

**Composing on Your Own** The general pattern of composition instruction in this book is as follows:

- Students free write in response to the reading. They then choose a rhetorical situation and begin drafting.
- At the end of each instructional section, students return to their compositions and apply the concepts of that section to their writing.
- At the end of the unit, students make a final revision of their draft using a checklist that highlights the concepts they have just learned.

Comments in this Teacher Resource call attention to what you might look for in students' compositions in each instance of Composing on Your Own.

The student book also provides detailed and scaffolded instruction in writing the kinds of essays that appear on the AP® exam: synthesis, rhetorical analysis, and argument. Each unit review includes a feature called "Join the Conversation" to develop the skills and strategies needed to produce these kinds of essays. **Reproducibles** at the end of this Teacher Resource reinforce the composition instruction with sentence frames, text frames, and numerous charts and drafting organizers.

For supplemental support for teaching composition through inquiry, a section of **Inquiry Activities for Writing Rhetorically** is also included in this resource. It was developed by Jennifer Fletcher, Professor of English at California State University, Monterey Bay, and author of *Teaching Arguments* (2015), *Teaching Literature Rhetorically* (2018), and *Writing Rhetorically* (2021).

**Apply What You Have Learned** Each unit part ends with an opportunity for students to apply the concepts they have learned to a new text. Model answers are provided for those activities as well.

**Framework and Activities for Conversations on Justice and Race** This framework, developed by Angela Houston, 7–12 English Language Arts Instructional Coach for the Cincinnati Public Schools, lays out guidelines for respectfully talking about justice and race issues in the classroom. It is recommended that you read the framework and share the guidelines with your class before using the activities. The activities reinforce the rhetorical strategies outlined in each unit while also engaging students in conversations and activities related to vital concerns of the day. These activities are another way for students to apply in a "live" rhetorical situation what they are learning as they respond to texts and other stimuli designed to deepen students' awareness of injustice and racism. Suggested activities are included for each unit.

## UNIT 1:

### The Unending Conversation, pp. 1–50

#### UNIT 1 OVERVIEW, pp. 1–6

*Student open responses will vary. Sample responses are provided throughout this resource.*

#### Composing on Your Own, p. 5

After each professional anchor text, students will have an opportunity to write freely in response to it. Although subsequent "Composing on Your Own" activities direct students to specific writing tasks based on what they are learning, students are also free to follow their own inquiries in these compositions that develop over a unit. *See pages 223–228 for Inquiry Activities for Writing Rhetorically.*

#### What Do You Know? p. 6

*Note: This recurring feature uses the practice of "effortful recall" to help students' learning "stick." Chances are that over their previous years of schooling, students have encountered these ideas, if not necessarily the terminology. Having to work hard to retrieve what they already know will help students form stronger connections to the new knowledge they acquire. These questions are not meant to be scored. They will serve as a guide to what your students may or may not already know about the unit's content.*

#### Close Reading: Professional Text

1. Thunberg's exigence is an opportunity to speak at the UN to world leaders she believes are ignoring the serious issue of greenhouse gas emissions and are not implementing policies that will prevent catastrophic climate change.
2. Thunberg's choice of subject matter and her confrontational tone show that she hopes to motivate governments to recognize the seriousness of climate change and take appropriate action.
3. Thunberg makes a number of claims, but her central claim posits that the current government policies are woefully inadequate and risk catastrophic consequences of climate change. She supports her claim by using scientific statistics to show that current climate policies are not keeping greenhouse gases within acceptable ranges, and she also uses commentary to reprimand government leaders for their inaction.

#### Evaluating Writing: Student Draft

1. The student's exigence is an Earth Day project to express to parents that climate change is happening so they can take action and adequately prepare for it.
2. Both the student draft and Thunberg's speech are aimed at convincing an adult audience about the importance of climate change.
3. The student draft is an essay written for a website that informs parents of high school seniors about issues related to Earth Day, while Thunberg's speech addresses government leaders, and by extension, the audience viewing or listening to her speech through mass media.

For a revised version of this student draft based on the activities in this unit, see page 14.

#### Analyzing the Visual, p. 6

Student answers will vary but may include the ideas that 1) Thunberg's message is universal and 2) Native American cultures share a strong connection to the natural environment.

**PART 1 THE RHETORICAL SITUATION**, pp. 7–18

**PART 1.1 Elements of the Rhetorical Situation**, pp. 8–9 | RHS-1.A

**Analyzing the Visual**, p. 8

Students should recognize that all of the parts are connected, with context enclosing them all.

**1.1 Checkpoint**, p. 9

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	RHS-1	1.A	RHS-1.A: rhetorical situation	8
2	C	RHS-1	1.A	RHS-1.A: purpose	8

**Close Reading: Open Response Questions/Activities**

- The student should fill in the following examples for the illustration:

*Writer:* Greta Thunberg.

*Exigence:* Greta Thunberg is highly concerned by the inaction of governments in regard to climate change.

*Context:* A speech given before government representatives at the United Nations and the media.

*Purpose:* Thunberg wants to convince government leaders to follow science and act on climate change.

*Audience:* Government representatives and, by extension, the public.

*Message:* Governments must face the seriousness of climate change and take appropriate action because the situation is dire.

*For a reproducible of the rhetorical situation graphic, see page 243. If your students are keeping a portfolio, you may want them to keep this reproducible in their folders as a reminder of the elements of communication that will have relevance to every text they read and write.*

**PART 1.2 Exigence**, pp. 9–10 | RHS-1.B

**1.2 Checkpoint**, p. 10

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 3.	RHS-1	1.A	RHS-1.B: exigence	9–10
2	See page 3.	RHS-1	1.A	RHS-1.B: exigence	9–10
3	B	RHS-1	1.A	RHS-1.B: exigence	9–10
<b>Evaluating Writing</b>					
1	See page 3.	RHS-1	1.A	RHS-1.B: exigence	9–10

**Close Reading: Open Response Questions/Activities**

- Thunberg is highly concerned by the inaction of governments in regards to climate change. She is worried that world leaders are not taking appropriate steps to prevent catastrophic global warming and wants to motivate them to take more aggressive action.
- To begin, Thunberg is concerned about the negative effects of climate change. In addition, she is exasperated by governmental inaction concerning climate change. Furthermore, she wants to motivate governments to act on climate change. Finally, she wants to motivate the general public, especially young people, to hold their policy makers accountable for decisions regarding climate change.

**Evaluating Writing: Open Response Questions/Activities**

- Thunberg is trying to motivate government leaders and the public, and as a result her language contains words that directly address her audience, such as the second-person use of “you.” In contrast, the student draft has a more generally informative approach aimed at parents, which suggests that the student is writing about an area of interest but is not trying to connect emotionally with the audience.

In addition, Thunberg’s speech is supposed to motivate her audience by being confrontational, and as a result, she repeatedly uses accusatory phrases, such as “how dare you,” for effect. In contrast, the student draft develops an argument without including accusatory phrases. The student draft introduces a main claim, or thesis, and supports it with evidence, but it does not attempt to motivate an immediate response from an audience. While the student paper clearly posits the importance of action concerning global warming, it contains little of the forceful rhetorical urgency of Thunberg’s speech.

**PART 1.3 Purpose**, pp. 11–12 | RHS-1.C

**1.3 Checkpoint**, pp. 11–12.

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	RHS-1	1.A	RHS-1.C: purpose	11
2	See below.	RHS-1	1.A	RHS-1.C: purpose	11
3	D	RHS-1	1.A	RHS-1.C: purpose	11

**Close Reading: Open Response Questions/Activities**

- Thunberg wants her speech to motivate global leaders to take immediate action on climate change. In addition, she wants the public to hold global leaders accountable for their decisions—and inaction—regarding climate change.
- Thunberg’s purpose is explicit. She explicitly shames world leaders for their lack of action and clearly states that, based on scientific evidence, world leaders must face the urgency of making substantial changes to tackle rising CO<sub>2</sub> levels—even if those changes go against current economic policies.

**PART 1.4** Audience, pp. 12–15 | RHS-1.D

**Analyzing the Visual**, p. 13

Students' responses may include the idea that the kind of language or even "text-speak" acronyms they might use depends on their audience, as does the tone or attitude.

**1.4 Checkpoint** pp. 14–15

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	RHS-1	1.A	RHS-1.D: audience	12–13
2	See below.	RHS-1	1.A	RHS-1.D: audience	12–13
3	B	RHS-1	1.A	RHS-1.D: audience	12–13
4	D	RHS-1	1.A	RHS-1.D: audience	12–13
5	B	RHS-1	1.A	RHS-1.D: audience	12–13
6	E	RHS-1	1.A	RHS-1.D: audience	12–13

**Close Reading: Open Response Questions/Activities**

1. Thunberg assumes that her audience—world leaders—values how they are viewed and judged by the general public and future generations. She repeatedly alludes to how young people and "future generations" will judge the actions of world leaders. At the same time, she recognizes that they must value stability and "business as usual," which will not resolve the climate crisis.
2. Thunberg directly addresses her speech to an audience of world leaders, and by extension, to the public who is listening to her speech. As a result, she makes the choice to strategically use phrases—such as "You say you hear us" and "You are failing us"—that directly confront the world leaders listening to her speech and openly accuse them of failing to ensure the well-being of future generations. In addition, these words help motivate her wider audience—the general public—to hold world leaders accountable. She often refers to "us," meaning both herself and the generation she represents.

**PART 1.5** Context and Message, pp. 15–18 | RHS-1.E

**Analyzing the Visual**, p. 16

Students will likely note that the arrangement of the satellite circles shows their dependence on and connection to the inner circle.

*For a reproducible of broader contexts, a useful tool for generating ideas, see page 244.*

**1.5 Checkpoint**, pp. 17–18.

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 5.	RHS-1	1.A	RHS-1.E: context	15–17
2	See page 5.	RHS-1	1.A	RHS-1.E: context	15–17
3	See page 5.	RHS-1	1.A	RHS-1.E: context	15–17
4	See page 5.	RHS-1	1.A	RHS-1.E: context	15–17

5	A	RHS-1	1.A	RHS-1.E: context	15–17
6	D	RHS-1	1.A	RHS-1.E: context	15–17
<b>Evaluating Writing</b>					
1	See below.	RHS-1	1.A	RHS-1.E: context	15–17

**Close Reading: Open Response Questions/Activities**

1. The immediate context is that Thunberg is giving a speech to a group of government representatives at the United Nations.
2. One might expect Thunberg to speak formally and respectfully at a meeting of government representatives that is being covered by the media; however, the immediate context influences Thunberg to openly accuse these representatives of dangerous inaction on climate issues. The speech gives Thunberg a chance to directly address the people in power who are ignoring the dire realities of climate change. Because of this context, she chooses an accusatory tenor for her speech.
3. Thunberg is aware that her speech will be widely viewed, so the broader context for her speech consists of a worldwide audience that is concerned about the "Science," "Current Events," and "Governments and Politics" surrounding the issue of climate change. Researching scientific articles on climate change, news-related items, and government policies would be useful in understanding Thunberg's different contexts. She likely realizes that some of these people will agree with her, while others will not. As a result, she chooses to speak for the younger generation that will bear the brunt of climate change, and she backs up her claims by using highly emotional appeals balanced with solid scientific evidence. Thunberg also has to consider the broader categories of thought related to her subject matter. She gives her speech at a time when greenhouse gases are reaching a critical tipping point; if governments do not act quickly, scientists predict that there will be long-term, irreversible changes that will negatively affect large portions of the globe—therefore, the factual evidence bolsters the strident tone of Thunberg's speech.
4. Thunberg gives her speech at the United Nations. This is an important international body that represents the interests of many governments and tries to set policies that will have global effects. When reading the speech, the reader realizes Thunberg has a chance to influence policies that will affect millions of people.

**Evaluating Writing: Open Response Questions/Activities**

The student draft discusses climate change, but unlike Thunberg's speech, which squarely blames human activities for climate change, the student draft is careful to cite the conflicting opinions about the causes of climate change. This choice likely reflects the current cultural context in the United States—even though most scientists agree that climate change is the result of burning fossil fuels, some people, including many in government, argue that climate change is the result of natural occurrences. The student draft purposely avoids laying blame for climate change, and instead chooses to focus on the need to prepare for climate change. In addition, the formal tone of the student draft reveals that the student is writing for adults; the writer builds a carefully worded thesis that avoids using slang or colloquialisms.

**Composing on Your Own**, p. 18

Students should develop a claim about an area of interest or concern that they can support with factual evidence and real-world examples. Within a few sentences, students will want to summarize a central message. Remind students to consider the rhetorical situation, including

the context and audience. Because they are writing a formal argumentative essay that is meant to convincingly build a line of thought, they should carefully choose their words and opening examples and avoid using slang and colloquialisms. As they develop their writing in Parts 2 and 3, students will want to support their factual evidence with well-placed commentary while avoiding personal opinions. Finally, remind students that they do not need to refine their work at this point; they are primarily stating a clear position that they will continue to build into a cohesive argument in subsequent parts by using salient facts and evidence.

**Part 1 Apply What You Have Learned, p. 18**

<b>Exigence</b>	As someone who is HIV-positive, Mary Fisher is concerned that the stigma associated with HIV and AIDS causes people to ignore the disease.
<b>Purpose</b>	She wants to raise awareness about the importance of helping people with HIV.
<b>Audience</b>	Republicans at the Republican National Convention, and the public watching the convention on television.
<b>Writer or Speaker</b>	Mary Fisher, a woman with HIV
<b>Context</b>	Fisher gives her speech at the Republican National Convention at the time when HIV has been widely reported in the press but there is still widespread stigma against people who have the virus and a lack of government funding for HIV research.
<b>Message</b>	People need to realize that HIV can affect anybody; therefore, it is important to openly acknowledge it as a public-health issue that requires a compassionate and forceful response.

**Justice and Race** To reinforce the elements of the rhetorical situation and engage in a conversation on justice and race, you may wish to read the framework on pages 228–232, share the guidelines with the class, and use the activity on page 232.

**Reflect on the Essential Question, p. 18**

The components of the rhetorical situation are the exigence—the impetus for the communication; the purpose—what the writer or speaker hopes to accomplish; the audience—those to whom the communication is addressed; the writer or speaker—the person delivering the communication; context—the time, place, and occasion of the communication; and the message—the ideas or points the writer conveys.

**PART 2 CLAIMS AND EVIDENCE, pp. 19–38**

**PART 2.1** Claims, pp. 20–22 | CLE-1.A

For a reproducible for narrowing a subject, see page 245.

**2.1 Checkpoint, pp. 21–22**

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 7.	CLE-1	3.A	CLE-1.A: claims	20–21
2	See page 7.	CLE-1	3.A	CLE-1.A: claims	20–21
3	See page 7.	CLE-1	3.A	CLE-1.A: claims	20–21
4	B	CLE-1	3.A	CLE-1.A: claims	20–21

<b>Evaluating Writing</b>					
1	See below.	CLE-1	4.A	CLE-1.A: claims	20–21
2	See below.	CLE-1	4.A	CLE-1.A: claims	20–21
3	See below.	CLE-1	4.A	CLE-1.A: claims	20–21
4	C	CLE-1	4.A	CLE-1.A: claims	20–21

**Close Reading: Open Response Questions/Activities**

1. Although Greta Thunberg’s speech broadly concerns climate change, her specific focus concerns how world leaders are failing to create policies that effectively reduce climate change.
2. Thunberg’s position is that world leaders are willfully ignoring the seriousness of climate change and must act quickly to confront the issue before it causes irreversible harm.
3. Possible answer: Thunberg claims that if governments want to definitely avoid catastrophic climate change, then countries must acknowledge the seriousness of the issue and lessen their emissions far below what current policies mandate. Thunberg clearly states her claim, using both emotional appeals and scientific evidence. For instance, citing clear evidence, Thunberg claims that “For more than 30 years, the science has been clear.” She builds this claim with the following scientific evidence (which also acts as a sub-claim): “The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.”

explicit

**Evaluating Writing: Open Response Questions/Activities**

1. While the broad subject is climate change, the author’s narrower focus is how to “fix what is clearly broken.” In other words, the author is discussing how people can begin to cope with the effects of climate change.
2. The writer’s position is that people should stop focusing on the causes of climate change and begin to develop realistic strategies for dealing with negative effects of climate change.
3. *Student claim:* “Regardless of the cause, climate change is happening.”  
*Suggested revision:* Regardless of the cause, climate change has already resulted in substantial changes, including widespread drought, rising seas, unprecedented flooding, and increasingly violent hurricanes. People need to do more to prepare for these consequences.

**Composing on Your Own, p. 22**

Students should analyze whether or not their position is specific enough to be a defensible claim. For instance, suppose a student wants to discuss racism in the United States. First, the student should narrow the focus by asking a specific question about it, such as “What forms does racism take? Answering that question will help define the position taken, as in the following example: *Racism in contemporary politics can be seen in the suppression of minority voters. Finally, the student would want to distill the position into a defensible claim: Voter ID laws are a contemporary example of racism, because such laws inordinately prevent minorities from voting but do little to reduce voter fraud.*

Students should keep the rhetorical situation in mind as they develop their position, paying careful attention to context, audience, and purpose. Students should remember that these three rhetorical factors will affect the language they use in their writing. For instance, the example concerning racism would be appropriate for a campus publication that focuses on social issues. But when presenting similar information in city hall, the writer would likely allude to racial issues concerning the community, and may address the audience as “we,” because the issues being discussed would affect all those in the room, including the speaker.

**PART 2.2** Evidence and Reasoning, pp. 23–25 | CLE-1.B

**Analyzing the Visual**, p. 23

Students might note that every time you learn something new your understanding of a subject might change, so you revise your thinking. The feedback loop is also a useful part of the writing process, in which you seek feedback from others, revise, seek more feedback, revise again, and continue the process until you are satisfied with the outcome.

**2.2 Checkpoint**, pp. 24–25

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	CLE-1	3.A	CLE-1.B: evidence, reasoning	23
2	See below.	CLE-1	3.A	CLE-1.B: evidence, reasoning	23
3	See page 9.	CLE-1	3.A	CLE-1.B: evidence, reasoning	23
4	B	CLE-1	3.A	CLE-1.B: evidence, reasoning	23
<b>Evaluating Writing</b>					
1	See page 9.	CLE-1	4.A	CLE-1.B: evidence, reasoning	23
2	See page 9.	CLE-1	4.A	CLE-1.B: evidence, reasoning	23
3	See page 9.	CLE-1	4.A	CLE-1.B: evidence, reasoning	23
4	B	CLE-1	4.A	CLE-1.B: evidence, reasoning	23

**Close Reading: Open Response Questions/Activities**

1. Thunberg claims that global warming is a serious issue and that current policies will not do enough to curb global warming. She defends her claims with statistical scientific evidence. Without this evidence, her claims might appear to be unsupported opinions.
2. Thunberg defends her claims with a number of specific examples. For instance, to highlight world leaders’ ineffectual policies, she states: “The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.”

3. Thunberg uses commentary and emotional appeals to connect the evidence to her claims. For instance, to back up the evidence cited in the previous answer, she states, “So a 50% risk is simply not acceptable to us—we who have to live with the consequences.” This statement puts the evidence into perspective, and states an opinion grounded in fact. In addition, after saying that CO<sub>2</sub> levels will rise to catastrophic levels “within less than 8 1/2 years,” Thunberg states, “There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable and you are still not mature enough to tell it like it is.” Again, Thunberg explains her reasoning and bolsters her argument by connecting the factual evidence to the ethical failures of politicians.

**Evaluating Writing: Open Response Questions/Activities**

1. The writer could use the following sentence as direct evidence: “The entirety of many island nations and large portions of other countries with low-lying coastal lands, including the United States, will be underwater.” This sentence is the only directly quoted evidence within the student draft. Direct quotes should be cited to a source and preferably embedded within commentary to give the quote context.
2. The writer could improve the essay by citing additional evidence of global warming’s negative effects, such as the rising frequency and destructiveness of hurricanes; the warming and acidification of the oceans, which kills coral reefs and disrupts fisheries; and the increase of extreme weather patterns—such as flooding and drought—which affect wildlife, crops, and people’s homes.
3. The writer could connect the evidence to her claims by placing the evidence in context. For instance, after sentence 5, the writer could state: *Yet inland cities facing their own climate challenges may lack the resources to harbor coastal refugees, and unless the United States carefully plans and prepares, the entire country could see snowballing effects from climate change.*

**PART 2.3** Types of Evidence, pp. 25–29 | CLE-1.C

**2.3 Checkpoint**, pp. 28–29

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 10.	CLE-1	3.A	CLE-1.C: types of evidence	25–27
2	See page 10.	CLE-1	3.A	CLE-1.C: types of evidence	25–27
3	See page 10.	CLE-1	3.A	CLE-1.C: types of evidence	25–27
4	See page 10.	CLE-1	3.A	CLE-1.C: types of evidence	25–27
5	B	CLE-1	3.A	CLE-1.C: types of evidence	25–27

Evaluating Writing					
1	See below.	CLE-1	4.A	CLE-1.C: types of evidence	25-27
2	See page 11.	CLE-1	4.A	CLE-1.C: types of evidence	25-27
3	See page 11.	CLE-1	4.A	CLE-1.C: types of evidence	25-27
4	A	CLE-1	4.A	CLE-1.C: types of evidence	25-27

### Close Reading: Open Response Questions/Activities

1. Thunberg mainly uses three types of evidence to strengthen her arguments. She uses personal observations to connect with her listeners' feelings and emotions: "This is all wrong. I shouldn't be up here." She uses summarized details: "People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction..." Finally, she uses specific, statistical facts that give concrete, quantifiable evidence for her argument: "To have a 67% chance of staying below a 1.5 degrees global temperature rise—the best odds given by the [Intergovernmental Panel on Climate Change]—the world had 420 gigatons of CO<sub>2</sub> left to emit back on Jan. 1st, 2018."
2. Thunberg's personal observations connect with people's emotions and help her audience feel the seriousness of her appeal. Her general, summarized details give her audience a sense of the larger, wide-ranging implications of global warming. Finally, her specific citations reveal the hard science behind her argument.
3. Thunberg could have included specific evidence about how global warming is affecting people's day-to-day lives by citing recent examples of unprecedented wildfires, floods, and droughts. These examples might have directly connected with the daily experiences of her listeners.
4. Thunberg could have included the additional evidence in paragraph 2, where she states, "People are dying. Entire ecosystems are collapsing." Giving specific examples to back up these statements would fortify Thunberg's argument. For instance, she could give examples of how massive wildfires—brought on by drought connected to global warming—burned millions of acres in Australia and California, killing people, destroying homes, and decimating animals and animal habitats. Similarly, she could cite the destruction of record-breaking floods in Western Europe and America.

### Evaluating Writing: Open Response Questions/Activities

1. The student uses factual evidence, as seen in the lines 4 and 5: "The entirety of many island nations and large portions of other countries with low-lying coastal lands, including the United States, will be underwater. Millions will relocate inland, increasing housing costs and adding pressure to inland cities to support these new residents." Yet the writer does not use specific examples or statistics to support these facts, nor does she attribute these facts to a source. The writer also uses personal observation to connect to her factual examples, such as "While many people argue over the cause and who to blame, people must recognize that the world is going to change."

2. The student should give specific evidence and statistics to back up her factual evidence. For instance, when she states that many areas will "be under water," she could give examples of island countries already being seriously affected by rising seas. She could also give statistical, scientific projections on expected sea-level increases, and how those increases will affect particular cities.
3. Including both current examples and scientific projections of sea-level rise would strengthen the student's arguments by providing clear evidence to back up her claim. Readers would see real-world examples of sea-level rise that is currently affecting people, and they could also see verifiable models of how this trend will continue to impact millions of people around the globe. The more types of evidence an author uses, the more well-rounded her argument.

For reproducibles for the evidence chart on page 29 in the student book, see pages 246–247.

### Composing on Your Own p. 29

Student answers will vary depending on each student's claim and supporting evidence. Before filling in the chart, students should review their rhetorical situation and the definitions of "facts, anecdotes, examples, and statistics." Students should be aware that facts often consist of examples (specific instances) and statistics, while anecdotes consist primarily of real-life stories, often reflecting the personal experience of the speaker. The primary purpose of the chart is to encourage students to supply a variety of evidence that reveals both everyday experience and examples from reliable, verifiable sources. Remind students that reliable sources can include scientific studies, government websites, university reports, fact-checked news sources, and expert opinions. Students should avoid using social media, Wikipedia, blogs, and personal websites.

### Analyzing the Visual, p. 29

Students should note that the graphic shows that although there are minor differences among the statistics from the various scientific organizations, the overall pattern is strikingly similar, putting to rest the complaint of those who deny climate change that "even scientists can't agree."

## PART 2.4 Defensible and Interesting Claims, pp. 30–32 | CLE-1.D

### 2.4 Checkpoint, pp. 31–32

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 12.	CLE-1	3.A	CLE-1.D: effective claims	30
2	See page 12.	CLE-1	3.A	CLE-1.D: effective claims	30
3	B	CLE-1	3.A	CLE-1.D: effective claims	30
<b>Evaluating Writing</b>					
1	See page 12.	CLE-1	4.A	CLE-1.D: effective claims	30
2	See page 12.	CLE-1	4.A	CLE-1.D: effective claims	30
3	B	CLE-1	4.A	CLE-1.D: effective claims	30

**Close Reading: Open Response Questions/Activities**

1. Thunberg heightens the reader's and listener's interest by framing her argument in emotional, scolding terms, such as "You have stolen my dreams and my childhood with your empty words." By placing her argument in confrontational terms, she is accusing government leaders of inaction, and also highlighting the severity of the problem of global warming. In addition, her confrontational claims require her to back up her emotional appeals with hard evidence and well-crafted commentary.
2. Thunberg's argument would be simple if she only argued that climate change is happening. But instead, Thunberg suggests that world leaders are both purposely underestimating the problem and doing too little to solve it. These claims require Thunberg to develop a nuanced line of arguing; she needs to prove the climate models that governments use are inadequate, and she needs to argue that the leaders are failing morally.

**Evaluating Writing: Open Response Questions/Activities**

1. The author's central claim is largely summarized in lines 7 and 8: "While many people argue over the cause and who to blame, people must recognize that the world is going to change. Only then can we begin trying to fix what is clearly broken." This claim is defensible, because the author can give many examples of how people must take immediate action to solve problems created by climate change.
2. The claim could be revised to make it more specific and interesting. For instance, the author could revise her concluding sentence to make it more effective: *Unless the government openly acknowledges the effects of global warming, the United States cannot use its resources and technical know-how to invest in critical infrastructure projects that can protect people from the rising dangers of climate change.* In addition, as previously suggested in 2.3, the author should integrate more examples to defend her claim.

**Composing on Your Own, p. 32**

While keeping the rhetorical situation in mind, students should revise their claims to make them clearer and more specific. Point out that general claims may be easy to defend, but they tend to be dull and uninteresting. A claim needs to raise a point of argument that can be defended with well-reasoned examples and factual evidence, such as statistics and expert opinions. If students are unable to defend their claim with factual examples beyond anecdotal evidence, then they need to revise these claims or do more research. Remind students that the process of refining a claim sometimes changes the perspective of the author, thereby forcing the writer to rework his or her claim.

**PART 2.5 Source Materials, pp. 32-37 | CLE-1.E**

**Analyzing the Visual, p. 33**

The image conveys a girl being shunned from a group of girls probably during gym class, given their outfits and the floor. The girls seem to be whispering about her. The choices the photographer made include: setting the girl off and posing her in a way that makes it seem she is protecting herself; setting off the other girls, who have the ball; having one girl in the group pointing at the shunned girl; having two girls in the group whispering with the third listening in, smiling. Point out that writers also make choices—every choice conveys a meaning.

**2.5 Checkpoint, pp. 36-37**

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	CLE-1	3.A	CLE-1.E: embedding source material	32-35
2	See below.	CLE-1	3.A	CLE-1.E: embedding source material	32-35
3	D	CLE-1	3.A	CLE-1.E: embedding source material	32-35
4	C	CLE-1	3.A	CLE-1.E: embedding source material	32-35
<b>Evaluating Writing</b>					
1	See below.	CLE-1	4.A	CLE-1.E: embedding source material	32-35
2	See below.	CLE-1	4.A	CLE-1.E: embedding source material	32-35
3	A	CLE-1	4.A	CLE-1.E: embedding source material	32-35

**Close Reading: Open Response Questions/Activities**

1. Thunberg embeds evidence that both summarizes information and uses specific statistics that directly quote scientific studies. She embeds summarized information (which she combines with commentary) when she states, "We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth." She embeds specific statistics in her speech when she states, "To have a 67% chance of staying below a 1.5 degrees global temperature rise—the best odds given by the [Intergovernmental Panel on Climate Change]—the world had 420 gigatons of CO<sub>2</sub> left to emit back on Jan. 1st, 2018."
2. Thunberg quotes specific information that shows the severity of global warming (as cited in answer 1) and then places it in context by saying that the problem cannot be solved by "business as usual."

**Evaluating Writing: Open Response Questions/Activities**

1. The writer integrates outside evidence when using the following direct quote: "The entirety of many island nations and large portions of other countries with low-lying coastal lands, including the United States, will be underwater." In addition, the following line suggests that the author is summarizing outside information: "Millions will relocate inland, increasing housing costs and adding pressure to inland cities to support these new residents."
2. The author should integrate the direct quote into a larger sentence that introduces the quote by either placing it in context or attributing it to a reputable source. For instance, the author could introduce the quote by stating: *The world's population will undergo massive upheaval and dislocation as "The entirety of many island nations and large portions of other countries with low-lying coastal lands, including the United States, will be under water."* Or the author could attribute the quote to a source: *Recent models of rising sea levels reveal that "the entirety of many island nations and large portions of other countries with low-lying coastal lands, including the United States, will be under water."*

**Analyzing the Visual, p. 37**

Someone could use this photo to show the effects of coastal erosion, devastating to the people who experience the loss of property. The relationship between coastal erosion and climate change would need to be explained to use this photo effectively.

For a reproducible of the argument paragraph drafting organizer on page 38, see page 248.

**Composing on Your Own, p. 38**

Using the organizer as a guide, students should begin their drafts with a clear claim that they support with at least three pieces of specific evidence. Students should be sure to use evidence—preferably quotes—from reliable sources and people. Each piece of evidence should directly support and expand the central claim. Remind students that quotes should always be integrated into the language and logic of the piece. Embedded quotes, in which the author adds his or her own commentary, are more effective than stand-alone quotes, which provide evidence without context. When refining their claim, students should consider their rhetorical situation, including audience, context, and purpose. Once students assemble their claim and evidence, they can begin to draft a cohesive opening paragraph.

**Part 2 Apply What You Have Learned, p. 38**

Students will likely identify the following claim:

The general public needs to realize that HIV can affect anybody; therefore, it is important to openly acknowledge it as a public-health issue that requires a compassionate and forceful response. Fisher stresses that anybody can contract HIV; therefore the disease “is not a distant threat” but “a present danger” that requires society as whole to confront the issue, rather than hiding behind “ignorance,” “prejudice,” and “silence.” In addition to her emotional appeal for her audience’s “support” and “compassion,” Fisher gives the sobering statistic that “two hundred thousand Americans are dead or dying” from AIDS, while “a million more are infected.” Combining raw statistics with appeals to people’s shared sense of responsibility, Fisher encourages her audience to treat HIV and AIDS like any other health emergency that demands a robust response from the country as a whole.

**Reflect on the Essential Questions, p. 38**

A writer’s position is the view a writer takes in relation to other views on the subject. The writer’s position leads eventually to a claim, which expresses the position. Writers use a variety of types of evidence to support their positions, including anecdotes, analogies, examples, facts, illustrations, statistics, personal observations, and expert opinions and testimonies. Writers use reasoning to explain how their evidence supports their claims. When they rely on the words and ideas of others, they often quote, paraphrase, or summarize them.

**Revised Student Draft Passage from page 5. Revisions appear in italics.**

Though few experts disagree that climate change is happening, there are some who argue the actual causes of it. For many, evidence that it is caused by people is clear, while some see it as a natural cycle of warming and cooling. Regardless of the cause, climate change is happening. *It will undoubtedly affect millions of lives around the world. It is estimated that worldwide 150 million people are living in areas that will be under water by 2050. Severe changes will arrive sooner than expected* as “the entirety of many island nations and large portions of other countries with low-lying coastal lands, including the United States, will be under water.” *The loss of this land will force millions to relocate inland, increasing housing costs and adding pressure to inland cities to support these new residents.* Agreement that the climate is changing is only the beginning of preparing for the changes it will cause. While many people argue over the cause and who to blame, *it is more important for the world to prepare for the inevitable catastrophe of climate change.* Only then can we begin trying to fix what is clearly broken.

**UNIT 1 REVIEW**

**Section 1: Multiple Choice, pp. 39–47**

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Reading</b>					
1	C	RHS-1	1.A	RHS-1.C: exigence	11
2	A	CLE-1	3.A	CLE-1.E: effective claims	32–35
3	E	CLE-1	3.B	CLE-1.I: thesis	90–93
4	D	RHS-1	1.B	RHS-1.G: audience	59–61
5	B	RHS-1	1.B	RHS-1.G: emotions and values	59–61
6	A	STL-1	7.A	STL-1.B: perspective	279–280
7	B	CLE-1	3.B	CLE-1.O: line of reasoning	207–211
8	A	RHS-1	1.A	RHS-1.I: introducing an argument to an audience	192–195
9	B	RHS-1	1.A	RHS-1.I: introducing an argument to an audience	192–195
10	A	STL-1	7.A	STL-1.B: descriptive words	279–280
11	A	STL-1	7.A	STL-1.C: precise word choice	280–281
12	A	REO-1	5.A	REO-1.M: supporting claims with evidence	248–254
13	E	REO-1	7.A	REO-1.Q: transitional elements	270–272
<b>Writing</b>					
14	E	CLE-1	4.A	CLE-1.C: evidence	25–27
15	E	REO-1	6.C	REO-1.E: sequencing of paragraphs	142–144
16	D	REO-1	6.B	REO-1.N: coherence	258–263
17	C	CLE-1	4.C	CLE-1.X: using words, phrases, and clauses	407–411
18	B	RHS-1	2.B	RHS-1.M: word choice, bias	481–483

**Join the Conversation Sample Draft, pp. 48–49**

Warning labels on potentially frightening or dangerous movies or products are absolutely necessary. Suppose, for example, a child was inadvertently allowed to watch a scary movie. That child might have nightmares as a result. A child with nightmares suffers very real and possibly lasting fears that could have been prevented by a movie rating that would have stopped parents from allowing their child to see the movie. In a similar way, warning labels on dangerous products, such as cigarettes, explain that smoking causes lung cancer and other diseases, and as a result of these warnings, many people choose not to smoke. Just as a warning sign prevents people from slipping on a wet floor or going around a curve too fast, warning labels on movies and on products harmful to people’s health can make all the difference in keeping people from experiencing a negative consequence that may be impossible to reverse.



Section II: Free Response, p. 50

Rhetorical Analysis Rubric: "Why Chinatown Still Matters"

Following is the rubric for the rhetorical analysis prompt as it appears on the AP® exam. You may wish to exclude Row C until later units, making the prompt worth a total of five rather than six points. Formal instruction in the rhetorical analysis essay begins on page 104 in the student book.

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]	
<p><b>0 points</b> For any of the following:</p> <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<p><b>1 point</b> Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Fail to address the rhetorical choices the writer of the passage makes.</li> <li>Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restate or rephrase the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Berger makes to convey his message.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>"The writer conveys an important message through Wong's photographs to show the reader why Chinatown matters."</li> <li>"The writer uses rhetorical strategies to examine Dean Wong's photographs."</li> </ul> <p><b>Make a claim, but do not address the writer's rhetorical choices</b></p> <ul style="list-style-type: none"> <li>"The writer clearly shows that Dean Wong is a good photographer."</li> </ul> <p><b>Repeat provided information from the passage</b></p> <ul style="list-style-type: none"> <li>"Throughout the essay, Berger shows how Chinatowns came to be in the United States."</li> </ul>	<p><b>Example that earns this point:</b></p> <p><b>Presents a defensible thesis that analyzes the writer's rhetorical choices</b></p> <p>"Berger uses Dean Wong's intimate photographs of the Chinese community to frame a discussion of how Chinatown forms a crucial cultural, emotional, and economic anchor for Chinese Americans in a country that frequently does not welcome or oversimplifies their contributions."</p>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>The thesis may be anywhere within the response.</li> <li>For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point.</li> <li>The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point.</li> <li>A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [1.A, 2.A, 4.A, 6.A, 6.B, 6.C]				
<p><b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general. <b>AND</b> <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student's argument.</p>	<p><b>2 points</b> <b>EVIDENCE:</b> Provides some specific relevant evidence. <b>AND COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p><b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND</b> <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning. <b>AND</b> Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.</p>	<p><b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND</b> <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning. <b>AND</b> Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.</p>
Decision Rules and Scoring Notes   Typical responses that earn . . .				
<p><b>0 points:</b></p> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>1 point:</b></p> <ul style="list-style-type: none"> <li>Tend to focus on summary or description of a passage rather than specific details or techniques.</li> <li>Mention rhetorical choices with little or no explanation.</li> </ul>	<p><b>2 points:</b></p> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</li> <li>May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.</li> </ul>	<p><b>3 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an argument.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<p><b>4 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an argument.</li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> <li>Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage.</li> </ul>
<p><b>Additional Notes:</b> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message.</p>				

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]	
<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes	
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“In a society where . . .” OR “Most people believe that Chinese Americans feel . . .”).</li> <li>Only hint at or suggest other arguments (“I think that most people . . .” OR “While most may see that . . .”).</li> <li>Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.</li> <li>Oversimplify complexities in the text.</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance the analysis.</li> </ul>	<b>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</b> <ol style="list-style-type: none"> <li>Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).</li> <li>Explaining a purpose or function of the passage’s complexities or tensions.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This point should be awarded only if the sophistication of thought or complex understanding is part of the argument, not merely a phrase or reference.</li> </ul>	

### Argument Essay Rubric: Speeding Tickets Based on Income

NOTE: The free-response tasks in this program are scaffolded, with expectations for student performance rising with each unit. For this reason, the rubric below has been modified from the College Board® version to suit the task. Also, you may wish to exclude Row C until later units, making the prompt worth a total of five rather than six points. See page 80 for the rubric used to score the argument prompt on the AP® exam.

Row A: Thesis (0-1 points), Scoring Criteria [4.B] Scoring Criteria	
<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>The intended claim only restates the prompt.</li> <li>The intended claim provides a summary of the issue with no apparent or coherent position.</li> <li>There is a claim, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a claim that presents a defensible position.
Decision Rules and Scoring Notes	
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Do not take a position, or the position is vague or must be inferred.</li> <li>State an obvious fact rather than making a claim that requires a defense.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restate or rephrase the prompt. Clearly take a position on attaching legal fines to a person’s income rather than just stating there are pros/cons.</li> </ul>
<b>Examples that do not earn this point:</b> <b>Do not take a position</b> <ul style="list-style-type: none"> <li>“If people obey the law, they will not have to worry about receiving and paying tickets.”</li> </ul> <b>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</b> <ul style="list-style-type: none"> <li>“No one likes speeding tickets, regardless of who they are, and no one likes paying fines.”</li> </ul>	<b>Examples that earn this point:</b> <b>Present a defensible position that responds to the prompt</b> <ul style="list-style-type: none"> <li>“Everyone in our society is expected to follow the same rules, and if we break those rules, the law applies to each of us equally. Therefore, we should all pay the same fines when we break the law, regardless of income.”</li> <li>“The extensive income inequality in our country means that fines disproportionately effect people of limited income, while those who are wealthy pay a much smaller percentage of their income if they break the law. Although we are supposedly all equal under the law, the percentage of our paychecks taken in fines is decidedly unequal.”</li> <li>“It’s become an open secret in our courts—the poor consistently pay higher fines than wealthier people. Because people of lesser means often cannot afford to pay fines, they often receive additional fines for nonpayment, which starts an endless cycle that too frequently ends up in jail time. Fines that reflect people’s income would greatly alleviate this injustice.”</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The claim may be more than one sentence, provided the sentences are in close proximity.</li> <li>The claim may be anywhere within the response.</li> <li>A claim that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]				
<p><b>0 points</b> Simply restates claim (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general. <b>AND COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p><b>2 points</b> <b>EVIDENCE:</b> Provides some specific relevant evidence. <b>AND COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p><b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.</p>	<p><b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes   Typical responses that earn . . .				
<p><b>0 points:</b></p> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no evidence or evidence that is irrelevant.</li> </ul>	<p><b>1 point:</b></p> <ul style="list-style-type: none"> <li>Tend to focus on summary of evidence rather than specific details.</li> </ul>	<p><b>2 points:</b></p> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</li> <li>May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim.</li> </ul>	<p><b>3 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details to build an argument.</li> <li>Organize an argument as a line of reasoning composed of several supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<p><b>4 points:</b></p> <ul style="list-style-type: none"> <li>Focus on the importance of specific details to build an argument.</li> <li>Organize and support an argument as a line of reasoning composed of several supporting claims, each with adequate evidence that is clearly explained.</li> </ul>
<p><b>Additional Notes:</b> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</p>				

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]	
<p><b>0 points</b> Does not meet the criteria for one point</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
Decision Rules and Scoring Notes	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (<i>"Let's face it: we all break the law sometimes, and everyone speeds..."</i> OR <i>"Since the time cars were invented, people have paid speeding tickets..."</i>)</li> <li>Only hint at or suggest other argument (<i>"I once heard someone who got a speeding ticket say..."</i> OR <i>"While some car owners may argue that..."</i>)</li> <li>Use complicated or complex sentences or language that are ineffective because they do not enhance the argument</li> </ul>	<p><b>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</b></p> <ol style="list-style-type: none"> <li>Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.</li> <li>Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context.</li> <li>Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.</li> </ul>	