

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]

0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.
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Decision Rules and Scoring Notes

<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“We should all be kind to each other . . .” OR “Since people evolved, we have tried to get along . . .”). Only hint at or suggest other argument (“Back in the olden days . . .” OR “There are many different arguments that I’ve heard . . .”). Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>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:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by acknowledging counterarguments. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. Employing a style that is consistently vivid and persuasive.
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Additional Notes:

- 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.

UNIT 7:

Style as Substance, pp. 379–460

UNIT 7 OVERVIEW, pp. 380–389

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

Composing on Your Own p. 386

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. 388

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

- Cho orients the reader by providing anecdotal evidence that reveals how changing phone technology has affected her own life; in showing how the rise of cell phone technology has negatively affected her own family, Cho both contextualizes the subject-matter and raises the reader’s interest.
- Cho largely argues that cell phone technology, which has resulted in the loss of the landline, has had a negative impact on families, because it eliminates the shared quality of receiving phone calls.
- Cho is showing the connection between the two sentences: both show how cell phones isolate people. The first sentence shows how this applies within a family, while the second shows how this applies to a larger category of people.
- Cho uses dashes to interject thoughts and asides that add information but are not central to her argument. She also uses dashes to create a more conversational style that helps emphasize certain concepts.

Evaluating Writing

- There are a number of places where the author could modify the language to more specifically qualify the argument. For instance, in paragraph 1, sentence 4, the author could modify the word “desperate” to “important” or “ongoing” in order to soften the tone and make the language less one-dimensional. In addition, the author could combine sentences 5 and 6 to avoid expressing the argument in absolute terms: “Amish communities often ask themselves a key question: how might this new thing affect our relationships with one another?”
- The author suggests that we carefully consider how our use of technology impacts our relationships with one another.
- Possible rearranged paragraph, with original sentence numbering and sentence 1 deleted:* [2] Today, most people think of the Amish as people in horse drawn buggies who wear plain clothes and refuse use of any modern technology. [3] They reject most technology that they feel will separate family or community members from one another. [5] Amish communities ask themselves one question. [6] How will this new thing affect our relationships with one another? [4] The Amish reflect a desperate need that many other Americans have today—the need to explore how technology affects our relationships with people.

1.1 Checkpoint, pp. 393–395

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	RHS-1	1.A	RHS-1.I: effective introductions	391–392
2	C	RHS-1	1.A	RHS-1.I: engaging an audience	391–392
3	E	RHS-1	1.A	RHS-1.I: engaging an audience	391–392
4	D	RHS-1	1.A	RHS-1.I: contextualized information	391–392
Evaluating Writing					
1	See page 127.	RHS-1	2.A	RHS-1.I: effective introductions	391–392
2	D	RHS-1	2.A	RHS-1.I: effective introductions	391–392

Close Reading: Open Response Questions/Activities

1.

Method	Used?	Purpose
		Orient —How does this method help the reader to understand what is happening? Engage —How does this method seek to make the reader interested in the topic/argument? Focus —How does this method help to narrow the attention of the reader to the topic/argument?
interesting examples	X	Sentences 1 and 2 orient and engage the reader by introducing the impressive qualifications of a young football player.
quotations		
intriguing statements	X	Sentence 3 engage the reader by introducing a key conflict; the reader wants to find out how the conflict arises and how it is solved.
anecdotes		
questions	X	Paragraph 12 is a single word: the author asks “why,” setting up a key question to be answered, which both engages and focuses the reader. (Note: this paragraph is not in the introductory paragraphs, but still introduces a key argument in the passage.)
statistics		
data		
contextualized information	X	Paragraph 6 contextualizes the information from sentences 4 and 5, which orients the reader by providing information that explains why Zach Evans was sent back to Houston.
scenario		

Evaluating Writing: Open Response Questions/Activities

1. The following new sentence includes a “statistic” and should be added before sentence 4: *Nearly three out of four Americans feel they spend too much time on screens, yet these same people feel that screens are a necessity of modern life.*

Method	Used?	Purpose
		Orient —How does this method help the reader to understand what is happening? Engage —How does this method seek to make the reader interested in the topic/argument? Focus —How does this method help to narrow the attention of the reader to the topic/argument?
interesting examples	X	Sentence 1 orients the reader by showing when the Amish arrived in the United States.
quotations		
intriguing statements	X	Sentences 2 orients the reader by revealing how most Americans view the Amish
anecdotes		
questions	X	
statistics		
data		
contextualized information	X	Sentences 3 and 4 engage and focus the writer’s argument by providing contextualized information that explains why the Amish reject modern technology, and how this rejection reflects the ambivalence that many Americans feel about technology.
scenario		

Composing on Your Own, p. 395

Students should try out different introductions that engage, orient, and focus the reader. Remind students that the rhetorical situation—the content, audience, and purpose—will influence the introductory methods that they chose to use. For instance, “a letter to the editor” might use data and statistics in an introduction, while “a youth sermon on family values” might take a more informal approach that includes intriguing statements or personal anecdotes.

1.2 Checkpoint, pp. 398–399

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 128.	RHS-1	1.A	RHS-1.J: techniques for effective conclusions	396–397
2	E	RHS-1	1.A	RHS-1.J: explaining broader context	396–397
3	C	RHS-1	1.A	RHS-1.J: creating a unified end	396–397

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Evaluating Writing					
1	See below.	RHS-1	2.A	RHS-1.J: techniques for effective conclusions	396-397
2	B	RHS-1	2.A	RHS-1.J: creating a unified end	396-397

Close Reading: Open Response Questions/Activities

1.

Methods for Conclusions	How the Writer Uses This Option
Explain the significance of the argument within a broader context	The author suggests that the decisions which are made for one player on one team could possibly affect the decisions made at a state level.
Make connections to something beyond the essay	The author suggests that simply being a good football player isn't enough; one has to think of one's teammates and respect that the rules apply to all players.
Call the audience to act	
Suggest a change in behavior or attitude	The author suggests that players should be focused on more than simply playing the game; they should be focused on building a team that respects each other, cares about the group as a whole, and respects the rules.
Propose a solution	
Leave the audience with a compelling image	The author leaves the audience with the compelling image of "X's and O's," which relate to the playbook commonly used in football. But in using this image, the author suggests that simply running plays isn't the purpose of playing sports—sports are also about respecting your teammates, following rules, and ultimately building character.
Explain implications	The author shows that the argument has broader implications beyond a playing a particular game; it relates to team spirit, following appropriate rules, and thinking about the larger impact of your actions.
Summarize the argument	
Connect to the introduction	The ending helps provide closure for the issue that was originally presented in the introductory paragraphs.

Evaluating Writing: Open Response Questions/Activities

- The following new sentence "explains the significance in a broader context" and should be added after the last sentence: *As we develop as a society, we will inevitably encounter more and more technology that will alter our lives, yet the choices we make about this technology—and how we integrate into our lives—will decide whether we control the technology, or whether it controls us.*

Methods for Conclusions	How the Writer Uses This Option
Explain the significance of the argument within a broader context	
Make connections to something beyond the essay	
Call the audience to act	
Suggest a change in behavior or attitude	
Propose a solution	The author suggests a solution: we need to carefully consider the impact of the technology we use on our lives and personal relationships with each other.
Leave the audience with a compelling image	
Explain implications	The introduction of the essay implies that modern Americans feel technology has negatively impacted their lives and suggests that the conscious choice of the Amish to reject technology in favor of community offers an alternative. These implications are brought full circle in the conclusion, which directly states that before adopting new technologies, we should consciously consider how it may affect our relationships with other people.
Summarize the argument	
Connect to the introduction	The author directly connects back to the introduction; in both the introduction and conclusion, the author suggests that the lifestyle of the Amish can teach modern Americans important lessons about balancing "social cohesion" with our use of technology.

Composing on Your Own, p. 399

Students should draft their paper, but, at this point, it may be a sketch or rough draft, because they should primarily concentrate on crafting a conclusion that unifies the key ideas within their writing. Sketching out the body of the work will help students to solidify ideas for their conclusion, which in turn can help them further focus their introductions. If students are having trouble, refer them back to Table 7-2, which offers various ideas for drafting effective conclusions. Remind students that a good conclusion can offer a way to clarify the introduction; in fact, students may consider moving key elements of their conclusion up to their introductions.

Part 1 Apply What You Have Learned, p. 400

The following italicized text within the introduction gives an example of how a writer may use interesting examples, contextualized information, and intriguing statements to engage the audience:

[1] The Amish people first came to the United States in the early part of the 18th century. *By the 19th century, America's largely rural existence was forever being changed by machines, yet unlike much of the rural population, the Amish did not gravitate toward the industrializing cities and kept to their rural ways.* [2] Today, most people think of the Amish as people in horse drawn buggies who wear plain clothes and refuse use of any modern technology. [3] They

reject most technology that they feel will separate family or community members from one another. [4] The Amish reflect a desperate need that many other Americans have today—the need to explore how technology affects our relationships with people. *While technology has increased the speed and reach of mass communication, more and more Americans say they feel that our modern gadgets isolate us from human contact, and people are beginning to question whether the technology that is supposed to help humanity is actually hurting us. Unlike some Americans who openly accept Silicon Valley's utopian promises, Amish communities ask themselves one question: how will this new thing affect our relationships with one another?*

The following italicized text gives examples of how a writer can make connections to something beyond the essay, summarize aspects of the argument, and leave the audience with a compelling idea in order to unify the conclusion:

[25] This is not to say that we should consider the Amish way of life for all Americans.

[26] That would leave behind our growing global and technological community. *However, while America is a country that has a long, proud history of technological innovation and invention, the U.S. equally celebrates its rural heritage and its wide-open natural landscapes; famous writers from Thoreau to Leopold honor the importance of maintaining a connection with the natural world and by extension, our own humanity and each other. These writers suggest that we need to balance our reliance on technology with our need for close human connections. It is no surprise that a key indicator of a person's longevity is tied to his or her closeness to others and support networks of family and friends.* [27] Likewise, the Amish provide an example of how we should consider the effects of technology as we learn to use it.

Reflect on the Essential Question, p. 400

Writers have a number of effective methods for engaging, focusing, and orienting the reader at the beginning of an essay, including providing interesting examples, quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, and scenarios. To bring an essay to a unified end, a writer may explain the significance of the argument within a broader context, make connections to something beyond the essay, call the audience to act, suggest a change in behavior or attitude, propose a solution, leave the audience with a compelling image, explain implications, summarize the argument, and connect to the introduction.

PART 2 QUALIFYING CLAIMS, pp. 401–415

PART 2.1 Complexity and Absolute Terms, pp. 403–407 | CLE-1.V CLE-1.W

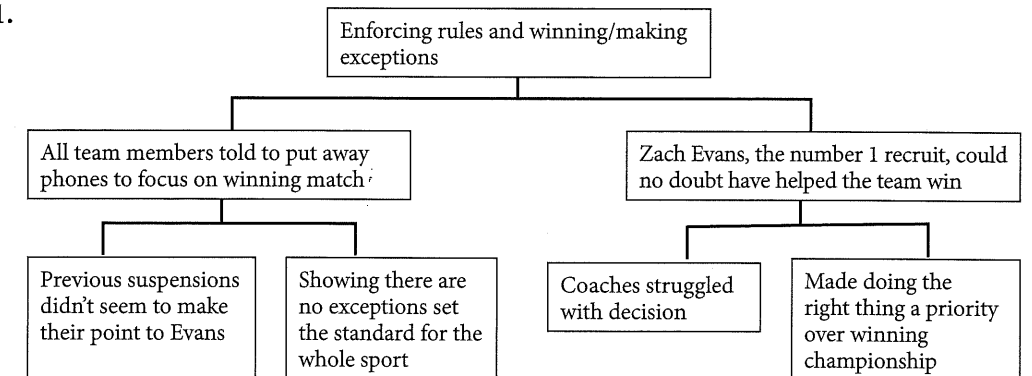
2.1 Checkpoint, pp. 405–407

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 131.	CLE-1	3.C	CLE-1.V, W: using complex arguments	403–405
2	B	CLE-1	3.C	CLE-1.V: using complex arguments	403–405
3	A	CLE-1	3.C	CLE-1.V: using complex arguments	403–405
4	C	CLE-1	3.C	CLE-1.V: using complex arguments	403–405

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
5	E	CLE-1	3.C	CLE-1.V: using complex arguments	403–405
Evaluating Writing					
1	See below.	CLE-1	4.C	CLE-1.V: using complex arguments	403–405
2	B	CLE-1	4.C	CLE-1.V: using complex arguments	403–405

Close Reading: Open Response Questions/Activities

1.



For a blank reproducible of the above diagram, see page 279.

Evaluating Writing: Open Response Questions/Activity

1. The author could include multiple examples of how technology—such as cell phones, social media, blogs, and YouTube—has democratized social interaction by facilitating quick, easy, directed communication among large numbers of people. To counter these examples, the author could include evidence showing that technology has led to negative online trends like trolling and false advertising, and far from increasing communication, has facilitated the rise of disinformation. In addition, the author could balance his positive assessments of Amish life with some negative aspects, such as the insularity of Amish communities and a hierarchical structure that tends to discourage individuality and often keeps women and men in highly prescribed roles.

Composing on Your Own, p. 407

Students should be sure to include opposing viewpoints that reveal multiple perspectives and show the underlying complexity of the argument. Students should remain aware of the rhetorical situation—the audience, context, and purpose—which will affect the tone and examples they use.

2.2 Checkpoint, pp. 411–412

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	CLE-1	3.C	CLE-1.X: using modifiers to qualify claims	407–410
2	See below.	CLE-1	3.C	CLE-1.X: using modifiers to qualify claims	407–410
3	E	CLE-1	3.C	CLE-1.X: using modifiers to qualify claims	407–410
4	A	CLE-1	3.C	CLE-1.X: using modifiers to qualify claims	407–410
5	C	CLE-1	3.C	CLE-1.X: using modifiers to qualify claims	407–410
Evaluating Writing					
1	See below.	CLE-1	4.C	CLE-1.X: using modifiers to qualify claims	407–410
2	D	CLE-1	4.C	CLE-1.W, X: using modifiers to qualify claims	403–405, 407–410

Close Reading: Open Response Questions/Activities

- 1— “is considered by the national recruiting pundits as”
7— “repeatedly”
9— “According to sources close to the situation”
- Answers will vary but may include: 1—it changes the statement from an absolute to a limited assessment of Zach Evans’s standing; 7—it shows that Evans’s refusal was repeated and therefore especially serious; 9—it identifies the source of information and in so doing makes it a less absolute statement

Evaluating Writing: Open Response Questions/Activity

- Sentence 4: change “desperate” to “rising” or “growing.”
Sentence 9: change “cannot be the answer” to “may not be the answer” or “does not take into account the necessities of today’s job market.”
Sentence 10: change “will certainly suffer” to “may be at a disadvantage.”
Sentence 21: change “It certainly would” to “There was too much chance it would.”

Composing on Your Own, p. 412

Students should be sure to include language that modifies or qualifies their position. Any language that states issues in absolute terms should be modified. Remind students that the “complex middle” acknowledges various arguments and counterarguments while maintaining the author main claim, or thesis. When considering how to qualify their position, students should keep the rhetorical situation in mind.

Part 2 Apply What You Have Learned, p. 413

Students should draft a thesis that takes into account the three perspectives from the three essays. Remind students that reviewing evidence from various sources often leads to a thesis that may not reflect the perspectives of any individual source. Before beginning writing their thesis, students should review the three essays and look for connections between the ideas presented. Students should consider whether the ideas in the three essays are mutually supportive or contradictory, and how conflicting evidence may be summarized with qualifiers that take into account differing perspectives.

Analyzing the Visual, p. 415

Students might note that there are six silhouettes of young people shown in the visual, none of them interacting directly with one another. Instead they are all intently focused on their cell phones. A possible conclusion is that technology is getting in the way of face-to-face interactions.

Reflect on the Essential Question, p. 415

To avoid stating arguments in absolute terms, such as *always* and *never*, writers qualify their claims to create more complex arguments by using modifiers. Modifiers include phrases and clauses. Dependent clauses are effective structures for addressing counterarguments.

Justice and Race To reinforce the concept of qualifying claims and engage in a conversation on justice and race, you may wish to use the activity on page 239.

PART 3 SENTENCES, pp. 416–427

PART 3.1 Arranging Sentences, pp. 416–421 | STL-1.G STL-1.H STL-1.L

3.1 Checkpoint, pp. 420–421

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	STL-1	7.B	STL-1.H, L: emphasis and arrangement of sentences	417–419
2	A	STL-1	7.B	STL-1.H: arrangement of sentences	417–419
3	D	STL-1	7.B	STL-1.H: arrangement of sentences	417–419
4	A	STL-1	7.B	STL-1.G: expressing ideas in sentences	417–419
Evaluating Writing					
1	See page 134.	STL-1	8.B	STL-1.H: arrangement of sentences	417–419
2	B	STL-1	8.B	STL-1.H, L: arrangement of sentences	417–419

Close Reading: Open Response Questions/Activities

- The sentences build and integrate three ideas into a cohesive line of reasoning. First, the author shows how the development of the phone made the technology more common and more private. Second, the author shows that despite these changes, the telephone (until the advent of the cell phone) remained a shared, communal experience. Third, the author gives examples of how having a shared phone in the family led her to develop conversational skills.

Evaluating Writing: Open Response Questions/Activities

- Sentence 7 provides statistics on a general attitude toward technology that has declined. Sentence 8 continues to discuss concerns about technology, focusing on more specific aspects of its impact. Sentence 9 points out that despite some concerns, no one wants to get rid of technology completely. Sentence 10 provides a reason why getting rid of it completely would be harmful. The progression of these sentences is logical and helps define the scope within which technology is evaluated.

Composing on Your Own, p. 421

Students should review their draft to make sure the words and phrases within their sentences make logical sense. Then, students should make sure that the arrangement of their sentences builds a cohesive argument and clearly link the ideas within the essay.

PART 3.2 Subordination and Coordination, pp. 422–427 | STL-1.I STL-1.J STL-1.K

3.2 Checkpoint, pp. 425–427

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	STL-1	7.B	STL-1.I-K: using subordination and coordination	422–424
2	C	STL-1	7.B	STL-1.I-K: using subordination and coordination	422–424
3	C	STL-1	7.B	STL-1.I-K: using subordination and coordination	422–424
4	C	STL-1	7.B	STL-1.I-K: using subordination and coordination	422–424
5	D	STL-1	7.B	STL-1.I-K: using subordination and coordination	422–424
6	A	STL-1	7.B	STL-1.I-K: using subordination and coordination	422–424
Evaluating Writing					
1	See page 135.	STL-1	8.B	STL-1.I-K: using subordination and coordination	422–424
2	D	STL-1	8.B	STL-1.I-K: using subordination and coordination	422–424

Close Reading: Open Response Questions/Activities

- Analysis:** The author wants to show the link between two equally important ideas. First, the author wants to show that, in the past, having a shared telephone in a common space was beneficial. Second, the author wants to show a drawback of the modern technology we use to communicate today.

Analysis: By putting the information about being “firmly grounded in the space of the home” in an independent clause and subordinating the information about “defying time and space” in a dependent clause, the writer keeps the emphasis on the importance of having a “firmly grounded” landline. The information about “defying time and space” is not expressed on its own terms but rather in its relation to the passage’s main theme: the importance of the landline phone in promoting cohesion in the family.

Analysis: The subordinating clause—“After the advent of the telephone”—situates the following three main clauses in time. Then the sentence coordinates three equally important main clauses that could each be independent sentences:

Callers relied on switchboard operators who knew their customers’ voices.

Party lines were shared by neighbors.

Phone books functioned as a sort of map of a community.

Evaluating Writing: Open Response Questions/Activities

- Examples:

Outright rejection of emerging technologies cannot be the answer, because Luddites trying to work in today’s economy will certainly suffer as more jobs require online interaction, smartphone communication, and other digitally based activities.

Despite the obvious benefits the machine would offer, his request was denied, because the “social cohesion” created by working together to bale hay was not worth the risk of allowing the machine.

Composing on Your Own, p. 427

Have students experiment with using coordinating conjunctions and subordinating conjunctions to combine shorter sentences into longer sentences that help clarify how ideas are linked. Remind students that single sentences can include both coordinating and subordinating constructions.

Part 3 Apply What You Have Learned, p. 427

Model answer:

Video viewing remains the favored screen media activity for teens and tweens. Time spent viewing video online has doubled since 2003, while time spent watching regular TV has declined. While all young people spend enjoy screen media, young people in families making \$35,000 or less spend nearly two hours more per day than young people in families who make more than \$100,000. There are also differences in screen time between boys and girls. Almost three-fourth of boys say they enjoy playing video games “a lot,” whereas fewer than 1 in 4 girls say the same, because girls report liking social media more than video games. Differences in social media use are also present between White teens and teens of color. African American and Hispanic teens spend more time on social media than White teens (about 2 hours a day compared to an hour and a half), and teens of color tend to use social media as a path to civic engagement and political participation more than White teens. Schoolwork accounts for a growing amount of screen use for teens, although access issues result in lower-income teens spending more time doing homework on mobile phones instead of laptops. Teens report using 3 percent of their screen time for creative efforts, although some researchers note that such platforms as TikTok, Snapchat, and Instagram may inspire creative expression.

Reflect on the Essential Question, p. 427

Sentences express relationships through the arrangement of their grammatical parts. For example, two ideas of equal importance can be linked through coordination with coordinating conjunctions. Two ideas of unequal importance can be linked through subordination, often using a dependent clause to signal the less important of the two. Phrases often provide transitions with words signalling the relationship of the parts.

PART 4 CLARITY THROUGH CONVENTIONS, pp. 428–437

Analyzing the Visual, p. 429

Students may note the way the spears are pointed, the way the hands of people are pointed toward the center, and the center-stage position of the character who is at the focal point.

For a reproducible of the punctuation chart on pages 431–432, see page 280.

PART 4.1 Grammar, Mechanics, and Punctuation for Meaning, 429–434 | STL-1.M STL-1.N STL-1.O

4.1 Checkpoint, pp. 432–434

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	STL-1	7.C	STL-1.M, N conventions demonstrating relationships of ideas in sentences	429–432
2	E	STL-1	7.C	STL-1.O: using punctuation to clarify, emphasize, and supplement	429–432
3	C	STL-1	7.C	STL-1.O: using punctuation to clarify, emphasize, and supplement	429–432
4	E	STL-1	7.C	STL-1.O: using punctuation to contribute to tone	429–432
5	B	STL-1	7.C	STL-1.O: using punctuation to contribute to tone	429–432
Evaluating Writing					
1	See page 137.	STL-1	8.C	STL-1.O: using punctuation to clarify, emphasize, and supplement	429–432
2	A	STL-1	8.C	STL-1.N, O: using punctuation to clarify, emphasize, and supplement	429–432

Close Reading: Open Response Questions/Activities

- Example 1: (*One woman quoted in Once Upon a Telephone recalls the phone as having the “stature of a Shinto shrine” in her childhood home.*)

The author includes the sentence in parenthesis because this information is not essential to understanding the main ideas in the paragraph; this is extra information that the reader will likely find interesting, and while it supports the author’s argument, it is not central to developing her line of reasoning.

Example 2: *The early telephone’s bulky size and fixed location in the home made a phone call an occasion—often referred to in early advertisements as a “visit” by the person initiating the call.*

The author’s main point is that early telephone calls were an “occasion,” meaning that they were considered important and somewhat unusual. After the dash, she includes information to support the main point of her sentence; the dash indicates that this information is of secondary importance, and the sentence would still stand on its own without this information—in the sentence, the dash acts as the written equivalent of a verbal aside.

Example 3: *There was phone furniture—wooden vanities that housed phones in hallways of homes, and benches built for the speaker to sit on so he or she could give full attention to the call.*

The author uses a dash instead of a colon to emphasize the information that follows and create the written equivalent of a pause, which heightens conversational feel in the writing.

Evaluating Writing: Open Response Questions/Activities

- Two examples of the writer including extra information:

Example 1: (*The Amish do not use public electrical services and only allow propane lights in the kitchen and living room.*)

The sentence helps clarify what technology Amish families are allowed to have in their houses, but this information is not essential to understanding the main idea, and is therefore placed in parentheses.

Example 2: *One such story tells of a farmer who wanted to buy a machine to roll hay into bales—one that he would be able to use alone—in order to make his farming more efficient.*

The phrase in the dashes adds information to the sentence, but the sentence would still stand without this information, which acts as the written equivalent of a verbal aside.

Two examples of sentence rewrites:

Example 1: *What if night fell and the members of the family could all more easily separate into their own rooms instead of gathering in the living room—how might this affect family cohesion?*

Example 2: *The “social cohesion” created by working together to bale hay—the heightened sense of community and camaraderie—was not worth the risk of allowing the machine.*

Composing on Your Own, p. 434

Encourage students to carefully edit their work, paying particular attention to areas where they may include additional information using the punctuation outlined in this section. When using the grammar check on their computers, students should be sure to judge whether or not the grammar suggestions are accurate. Remind students that needlessly including a variety of punctuation may muddle their writing; students should choose punctuation that helps link the ideas within sentences and assists with the larger line of reasoning in the essay. When reviewing their work, students should remember to pay careful attention to the rhetorical situation.

4.2 Checkpoint, pp 435–436

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	STL-1	7.C	STL-1.P: italics	434–435
2	D	STL-1	7.C	STL-1.P: italics	434–435
Evaluating Writing					
1	See below.	STL-1	8.C	STL-1.P: italics	434–435
2	A	STL-1	8.C	STL-1.P: italics	434–435

Close Reading: Open Response Questions/Activities

1. Example 1: She'll never sit on our kitchen floor, refrigerator humming in the background, twisting a cord around her finger while talking to her best friend. *I'll get it, He's not here right now, and It's for you* are all phrases that are on their way out of the modern domestic vernacular.

The author italicizes these three saying to emphasize that they are typical phrases that people used to speak when hearing the phone ring. While the writer could have used quotes, these phrases are not quoting a particular person as much as giving examples of common sayings that are often loudly called out.

Example 2: Her girls share a stripped-down cellphone with *no* internet access, and call it "the family phone."

The author italicizes "no" to emphasize that this particular cell phone lacks nearly all of the typical features of most modern smart phones.

Evaluating Writing: Open Response Questions/Activities

"Community members discussed if this would negatively affect the family's relationships." The italics emphasize the key idea in the sentence.

"It certainly would negatively affect the family, the community decided, and voted against allowing it." The italics emphasize that the community was absolutely sure of the reasoning behind their decision.

"Each of these situations, and others like them, create circumstances in which family members spend less time together because of adoption of some kind of technology." The italics emphasize a key qualifier.

Composing on Your Own, p. 436

Students should consider whether adding italics will help highlight key ideas in their writing. Point out to students that italics should be used sparingly, because overuse tends to undermine an author's argument rather than support it—a reader may think the author is trying to use italics instead of logic to convey his or her argument.

Part 4 Apply What You Have Learned, p. 437

Model answer:

Video viewing remains the favored screen media activity for teens and tweens. Time spent viewing video online has doubled since 2003, while time spent watching "**regular TV**" [addition of quotation marks] has declined. While all young people enjoy screen media, young people in families making \$35,000 or less spend nearly two hours more per day than

young people in families who make more than \$100,000. There are also differences in screen time between boys and **girls**: [addition of colon] Almost three-fourth of boys say they enjoy playing video games "a lot," whereas fewer than 1 in 4 girls say the same, because girls report liking social media more than video games. Differences in social media use are also present between White teens and teens of color. African American and Hispanic teens spend more time on social media than White teens (about 2 hours a day compared to an hour and a half), and teens of color tend to use social media as a path to civic engagement and political participation more than White teens. Schoolwork accounts for a growing amount of screen use for teens, although access issues result in lower-income teens spending more time doing homework on mobile phones instead of laptops. Teens report using 3 percent of their screen time for creative efforts, although some researchers note that such platforms as TikTok, Snapchat, and Instagram may inspire creative expression. **Will these general trends continue over the next 20 years?** [addition of rhetorical question] With technology changing as rapidly as it does, predicting the future is harder than ever.

Reflect on the Essential Question, p. 437

Grammar and mechanics contribute to clarity in writing by emphasizing relationships between ideas, clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone. For example, italics are often used to emphasize a word. Other punctuation, such as dashes and parentheses, smoothly add extra information to a sentence. Design features such as boldface type call attention to words within a body of text. Grammar itself shows relationships, such as subordinate or coordinate ideas, and punctuation reinforces those relationships.

Revised Student Draft Passage from pages 388–389. Revised sentences and sections appear in italics. Note that sentences added to this draft have not been numbered.

[1] The Amish people first came to the United States in the early part of the 18th century. [2] Today, most people think of the Amish as people in horse drawn buggies who wear plain clothes and refuse use of any modern technology. *Many people are under the impression that the Amish religion – they are "Anabaptists" – requires that they reject technology, but this ignores the real reason for their rejection of technology.* [3] They reject most technology that they feel will separate family or community members from one another. [4] *In some respects, the Amish reflect a desperate need that many other Americans have today – the need to explore how technology affects our relationships with people.* [5–6] *Amish communities ask themselves one question: how will this new thing affect our relationships with one another?*

[7] A study conducted between 2015 and 2019 by the Pew Research Center shows the percentage of Americans with a positive view of technology companies plummeted from 71% to 50%. [8] Meanwhile, a 2015 article from the Open Technology Institute and republished by the World Economic Forum expressed the concern of "researchers, policymakers, popular pundits, and journalists" that newer digital technologies have disrupted our personal and family relationships while exposing people to things to which they would rather not be exposed. [9] However, outright rejection of emerging technologies cannot be the answer. [10] Luddites trying to work in today's economy will certainly suffer as more jobs require online interaction, smartphone communication, and other digitally based activities.

[11] Jeff Smith, author of *Becoming Amish: A Family's Search for Faith, Community, and Purpose*, offers a few anecdotes to illustrate what he calls the Amish "humane practice of technology." [12] One such story tells of a farmer who wanted to buy a machine to roll hay into bales – one that he would be able to use alone – in order to make his farming more efficient. [13] The families living in his community came together to discuss the request. [14] "The conversation centers on how a device will strengthen or weaken relationships within the community and within families," Smith explains. [15] Despite the obvious benefits the machine would offer, his request was denied. [16] The "social cohesion" created by

working together to bale hay was not worth the risk of allowing the machine. [17] Another example, offered by Smith, involves an Amish family who wanted to run propane gas to every room in their house. [18] (The Amish do not use public electrical services and only allow propane lights in the kitchen and living room.) [19] *Community members discussed if this would negatively affect the family's relationships.* [20] *What if night fell and the members of the family could all more easily separate into their own rooms instead of gathering in the living room?* [21] It certainly would negatively affect the family, the community decided, and voted against allowing it.

[22] Both of these circumstances have related examples in the rest of the United States that isn't Amish. [23] *Think about the effect of installing televisions in every child's room in a house or of allowing every family member to have a smartphone during a meal.* [24] Each of these situations, and others like them, create circumstances in which family members spend less time together because of adoption of some kind of technology.

[25] This is *not* to say that we should consider the Amish way of life for all Americans.

[26] That would leave behind our growing global and technological community. [27] It is to say that the Amish provide an example of how we should consider the effects of technology as we learn to use it. *All communities and families should ask themselves the same question the Amish do: How will this new thing affect our relationships with one another?*

UNIT 7 REVIEW

Section I: Multiple-Choice, pp. 438–447

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Reading					
1	C	CLE-1	3.C	CLE-1.X: using modifiers to qualify claims	407–412
2	B	RHS-1	1.A	RHS-1.I: effective introductions	391–395
3	A	CLE-1	3.C	CLE-1.X: using modifiers to qualify claims	407–412.
4	A	RHS-1	1.A	STL-H: arrangement of sentences	417–421
5	C	CLE-1	3.A	CLE-1.G: credibility	81
6	D	RHS-1	1.B	RHS-1.G: relating to audience's emotions and values	59–63
7	B	RHS-1	1.B	RHS-1.H: modes of persuasion	64–73
8	E	REO-1	5.C	REO-1.G–J: methods of development	155–167, 214–223
9	E	REO-1	5.A	REO-1.D: commentary	141–142
10	A	CLE-1	3.A	CLE-1.L: using commentary to introduce a line of reasoning	141–142
11	C	REO-1	5.C	REO-1.G: methods of development	214–218
12	D	STL-1	7.A	STL-1.B: descriptive words	279–283

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Writing					
13	E	STL-1	8.C	STL-1.O: using punctuation to clarify, emphasize, and supplement	429–434
14	E	STL-1	8.B	STL-1.H: arrangement of sentences	417–421
15	B	STL-1	7.B	STL-1.I–K: combining sentences using coordination	422–427
16	D	REO-1	8.B	REO-1.E: sequence of paragraphs	142–144
17	E	STL-1	8.B	STL-1.H: arrangement of sentences	417–421
18	A	STL-1	8.B	STL-1.H: arrangement of sentences	417–421
19	D	RHS-1	2.A	RHS-1.J: effective conclusions	198–202
20	B	REO-1	6.B	REO-1.O: parallel structure	267–268
21	E	REO-1	6.B	REO-1.P: transitional elements	269–271

Join the Conversation: Synthesis Essay (Part 2)

For reproducibles of the organizers on pages 452–455 in the student book, see pages 281–285.

Synthesis Essay Rubric: Students and Farm Jobs, p. 456

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position is vague or must be inferred. Equivocate or summarize other's argument but not the student's (e.g., some people say it's good, some people say it's bad.) State an obvious fact rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt by developing a position on immigrants and jobs, rather than restate or rephrase the prompt. Clearly take a position rather than just stating there are pros/cons.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> "Questions have been raised about the relationship between American workers and farm jobs." <p>Address the topic of the prompt, but do not take a position</p> <ul style="list-style-type: none"> "Some people argue that Americans will not do some jobs that immigrants do. Others argue that immigrants make up only a small percentage of the workforce." "Americans are known for their strong work ethic, but there is a question about whether they are willing to take on some jobs." <p>Address the topic of the prompt but state an obvious fact as a claim</p> <ul style="list-style-type: none"> "Immigrants provide a rich and much needed diversity to American culture." 	<p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> "Based on the experience of participants in the H2-A program, and despite a report implying immigrants are not needed in the American labor force, without immigrant agricultural workers, farms in many states would face rotting crops and a season's lost earnings." "A common claim is that immigrants take jobs away from American workers. However, immigrants fill vital positions as farm workers, doing jobs that are nearly impossible to fill with American workers." "Although the Center for Immigration Studies dismisses the contribution of immigrant laborers as 'almost irrelevant,' many of America's farmers know that attempting to fill some jobs with American workers, as they are required to do in the H2-A program, can lead to a shortage of labor on the farm and the economic losses that result from that."
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the sources 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. 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. 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. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]

<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p>	<p>1 point</p> <p>EVIDENCE:</p> <p>Provides evidence from or references at least two of the provided sources.</p> <p>AND COMMENTARY:</p> <p>Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points</p> <p>EVIDENCE:</p> <p>Provides evidence from or references at least three of the provided sources.</p> <p>AND COMMENTARY:</p> <p>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>3 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND COMMENTARY:</p> <p>Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND COMMENTARY:</p> <p>Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes Typical Responses that earn . . .				
<p>0 points:</p> <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no evidence or evidence that is irrelevant. 	<p>1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary or description of a passage rather than specific details or techniques. Mention rhetorical choices with little or no explanation. 	<p>2 points:</p> <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	<p>3 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details from the sources to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>4 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the sources to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
<p>Additional Notes:</p> <ul style="list-style-type: none"> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 				

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]

<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“In the world of farming . . .” OR “Since people began tending crops . . .”) Only hint at or suggest other arguments (“I’ve heard that illegal immigrants bring down wages . . .” OR “While unions have raised the expectations of American workers for higher wages . . .”) Use complicated or complex sentences or language that is ineffective because it does not enhance the argument 	<p>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:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by acknowledging counterarguments. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> 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. 	

Rhetorical Analysis Rubric: “False Starts,” p. 460

Row B of the following rubric has been slightly modified to address tone and tonal shift.

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]

<p>0 points For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.</p>
<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Lamott makes.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> “Lamott makes various rhetorical choices to convey her message about writing.” “Lamott spends nearly two pages discussing false starts in writing.” <p>Make a claim, but do not address the writer’s rhetorical choices</p> <ul style="list-style-type: none"> “Lamott describes in detail the various people she meets at a convalescent home.” <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> “In paragraphs 4-5, Lamott describes the many sights, sounds, and interesting people she encounters in the convalescent home.” 	<p>Example that earns this point:</p> <p>Presents a defensible thesis that analyzes the writer’s rhetorical choices</p> <ul style="list-style-type: none"> “By drawing on her personal experience when visiting a convalescent home, Lamott humanizes the process of writing. The various people Lamott meets become metaphors for the author’s own struggles and insights into the often messy and difficult writing process.”
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. 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. 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. 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. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [1.A, 2.A, 4.A, 6.A, 6.B, 6.C]

<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points EVIDENCE: Provides some relevant evidence. AND COMMENTARY: 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>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how at multiple rhetorical choices in the passage contributes to the writer's argument, purpose, or message.</p>
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Decision Rules and Scoring Notes | Typical responses that earn ...

<p>0 points:</p> <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no textual references or references that are irrelevant. 	<p>1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary or description of a passage rather than specific details or techniques. Mention rhetorical choices with little or no explanation. 	<p>2 points:</p> <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	<p>3 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and tone from the passage to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>4 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and identifies tonal shift in the passage to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage.
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Additional Notes:

- 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, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument.

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]

<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
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Decision Rules and Scoring Notes

Responses that do not earn this point:

- Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (*"Writing has always been difficult . . ." OR "We can always learn new lessons through new experiences . . ."*)
- Only hint at or suggest other argument (*"I once heard my grandpa say . . ." OR "While some writers may argue that . . ."*)
- Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.
- Oversimplify complexities in the text.
- Use complicated or complex sentences or language that is ineffective because it
- Use complicated or complex sentences or language that are ineffective because they do not enhance the argument

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:

- Explaining the significance or relevance of the writer's rhetorical choices (given the rhetorical situation).
- Explaining a purpose or function of the passage's complexities or tensions.
- Employing a style that is consistently vivid and persuasive.

Additional Notes:

- 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.

Argument Rubric: It Takes a Village, p. 460

NOTE: The directions on page 460 call for students to respond to the prompt with a *claim*, but the correct word is *thesis*. We regret the error, which will be corrected on reprint.

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
<p>0 points For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position must be inferred or is vague. Equivocate or summarize other's arguments but not the student's (e.g., some people say it's good, some people say it's bad). State an obvious fact rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt. Clearly takes a position on the role a "village" plays in raising children.
<p>Examples that do not earn this point: Do not take a position</p> <ul style="list-style-type: none"> "Some people like their families, some don't, and some people feel their families are important, but others do not value their families." <p>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</p> <ul style="list-style-type: none"> "To some degree, we are all part of a family." 	<p>Examples that earn this point: Present a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> "Having grown up in a family with two working parents who often had little extra time to spend with me and my brothers, I can attest to the importance of an extended family. Without this network, I wouldn't have become the confident, studious person I am today. "The well-known saying 'it take a village to raise a child' largely ignores the importance of individual initiative. History abounds with examples of highly successful people who either came from broken families or had little family support. In fact, one could argue that the challenges these people faced made them stronger and set the foundation for their success. "The well-known saying 'it take a village to raise a child' is, in essence, a summation of the idea of citizenship. As a citizen, you are not simply an individual but also part of a larger community that has responsibilities to other people."
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. 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. 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. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]				
<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points EVIDENCE: Provides some specific relevant evidence. AND COMMENTARY: 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>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes Typical responses that earn . . .				
<p>0 points:</p> <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no evidence or evidence that is irrelevant. 	<p>1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary of evidence rather than specific details. 	<p>2 points:</p> <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	<p>3 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>4 points:</p> <ul style="list-style-type: none"> Focus on the importance of specific details to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
<p>Additional Notes: 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]	
0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“Let’s face it: sometimes family can be a useful thing . . .” OR “When you live in a family, you have to deal with your family members . . .”). Only hint at or suggest other arguments (“I once heard my father say . . .” OR “While some people who live in families may argue that . . .”). Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>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:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by acknowledging counterarguments. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> 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. 	

UNIT 8:

Using Style Strategically, pp. 461–556

UNIT 8 OVERVIEW, pp. 462–469

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

Composing on Your Own, p. 467

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 223–232 for Inquiry Activities for Writing Rhetorically.*

What Do You Know? p. 469

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

- Didion makes a number of comparisons. For instance, she compares her view of the world to a Hieronymus Bosch painting; Didion’s educated audience would likely know that Bosch often painted frightening, surreal landscapes that examined—and often mocked—negative qualities of human behavior. Thus, Didion is suggesting a topsy-turvy world, where there is little sense of right or wrong. More generally, Didion often compares the environment she experiences in Death Valley with aspects of human behavior and morality; she describes the landscape to her audience to suggest a world where moralistic pieties are stripped away to reveal a more “primitive” self.
- Didion uses anecdotes to make questions of morality more concrete and more emotional as opposed to simply writing about morality as an abstract idea. She uses a variety of stories—from personal to historical—to show the different ways people have struggled with morality over time.
- Didion strategically chooses words and phrases—such as “mendacious” instead of just “dishonest,” and “ipso facto” instead of “on the face of it”—which reveal that she trusts her audience to understand more complex word choice; in other words, her audience will perceive her as knowledgeable, thoughtful writer. Didion often uses longer sentence structure when discussing a more complex idea but will break up this structure with short sentences that either pose a question or try to consolidate a statement of truth. Didion indirectly addresses the context of her time—the war in Vietnam, and the fight for civil rights—by discussing how our perspectives on morality are influenced by our upbringings, the stories we tell, and our immediate environment.

Evaluating Writing

- The writer wants to show that history is presented through a subjective lens and is therefore “a fluid abstract notion.” The writer assumes that the audience has been taught a historical perspective that views Cortés as a brave hero, but the writer questions Cortés’s actions and suggests that someone who is often depicted as a