*Hamlet* Deception Chart Act II Student Name:

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| --- | --- | --- | --- | --- | --- | --- |
| **King Claudius and Queen Gertrude** | | **Polonius/Claudius** | | | **Polonius/Reynaldo** | |
| Against: | | Against: | | | Against: | |
| Bait: | | Bait: | | | Bait: | |
| Summary of deception plan in my own words: | | Summary of deception plan in my own words: | | | Summary of deception plan in my own words: | |
| Text words that explain deception plan:  Lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Text words that explain deception plan:  Lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Text words that explain deception plan:  Lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Factors that could cause the plan to fail: | | Factors that could cause the plan to fail: | | | Factors that could cause the plan to fail: | |
| Effect, result, aftermath if the plan **succeeds**: | | Effect, result, aftermath if the plan **succeeds**: | | | Effect, result, aftermath if the plan **succeeds**: | |
| Effect, result, aftermath if the plan **fails**: | | Effect, result, aftermath if the plan **fails:** | | | Effect, result, aftermath if the plan **fails**: | |
| **Learning Target** | **4.0** | | **3.0** | **2.0** | | **1.0** |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text**  **evidence** | **I can** insightfully  explain author’s  meaning by  citing text evidence  accurately beyond  teacher’s expectations. | | **I can** plainly explain  the author’s meaning  by citing text evidence  relatively accurately &  consistently. | **I can** just mention the  author’s meaning by  citing text evidence  somewhat accurately and  somewhat consistently. | | **I struggle to** identify the  author’s meaning by  citing text evidence.  I have some inaccuracies  and/or **need teacher**  **assistance.** |
| **Support** = Did I use accurate, varied, and relevant **evidence** to support claims? | **I can** use an abundance  of evidence that is  reliable, specific,  relevant, unbiased &  directly proves my claim  beyond teacher  expectations. | | **I can** use a supply of  evidence that is  respectable, specific,  useful, unbiased and  supports my claim. I do  this consistently for  every argument/reason. | **Some evidence I used**  **is helpful,** relevant,  unbiased and works to  clarify my claim. I am  sometimes inconsistent  or inaccurate with my  claim evidence. | | **I used little to no evidence;**  it is unreliable, vague,  irrelevant, biased, plagiarized  and/or doesn’t directly  clarify my claim. **I require**  **teacher help to show**  **evidence for arguments.** |
| **Hamlet** | | | | | | |
| Against: | | | | | | |
| Bait: | | | | | | |
| Summary of deception plan in my own words: | | | | | | |
| Text words that explain deception plan: | | | | | | |
| Factors that could cause the plan to fail: | | | | | | |
| Effect, result, aftermath if the plan **succeeds**: | | | | | | |
| Effect, result, aftermath if the plan **fails**: | | | | | | |

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| --- | --- | --- | --- | --- |
| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Make **inferences** while reading fiction & nonfiction | **I can insightfully**  **explain** **all examples**  of inferences **accurately**  **beyond expectations.** | **I can plainly explain**  **several examples** of  inferences **relatively** **accurately & consistently.** | **I can mention some**  **examples** of inferences **somewhat** **accurately and somewhat consistently.** | **I can partially identify**  **a few examples** of  inferences with **some inaccuracies & teacher help.** |

**Example of a 3.0 score with feedback**

