

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 their argument, but such attempts consist predominantly of sweeping generalizations (“Let’s face it: as humans, we all break fundamental natural laws . . .” OR “Since people evolved, we have broken with the laws of nature . . .”)</li> <li>Only hint at or suggest other argument (“I once heard a naturalist say . . .” OR “While some may argue that . . .”)</li> <li>Use complicated or complex sentences or language that are ineffective because they do not enhance the argument.</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>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 acknowledging counterarguments.</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>
<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 student’s argument, not merely a phrase or reference.</li> </ul>	

## UNIT 9:

### Contributing to the Conversation, pp. 557–600

#### UNIT 9 OVERVIEW, pp. 557–564

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

#### Composing on Your Own, p. 562

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. 563

*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

- Johnson includes the perspectives of Dr. Spock, Andrew Solomon/National Endowment for the Arts, McLuhan, and Jane Jacobs. He also includes a hypothetical perspective (if books were new) and cites common perspectives about the bankruptcy of video games.
- Dr. Spock: to exemplify common critiques of video-gaming habits (which he will rebut).  
 Andrew Solomon/National Endowment for the Arts: to highlight the intellectual benefits of reading.  
 McLuhan: to introduce a new perspective on how to judge cultural differences.  
 Jane Jacobs: to complement Johnson’s view by suggesting the worst critics have little experience with what they criticize.  
 Hypothetical perspective (if books were new): to present a reasonable rebuttal to common views such as that held by Dr. Spock.  
 Common perspectives about the bankruptcy of video games: to reiterate the assumed vacuous nature of video games.
- He wants to demonstrate how people judge new concepts based on what they know. By providing a gamer’s perspective on reading, he invites his readers who aren’t gamers to reconsider their perspectives and opinions on gaming.

### Evaluating Writing

1. Main claim: Though people argue that society has advanced, ideologically it hasn't. Or, there is value in embracing traditional things in contemporary settings.
2. Counterarguments: People argue that society has advanced. People argue that life on the whole is different, not just on the surface.
3. Evidence includes the writer citing the perspective of Henry David Thoreau's commentary and using the fall of Rome as an example.
4. Students may suggest biological, medical, or technological advancement to prove that society has evolved more than just on the "surface level."

#### Analyzing the Visual, p. 558

Remind students of what they have read about a writer's perspective in Unit 8. Ask them to identify the cartoonist's perspective in this cartoon. Students should note an ironic perspective. The editor behind the desk is asking the news writer to make the story more biased. The point of the cartoon, however, is that news reporting should be less biased.

#### PART 1 ENGAGING COUNTERARGUMENTS, pp. 565–586

##### PART 1.1 Engaging with Others, pp. 566–573 | CLE-1.Y CLE-1.Z

**Justice and Race** To reinforce the use of evidence that supports, complements, or contradicts a writer's thesis and to engage in a conversation on justice and race, you may wish to use the activity on page 242.

#### 1.1 Checkpoint, pp. 571–573

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 182.	CLE-1	3.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
2	E	CLE-1	3.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
3	D	CLE-1	3.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570

<b>Evaluating Writing</b>					
1	See page 184.	CLE-1	4.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
2	See page 184.	CLE-1	4.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
3	See page 184.	CLE-1	4.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
4	See page 184.	CLE-1	4.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
5	See page 184.	CLE-1	4.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
6	E	CLE-1	4.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570
7	D	CLE-1	4.C	CLE-1.Y: engaging positions with evidence and sources CLE-1.Z: perspectives that support, complement, or contradict	566–570

Close Reading

1. For a blank reproducible of the chart below, see page 286.

Example from Text	Position about Topic	Perspective	Function
"People who read for pleasure are many times more likely than those who don't to visit museums and attend musical performances."	Andrew Solomon/National Endowment for the Arts posits the empathetic and intellectual value of reading.	<input checked="" type="checkbox"/> Academic/ Professional <input type="checkbox"/> Personal Experience/ Testimony <input type="checkbox"/> Assumption/ Common Social Observation <input type="checkbox"/> Hypothetical	This perspective <input type="checkbox"/> supports <input type="checkbox"/> complements <input checked="" type="checkbox"/> contradicts the author's view that ..... <b>Sentence:</b> Video games don't only develop negative intellectual and social skills.
"But as McLuhan famously observed, the problem with judging new cultural systems on their own terms is that the presence of the recent past inevitably colors your vision of the emerging form, highlighting the flaws and imperfections."	McLuhan argues that generational gaps result in inadequate critiques of newer cultural systems.	<input checked="" type="checkbox"/> Academic/ Professional <input type="checkbox"/> Personal Experience/ Testimony Assumption/ Common Social Observation <input type="checkbox"/> Hypothetical	This perspective <input checked="" type="checkbox"/> supports <input type="checkbox"/> complements <input type="checkbox"/> contradicts <b>the author's view that</b> ..... <b>Sentence:</b> If viewed without social assumptions, video games could easily be seen as socially and intellectually stimulating.
"Imagine an alternate world identical to ours save one techno-historical change: video games were invented and popularized before books."	The writer creates an imaginary perspective (a world where video games arose before books), to suggest that reading could be viewed as stationary, isolating, and nonimaginative.	<input type="checkbox"/> Academic/ Professional <input type="checkbox"/> Personal Experience/ Testimony <input type="checkbox"/> Assumption/ Common Social Observation <input checked="" type="checkbox"/> Hypothetical	This perspective <input type="checkbox"/> supports <input checked="" type="checkbox"/> complements <input type="checkbox"/> contradicts the author's view that ..... ... <b>Sentence:</b> Judging video games and their worth by archaic standards produces an unfair assessment of their value.

Example from Text	Position about Topic	Perspective	Function
"Games are good at novelistic storytelling the way Michael Jordan was good at playing baseball. Both could probably make a living at it, but their world-class talents lie elsewhere."	The writer argues that games should not be judged by the same standards as reading.	<input type="checkbox"/> Academic/ Professional <input type="checkbox"/> Personal Experience/ Testimony <input checked="" type="checkbox"/> Assumption/ Common Social Observation <input type="checkbox"/> Hypothetical	This perspective <input checked="" type="checkbox"/> supports <input type="checkbox"/> complements <input type="checkbox"/> contradicts the author's view that ..... <b>Sentence:</b> Though the typical views of the general public may be somewhat accurate, they may misunderstand the criteria by which people should judge different media and technological advancements.
"People who know well such animated city streets will know how it is. People who do not will always have it a little wrong in their heads—like the old prints of rhinoceroses made from travelers descriptions of the rhinoceroses."	Jane Jacobs argues that perspectives of individuals without experience with something will be skewed.	<input checked="" type="checkbox"/> Academic/ Professional <input type="checkbox"/> Personal Experience/ Testimony <input type="checkbox"/> Assumption/ Common Social Observation <input type="checkbox"/> Hypothetical	This perspective <input type="checkbox"/> supports <input checked="" type="checkbox"/> complements <input type="checkbox"/> contradicts the author's view that ..... <b>Sentence:</b> Video games and the video game generation are inaccurately judged by older generations.



## Evaluating Writing

- The writer posits that people of every generation hold highly similar ideas about what is contemporary and traditional; therefore, regardless of the time period, our ideas maintain a traditional consistency.
- Three possible perspectives:
 

*Support:* In lines 5–6, the writer supports his thesis by defining the specific qualities of *contemporary* and *traditional* culture. However, while the writer implies that his definitions are widely accepted, he never supplies specific evidence showing that the general public agrees with his definitions.

*Complement:* In line 8, the writer complements his position by quoting Thoreau to show that people of different generations use similar terms to define what is *traditional* and *contemporary*.

*Contradict:* Some students may recognize that Thoreau’s position also contradicts the writer’s definitions; the writer states that people define contemporary as “bigger, better, efficient, and faster,” but Thoreau is critical of things that are “bigger” and “faster,” so he does not see them as “better.”
- Transitional language is needed to introduce the author’s counterargument.
- The passage suggests that “Rome” will be used as evidence, but the author never provides specific examples from Roman history.
- Further clarification about what type of “people” (or how many people) hold the common views cited by the author would provide some concrete evidence.

### Composing on Your Own, 573

Student answers will vary but should include a clearly stated subject based on one of the anchor pieces in the book, which should be identified in the Subject box. Students should clearly state their own position and cite evidence for it, including evidence from their reading and life experience. They should then find a complementary position in the anchor piece they have chosen and cite evidence from that piece. Finally, students should develop a counterargument that may be raised against their position.

## PART 1.2 Admitting or Challenging Limitations | CLE-1.AA CLE-1.AB CLE-1.AC CLE-1.AD

### 1.2 Checkpoint pp. 578–581

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	CLE-1	3.C	CLE-1.AA- AD: refute, rebut, concede	573–578
2	D	CLE-1	3.C	CLE-1.AA- AD: refute, rebut, concede	573–578
3	A	CLE-1	3.C	CLE-1.AA- AD: refute, rebut, concede	573–578
4	B	CLE-1	3.C	CLE-1.AA- AD: refute, rebut, concede	573–578
<b>Evaluating Writing</b>					
1	See page 186.	CLE-1	4.C	CLE-1.AA- AD: refute, rebut, concede	573–578
2	B	CLE-1	4.C	CLE-1.AA- AD: refute, rebut, concede	573–578
3	C	CLE-1	4.C	CLE-1.AA- AD: refute, rebut, concede	573–578
4	E	CLE-1	4.C	CLE-1.AA- AD: refute, rebut, concede	573–578

### Close Reading

- For a blank reproducible of the chart below, see page 287.

Text	Counterargument	Purpose
“But as McLuhan famously observed, the problem with judging new cultural systems on their own terms is that the presence of the recent past inevitably colors your vision of the emerging form, highlighting the flaws and imperfections.”	<input type="checkbox"/> Concession <input checked="" type="checkbox"/> Rebuttal <input type="checkbox"/> Refutation	In this text, Johnson rebuts the common generational view that reading is more beneficial than video gaming in order to expose the unfair biases of intellectuals and the older generation.



Text	Counterargument	Purpose
"Reading books chronically understimulates the senses. Unlike the longstanding tradition of gaming—which engages the child in a vivid, three-dimensional world filled with moving images and musical soundscapes, navigated and controlled with complex muscular movements—books are simply a barren string of words on the page."	<input type="checkbox"/> Concession <input type="checkbox"/> Rebuttal <input checked="" type="checkbox"/> Refutation	In this text, Johnson refutes the accusation that video games are intellectually vacuous by suggesting that—given the right context—people could make the same accusations about reading.
"Before we get to those talents, let me say a few words about the virtues of reading books. For the record, I think that those virtues are immense ones—and not just because I make a living writing books. We should all encourage our kids to read more, to develop a comfort with and an appetite for reading"	<input checked="" type="checkbox"/> Concession <input type="checkbox"/> Rebuttal <input type="checkbox"/> Refutation	In this text, Johnson concedes that reading holds immense value in order to clarify that he is neither dismissing the benefits of reading nor praising the traits of video games over it.

### Evaluating Writing

1. The following is a sample student response that includes direct quotes from the draft's text, a point of concession, and clear rebuttals:

In judging what is *traditional* and *contemporary*, the author argues that, despite advances in technology, "society has remained paradoxically constant." The author states that traditional things are typically seen as "obsolete, old-fashioned and slow" and rightly points out that what seems *contemporary*—better, efficient, and faster—is quickly seen as obsolete by the next generation. However, the example the writer uses by Henry David Thoreau subtly undermines the writer's claim; obviously, Thoreau did not see new technology as "better," and he was quite critical of new technological advances. If all people agree about the benefits of contemporary things, Thoreau's criticism of technology would not be required reading for many—if not most—high school and college students. In fact, there is a lively debate in the media about the benefits and drawbacks of contemporary technology. While many people are drawn to the utopian hype of Silicon Valley, which has promised users ever more creativity and connectivity, many have begun questioning new technologies. In particular, social media has repeatedly come under fire for promoting hateful speech; a technology

that was supposed to connect people around the globe, opening people to new perspectives and information, has, arguably, siloed people within like-minded groups that feed from the same media sources and amplify each other's limited viewpoints. Rather than spreading information, social media has multiplied misinformation and propaganda beyond anyone's expectations. Perhaps this is why there is a movement of people who have begun embracing traditional technology—that which is handmade and crafted over time. In addition, some younger people have started gravitating toward technology that, until recently, was largely considered obsolete. Consider the resurgence of vinyl records. Although cumbersome and prone to being damaged, proponents embrace the physicality and analog qualities of vinyl as an alternative to the ease of digitally streaming music. While the author does point out common views regarding what is traditional and contemporary, his claim oversimplifies the current cultural landscape.

### Composing on Your Own, p. 581

Student paragraphs will vary but should include a counterargument as well as the evidence from their charts that supports it. Students should use appropriate grammar and punctuation in communicating their counterarguments.

### PART 1.3 Transitions to Counterarguments, pp. 581–585 | CLE-1.AE CLE-1.AF

#### 1.3 Checkpoint pp. 583–585

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 188.	CLE-1	3.C	CLE-1-AE: transitions in counterarguments	581–583
2	E	CLE-1	3.C	CLE-1-AE: transitions in counterarguments	581–583
<b>Evaluating Writing</b>					
1	See page 188.	CLE-1	4.C	CLE-1-AF: addressing counterarguments	581–583
2	See page 189.	CLE-1	4.C	CLE-1-AE: transitions in counterarguments	581–583
3	D	CLE-1	4.C	CLE-1-AE: transitions in counterarguments	581–583

Close Reading

1. For a blank reproducible of the chart below, see page 288.

Textual Evidence	Linguistic Structure	Function: Choose one
From paragraph 23 of "Games": "The intellectual nourishment of reading books is so deeply ingrained in our assumptions that it's hard to contemplate a different viewpoint." (Johnson)	<input type="checkbox"/> Word <input type="checkbox"/> Phrase/Clause <input checked="" type="checkbox"/> Sentence <input type="checkbox"/> Paragraph	In this text Johnson transitions from exposing common arguments for the value of reading to challenging these accepted truths as potentially invalid prejudices.
From paragraphs 4-73 of "Games": "Reading books chronically . . . . . learning to lead."	<input type="checkbox"/> Word <input type="checkbox"/> Phrase/Clause <input type="checkbox"/> Sentence <input checked="" type="checkbox"/> Paragraph	In this text Johnson transitions from exposing common arguments for the value of reading to challenging these accepted truths as potentially invalid prejudices.
From paragraph 84 of "Games": "But it doesn't bring up any of the clear benefits of reading: the complexity of the argument and storytelling offered by the book form; the stretching of the imagination triggered by reading words on a page; the shared experience you get when everyone is reading the same story."	<input checked="" type="checkbox"/> Word <input type="checkbox"/> Phrase/Clause <input type="checkbox"/> Sentence <input type="checkbox"/> Paragraph	In this text Johnson uses a key word to transition from hypothetically promoting the benefits of video gaming over reading to discussing this argument's omission of acknowledged skills that are developed by reading.
From paragraph 106 of "Games": "Before we get to those talents, let me say a few words about the virtues of reading books."	<input type="checkbox"/> Word <input checked="" type="checkbox"/> Phrase/Clause <input type="checkbox"/> Sentence <input type="checkbox"/> Paragraph	In this text Johnson transitions from exposing the prejudices with which people unfairly judge video games to justifying the merit of and extolling the virtues of reading.

Evaluating Writing

1. **Sentence 1:** "People like to believe that society has advanced over the years."

**Sentences 7-9:** "To illustrate the aforementioned truth, take how one 19th century philosopher criticizes his culture's obsession with news, drama, efficiency, and speed. The commentary that he makes regarding an individual observing a newspaper, physically watching a neighbor's barn burn down—without lending a helping hand—and even enjoying traveling at "breakneck speeds of 15 miles an hour," reveals his distaste for what his modern generation stood for. All of the items and actions he scorns exemplify the characteristics of what is contemporary."

**Sentence 13:** "Life may be different on the surface, but when all of this is considered, individuals should see there is some element of *contemporary* value in embracing things that can be defined as *traditional*."

2. It is important that students logically correlate these sentences with the argument as a whole. Below are some possible revisions.

**Sentence 1:** At the beginning of sentence 2, a contrasting conjunction (*yet, but*) should be added.

**Sentences 7-9:** This sequence works as is.

The writer introduces the sequence using the transition: *To illustrate the aforementioned truth....*

The writer includes a transition to introduce the next idea following this sequence: *This is ironic because...*

**Sentence 13:** Standard phrases to introduce common views should be added here, such as: *One cannot deny that . . .*

Composing on Your Own, p. 585

Student paragraphs will vary but should include their position and evidence that supports it, as well as transitional language to introduce their rebuttal or refutation of their counterargument. Students should use appropriate grammar and punctuation in communicating their arguments.

Part 1 Apply What You Have Learned, p. 585

Student answers should state a claim, defend the claim with evidence, use explanations that tie together the evidence, and address one counterargument. For example:

While tablets are becoming an increasingly common educational tool, with advocates lauding the technology's ability to enrich the classroom experience with interactive resources and educational games, parents and educators are progressively questioning whether the high price tag is worth the limited educational payoff. Tech companies claim that tablets increase test scores and enrich learning environments, some observers have pointed out that people read digital text "20-30%" slower, while "87% of K-12 teachers believe that 'today's digital technologies are creating an easily distracted generation with short attention spans.'" Simply put, although a tablet may serve up an engaging game or a cute video, reading about a subject increases a student's concentration and mental stamina. In addition, tablets clearly benefit wealthier school districts and students; the cost per student of a tablet is "\$71.55 vs. \$14.26 for print books," while those who avidly promote tablets conveniently ignore that many households still lack reliable internet service—thus using a tablet for homework isn't an option for many students. Perhaps most frustrating, tablets tend to malfunction: software often doesn't work, programs crash, the internet goes down. Yet this issue is never a concern with print on paper.

Although people tend to break into opposing camps when considering whether tablets should replace textbooks in schools, perhaps the debate should be more nuanced. Reading books provides clear benefits that have been demonstrated over many generations, but tablets also offer interactive opportunities that traditional textbooks cannot match. We should recognize that textbooks and tablets each have benefits and drawbacks, and each can deliver information in different ways and appeal to different learning styles. Therefore, a truly enriching classroom could include both textbooks and tablets.



**Analyzing the Visual**, p. 586

Students may suggest the photograph takes a position in favor of tablets because it shows a big stack of books that would be hard to carry around compared to a very portable tablet.

**Reflect on the Essential Question**, p. 586

In an effort to find the “complex middle” and address arguments in the ongoing conversation on a topic, writers sometimes turn to other writers who provide evidence that complements or supports their position. However, writers qualify their arguments in the face of alternative evidence and counterarguments that contradict a writer’s position. Writers may concede or admit the validity of certain points in alternative perspectives, or they may rebut (argue against) or refute (show to be invalid) the arguments of those who disagree with their position.

**Revised Draft of Student Text from page 563**

Revised sentences and sections appear in italics. Note that sentences added to this draft have not been numbered.

(1) *Scientists and philosophers* like to believe that, *as one scholar argues*, “*over the . . . years, the world has changed tremendously.*” (2) *However*, if a person were to observe even the most modest selection of historical literature, they would notice that although items have become a bit flashier, society has remained paradoxically constant. (3) Consistently, social progress has produced generational disputes about the value of what is traditional and what is contemporary. (4) It just so happens that the characteristics of what can be considered traditional hardly change, and the same goes for the characteristics of what can be considered contemporary. (5) What is traditional is seemingly obsolete, old-fashioned, and slow. (6) What is contemporary is bigger, better, efficient, and faster than its antecedent. (7) *To illustrate the aforementioned truth, take how throughout his piece, Walden, 19th century philosopher Henry David Thoreau criticizes his culture’s obsession with news, drama, efficiency, and speed.* (8) The commentary that he makes regarding an individual observing a newspaper, physically watching a neighbor’s barn burn down—without lending a helping hand—and even enjoying traveling at “breakneck speeds of 15 miles an hour,”<sup>3</sup> reveals his distaste for what his modern generation stood for. (9) All of the items and actions he scorns exemplify the characteristics of what is contemporary. (10) This is ironic because those very items—newspapers, barns, and slow-moving steam engines—are now criticized as being traditional and obsolete. (11) Or, perhaps, it is better to look historically at the fall of Rome. *Like many modern societies, its demise was tied to overexpansion and military overspending.* (12) This sounds all too familiar, not much different from the current day. (13) *Many aspects of modern life are arguably different from those of earlier eras, but* when all of this is considered, individuals should see there is some element of contemporary value in embracing things that can be defined as traditional.

**UNIT 9 REVIEW**

**Section I: Multiple Choice** pp. 587–591

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	B	CLE-1	3.C	CLE-1.AA- AD: refute, rebut, concede	573–578
2	A	CLE-1	3.C	CLE-1.Y: engaging positions with evidence and sources	566–570
3	C	REO-1	5.A	REO-1.E: sequence of paragraphs reveal a line of reasoning	142–143
4	A	RHS-1	1.A	RHS-1.J: conclusions	198–201
5	C	STL-1	7.A	STL-1.C: precise word choice	279–281
6	E	STL-1	7.A	RHS-1.C: precise word choice	279–281

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Evaluating Writing</b>					
7	A	CLE-1	4.C	CLE-1.AA- AD: refute, rebut, concede	573–578
8	D	REO-1	6.B	REO-1.P: transitional elements	269–272
9	E	REO-1	6.B	REO-1.P: transitional elements	269–272
10	A	CLE-1	4.A	CLE-1.P: selecting relevant information	312–317



Section II: Free Response, pp. 592–600

Synthesis Rubric: Video Games, p. 592

NOTE: The directions on page 593 calls 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><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>Do not take a position, or the position is vague or must be inferred.</li> <li>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.)</li> <li>State an obvious fact 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 by developing a position on the effects of video games, rather than restate or rephrase the prompt. Clearly take a position rather than just stating there are pros/cons.</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>"Many people say that video games increase aggression and sleep deprivation: clearly, video games are bad."</li> </ul> <p><b>Address the topic of the prompt, but do not take a position</b></p> <ul style="list-style-type: none"> <li>"Video games are good and bad, depending on what side you take."</li> </ul> <p><b>Address the topic of the prompt but state an obvious fact as a claim</b></p> <ul style="list-style-type: none"> <li>"Some young people have learned to make money from video games, so the potential monetary benefit of video games is clear."</li> </ul>	<p><b>Examples that earn this point:</b></p> <p><b>Present a defensible position that responds to the prompt.</b></p> <ul style="list-style-type: none"> <li>"The rise of video games has matched an increase in antisocial behavior. While video games may be an entertaining, the downside of video gaming outweigh the positive."</li> <li>"Studies and articles on video gaming have shown both benefits and negative aspects of gaming. While some studies show that video games can increase antisocial and pathological behavior, other studies suggest that game-based learning can increase student outcomes. Based on these various studies, it seems clear that video games, if played in moderation, can be beneficial, but like many other activities, young people's gaming habits must be closely monitored by adults."</li> </ul>
<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 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.</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 [2.A, 4.A, 6.A, 6.B, 6.C]

<p><b>0 points</b> Simply restates thesis (if present), repeats provided information, or references fewer than two of the sources.</p>	<p><b>1 point</b> <b>EVIDENCE:</b> Provides evidence from or references at least two of the provided sources. <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 evidence from or reference at least three of the provided sources. <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 evidence from or reference at least three of the provided sources 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 evidence from or reference at least three of the provided sources 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 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.</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 sources 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 sources 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> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> </ul>				

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 their argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where everyone plays video games . . .</i>” OR “<i>Since the beginning of time, people have played different types of games.</i>”)</li> <li>Only hint at or suggest other argument (“<i>I once heard a gamer say . . .</i>” OR “<i>While most teenagers who play games 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>	<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>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 acknowledging counterarguments.</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>
<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 student’s argument, not merely a phrase or reference.</li> </ul>	

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]	
<b>0 points</b> For any of the following: <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>	<b>1 point</b> Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.
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>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>	<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 and clearly articulate a defensible thesis about the rhetorical choices Lessing and Herne make to convey their message.</li> </ul>
<b>Examples that do not earn this point:</b> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>“<i>Two students write a letter in response to a previous letter written by David Lessing.</i>”</li> <li>“<i>The two students use rhetorical strategies in their letter.</i>”</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>“<i>...their letter gives clear evidence that many students are studious.</i>”</li> </ul> <p><b>Repeat provided information from the passage</b></p> <ul style="list-style-type: none"> <li>“<i>In the opening paragraphs of the letter, the two writers argue against Friedman’s main claim.</i>”</li> </ul>	<b>Example that earns this point:</b> <p><b>Presents a defensible position that analyzes the writer’s rhetorical choices</b></p> <ul style="list-style-type: none"> <li>“<i>By pairing their own experiences and observation at Harvard with specific examples and social commentary, the two writers argue that Friedman oversimplifies his case and that the term ‘nerd’ is not a derogatory term for studious students but implicates students who do not pursue a balanced lifestyle.</i>”</li> </ul>
<b>Additional Notes:</b> <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 [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 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. <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 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>
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**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. Provide commentary that engages the details of the text to draw conclusions about rhetorical choices.</li> <li>Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage.</li> </ul>
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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 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 of the passage

**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>
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**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 the text, but such attempts consist predominantly of sweeping generalizations (<i>"In a world where students study..." OR "Ever since colleges were established..."</i>)</li> <li>Only hint at or suggest other argument (<i>"I once heard a college student say..." OR "While some college students may argue that..."</i>).</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 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>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>
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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.



Argument Essay Rubric: Social Media and Communication, p. 600

NOTE: The directions on page 600 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><b>0 points</b></p> <p>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></p> <p>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>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>	<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. Clearly take a position how social media influence our lives.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Do not take a position</b></p> <ul style="list-style-type: none"> <li>"Everyone uses social media, and we will likely continue to use it."</li> </ul> <p><b>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</b></p> <ul style="list-style-type: none"> <li>"Social media is just one more form of communication."</li> </ul>	<p><b>Examples that earn this point:</b></p> <p><b>Present a defensible position that responds to the prompt</b></p> <ul style="list-style-type: none"> <li>"Social media have helped people easily communicate and stay connected across the globe. Although some commentators criticize social media for promoting hate speech, social media is merely a tool, and like all tools, people need to use it in a responsible manner."</li> <li>"During the rise of social media, proponents heralded its ability to help people stay connected and freely share ideas and knowledge. Yet as the 2016 presidential election showed, social media can be easily manipulated to promote false information and hate speech. Like any other media—such as TV, radio, and movies—social media must be regulated."</li> <li>"For many, social media has become a part of everyday life—Facebook, Instagram, and Twitter are all part of our daily routine. But just as we must watch what we eat, we must become aware of how our intake of social media is influencing our own ideas and communication with others."</li> </ul>
<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>The thesis may 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 [2.A, 4.A, 6.A, 6.B, 6.C]

<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b></p> <p>Provides evidence that is mostly general.</p> <p><b>AND COMMENTARY:</b></p> <p>Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides some specific relevant evidence.</p> <p><b>AND COMMENTARY:</b></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><b>3 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND COMMENTARY:</b></p> <p>Explains how some of the evidence supports a line of reasoning.</p>	<p><b>4 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND COMMENTARY:</b></p> <p>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> <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 details 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>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 multiple supporting claims, each with adequate evidence that is clearly explained.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> </ul>				

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.
<b>Decision Rules and Scoring Notes</b>	
<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>We all use social media and few of us are going to stop...</i>” OR “<i>People have always criticized different forms of communication...</i>”).</li> <li>Only hint at or suggest other argument (“<i>I once heard someone who worked in social media say...</i>” OR “<i>While some who use social media 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 acknowledging counterarguments.</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>	

**Practice Exam**  
pp. 601–634

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
1	C	STL-1	7.A	STL-1.R: ironic perspective, stylistic choices	509–512
2	A	CLE-1	3.A	CLE-1.F: strategic use of evidence	76–81
3	B	RHS-1	1.A	RHS-1.B: exigence	9–10
4	C	CLE-1	3.A	CLE-1.K: commentary, evidence, claim	123–125
5	A	REO-1	5.C	REO-1.I: developing ideas through narration REO-1.L: developing ideas through description	158–160 218–221
6	C	REO-1	5.B	REO-1.P: transitional elements	269–271
7	D	RHS-1	1.B	RHS-1.F: writers’ perceptions of audience	59–61
8	D	REO-1	5.A	REO-1.F: tone, word choice, connotations	147–151
9	C	STL-1	7.A	STL-1.E: inferring tone from word choice, connotations	342–349
10	A	CLE-1	3.B	CLE-1.I: thesis, claim, reasoning, evidence CLE-1.J: thesis	90–93
11	A	STL-1	7.A	STL-1.R: ironic perspective, stylistic choices	509–512
12	A	RHS-1	1.B	RHS-1.G: purpose, audience	58–61
13	E	CLE-1	3.C	CLE-1.AA: credibility, opposing arguments, contradictory evidence	573–578
14	A	CLE-1	3.A	CLE-1.C: types of evidence	25–27
15	E	REO-1	5.B	REO-1.Q: transitional elements, evidence	269–271
16	B	RHS-1	1.B	RHS-1.K: comparisons	471–478
17	E	RHS-1	1.B	RHS-1.M: word choice, bias, credibility RHS-1.N: audience perspective	481–487
18	D	STI-1	7.B	STL-1.H: arrangement of sentences, emphasis, ideas	417–419
19	D	REO-1	5.A	REO-1.E: sequence, line of reasoning	137–144
20	A	REO-1	5.B	REO-1.O: repetition, synonyms, parallel structure	265–268
21	A	STL-1	7.B	STL-1.T: parenthetical elements, purpose	524–525
22	B	CLE-1	3.C	CLE-1.V: complexity, oversimplification, generalization	403–405
23	D	REO-1	5.A	REO-1.A: line of reasoning, thesis	137–144
24	C	REO-1	5.A	REO-1.M: body paragraphs, claims, evidence, commentary, reasoning	248–254
25	A	STL-1	8.B	STL-1.S: modifiers	517–522