Group Members:

God/Goddess/Monster:

Symbolic Object:

Common Core State Standards Points Comments:

|  |  |  |
| --- | --- | --- |
| **SUPPORT:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  /25 |  |
| **WRITING:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |   /25 |  |
| **PRESENTATION:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |  /25 |  |
| **SYMBOLIC PROTOTYPE:** Demonstrate understandings of figurative language. |  /25 |  |
| **GROUP EFFECTIVENESS:** Initiate and participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  |  /50 |  |

Group Members:

God/Goddess/Monster:

Symbolic Object:

Common Core State Standards Points Comments:

|  |  |  |
| --- | --- | --- |
| **SUPPORT:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  /25 |  |
| **WRITING:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |   /25 |  |
| **PRESENTATION:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |  /25 |  |
| **SYMBOLIC PROTOTYPE:** Demonstrate understandings of figurative language. |  /25 |  |
| **GROUP EFFECTIVENESS:** Initiate and participate effectively in collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  |  /50 |  |