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/807675604\\_Feb\\_06\\_2013\\_141528455.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/807675604_Feb_06_2013_141528455.pdf))

6 Paragraph Essay Organizer

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 [Annotation Guide and Rubric.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1787986513\\_Feb\\_06\\_2013\\_141613383.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1787986513_Feb_06_2013_141613383.pdf))

Quality Core Annotation Guide and Rubric

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 [Evaluating Revisions Self Reflection.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1807985745\\_Feb\\_06\\_2013\\_141703756.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1807985745_Feb_06_2013_141703756.pdf))

Quality Core Evaluating Revisions Self Reflection

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 [Group Participation and Collaboration Rubric for Self Assessment.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1282854796\\_Feb\\_06\\_2013\\_141728404.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1282854796_Feb_06_2013_141728404.pdf))

Quality Core Group Participation and Collaboration Rubric for Self Assessment

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 [Peer Response Guiding Questions.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1410580151\\_Feb\\_06\\_2013\\_141757576.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10953/1410580151_Feb_06_2013_141757576.pdf))

Quality Core Peer Response Guiding Questions

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### *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*

 The Scarlet Letter

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 Proverbs 31

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### Section 4: What Results?

Classroom Assessment Rubric	
<b>Not Yet</b>	
<b>Focus</b>	Attempts to address prompt but lacks focus or is off-task.
<b>Reading/Research</b>	Demonstrates weak use of reading material to develop argument.
<b>Controlling Idea</b>	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
<b>Development</b>	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
<b>Organization</b>	Provides an ineffective structure; composition does not address requirements of the prompt.
<b>Conventions</b>	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.
<b>Meets Expectations</b>	
<b>Focus</b>	Addresses the prompt and stays on task; provides a generally convincing response.
<b>Reading/Research</b>	Demonstrates generally effective use of reading material to develop an argument.
<b>Controlling Idea</b>	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
<b>Development</b>	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
<b>Organization</b>	Applies an appropriate text structure to address specific requirements of the prompt.
<b>Conventions</b>	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

### Classroom Assessment Task

Paper will count as The Scarlet Letter summative assessment

### Exemplar Work

*Uploaded Files*

*Comments*

Author Notes

Other Comments