

### Steve Jobs Unit Resources

Student Resource	Location
<b>Section 1: Lessons 1 – 5</b>	
Text: Stanford Commencement Address by Steve Jobs	Steve Jobs Unit Reader
Lesson handouts	Page 2 – 11
<b>Section 2: Lessons 5-10</b>	
Text: Stanford Commencement Address by Steve Jobs	Steve Jobs Unit Reader
Text: “To Failure” by Philip Larkin	Steve Jobs Unit Reader
Text: “Mother to Son” by Langston Hughes	Steve Jobs Unit Reader
Lesson handouts	Page 12 – 25
<b>Section 3: Lessons 11-16</b>	
Text: Stanford Commencement Address by Steve Jobs	Steve Jobs Unit Reader
Text: “Mindset for Achievement” by Carol Dweck	Steve Jobs Unit Reader
Text: “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael	Steve Jobs Unit Reader
Lesson handouts	Pages 25 – 38
<b>Section 4: Lessons 17-22</b>	
Text: “Letters of Wilbur Wright” by Wilbur Wright	Pages 39 – 40
Lesson handouts	Page 40–50
<b>Section 5: Lessons 23-27</b>	
Text: “Casey at the Bat” by Ernest Lawrence Thayer	Pages 51 - 52
Text: “The Story of David and Goliath” 1 Samuel 17, from <i>The Bible</i>	Pages 53 – 55
Lesson handouts	Page 56 – 65
<b>Section 6: Lessons 28-29</b>	
Text: Stanford Commencement Address by Steve Jobs	Steve Jobs Unit Reader
Text: “Letters of Wilbur Wright” by Wilbur Wright	Pages 39 – 40
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<b>Section 7: Lessons 30-31 (Cold Read Task)</b>	
<b>Section 8: Lessons 32-36 (Culminating Writing Task)</b>	
Lesson handouts	Page 67 – 70
<b>Section 9: Lessons 37-42 (Extension Task)</b>	
Lesson Handouts	Page 71 – 73

### Courage of Famous Failures

After viewing Courage of Famous Failures, identify specific people, their struggles/failures, and their accomplishments.

Person	Struggles/Failures	Accomplishment

**Cornell Notes- Jobs's Story 1**

<b>Who/What is this about?</b>	
<b>Main Ideas</b>	<b>Important Details</b>
<b>Summary</b>	

**Cornell Notes- Jobs's Story 2**

<b>Who/What is this about?</b>	
<b>Main Ideas</b>	<b>Important Details</b>
<b>Summary</b>	

**Cornell Notes- Jobs's Story 3**

<b>Who/What is this about?</b>	
<b>Main Ideas</b>	<b>Important Details</b>
<b>Summary</b>	

### Vocabulary Log

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

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### Evidence Chart- Jobs's Story 1

Claim: You can't connect the dots looking forward; you can only connect them looking backward.

Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?



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**Evidence Chart- Jobs's Story 2**

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### Evidence Chart- Jobs's Story 3

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### Post-Reading Questions

Use Steve Jobs's Commencement Address to answer the following questions. Reread the text as necessary.

1. In paragraph 10, we learn that between age 20 and 30, Jobs experiences great success and great failure. What were his successes, and how did his failure occur?
2. Why does Jobs claim that "getting fired from Apple was the best thing that could have ever happened to [him]"?
3. What does Jobs mean when he says, "Sometimes life hits you in the head with a brick"? He then tells his audience two things not to do, beginning his sentences with the word *Don't*. What does paragraph 14 suggest he is trying to tell the Stanford graduates?

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The central idea of the text is

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Details from the text	How do these details convey the central idea?


Story \_\_\_\_\_

Read your assigned story of Steve Jobs's Commencement Address. Identify and number the significant events. Then transfer those events to this chart and describe Jobs's reaction to the event and the end result.

Event	Jobs's Reaction and Feelings	End Result

What is the lesson learned in this story?

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**Structure: Steve Jobs's Stanford Commencement Address**

Complete the table below.

<b>Introduction</b>
<b>Story 1</b>
<b>Story 2</b>
<b>Story 3</b>
<b>Conclusion</b>

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TP-CASTT Poetry Analysis

<b>T</b>	<b>Title:</b> Before reading the poem, make a prediction about what the poem is about based on the title.
<b>P</b>	<b>Paraphrase:</b> Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
<b>C</b>	<b>Connotation:</b> What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
<b>A</b>	<b>Attitude/Tone:</b> Notice the speaker's attitude toward the subject of the poem. This is the author's tone.
<b>S</b>	<b>Shifts:</b> As you look for patterns, also look for contrasts or shifts/changes in poem. Look for changes in language, attitude, setting/imagery, mood, punctuation, other literary devices.
<b>T</b>	<b>Title:</b> Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?
<b>T</b>	<b>Theme:</b> State what the poem is about (subject) and what the poet is trying to say about subject (theme).

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Steve Jobs: *Stanford Commencement Address*, *To Failure*, *Mother to Son*  
Preparing for a Fishbowl Discussion Organizer

How does each text distinguish itself from the other texts in terms of the author's central message?			
Text	Thoughts	Supporting Evidence	My Discussion Notes
<i>Jobs's Commencement Address</i>			
<i>To Failure</i>			
<i>Mother to Son</i>			

How does each text distinguish itself from the other texts in terms of the author's point of view, and the way ideas are presented to the readers and the audience?

Text	Thoughts	Supporting Evidence	My Discussion Notes
<i>Jobs's Commencement Address</i>			
<i>To Failure</i>			
<i>Mother to Son</i>			

How are the ideas presented in all three texts similar? Use evidence to support your answer.

### **Fishbowl Discussion**

#### **Inner and Outer Circle Responsibilities**

##### **Fishbowl Directions:**

1. A Fishbowl Socratic Seminar requires students to be divided into inner and outer circles.
2. Each round will have two parts, a part A and a part B.
3. During part A of the round, the inner circle will discuss and the outer circle will listen and take notes.
4. After 5 minutes, the pairs will consult each other to revise and refine their claims and evidence.
5. During part B of the round, the outer circle will share, ask questions, and provide insights to what they heard during part A.
6. After both circles have shared, the two groups of students switch roles and another round begins.

##### **INNER-CIRCLE RESPONSIBILITIES:**

You will engage in the discussion directly, and you will run the conversation almost entirely on your own.

1. Do not raise your hand. You may speak at any time.
2. If more than one person starts to speak at the same time, one should pause and allow the other to speak first; then the second student will speak next before any other members of the group chime in.
3. Be sure to be respectful and allow others to speak.
4. Disagree directly, but politely with each other.
5. Ask each other questions.
6. Answer the questions and include examples and evidence from the text.

##### **OUTER-CIRCLE RESPONSIBILITIES:**

Your job is to listen to the discussion and take notes.

1. Note the claims made during the discussion, locating evidence that supports or contradicts those claims and developing additional points in the "My Discussion Notes Column".
2. Note your partner's participation using the 'discussion' section of the student discussion tracker.
3. You may not speak at all when you are part of the outer-circle.
4. Be sure that you are taking adequate notes to be a part of the conversation.

### Fishbowl Discussion Student Tracker

The texts in this unit all present ideas in different ways.

- How does each text distinguish itself from the other texts in terms of the author's central message?
- How does each text distinguish itself from the other texts in terms of the author's point of view, and the way ideas are presented to the readers and the audience?
- How are the ideas presented in all three texts similar? Use evidence to support your answer.

→ Take notes in the tracker on how your peer engages in the discussion.

→ Your completed tracker will be turned in as an assessment of your participation in the discussion.

→ Be sure to complete the last box at the end of the tracker.

My name: \_\_\_\_\_

Partner's name: \_\_\_\_\_

Notes on preparation	Notes on behavior during discussion	Notes on posing question	Notes on new ideas
<ul style="list-style-type: none"> <li>• Does my peer reference the discussion preparation handout?</li> <li>• Does my peer reference text evidence to support his/her arguments?</li> <li>• Does my peer ask questions of classmates and reflect on classmates' responses?</li> </ul>	<ul style="list-style-type: none"> <li>• Does my peer follow the rules and guidelines of the discussion?</li> <li>• Does my peer keep track of classmates' responses?</li> <li>• Does my peer keep track of his or her own responses?</li> <li>• Is my peer respectful of all perspectives?</li> </ul>	<ul style="list-style-type: none"> <li>• Does my peer pose questions that elicit elaboration?</li> <li>• Does my peer respond to classmates' questions with relevant ideas?</li> <li>• Does my peer bring the discussion back to relevant ideas if it gets off track?</li> </ul>	<ul style="list-style-type: none"> <li>• Does my peer acknowledge new ideas expressed by classmates?</li> <li>• Does my peer acknowledge new information by other and modify his/her own view, if warranted?</li> </ul>
<p><i>AC (my peer's initials) referenced the handout when she said ...</i></p> <p><i>AC cited several examples of text evidence in the author's claim_____...</i></p>	<p><i>AC kept track of what BD and SD said on the tracker, as well as her own comments.</i></p> <p><i>AC was respectful SD when she said she would like to disagree ...</i></p>	<p><i>AC asked CM, "I understand what you said about____, but have you thought about_____?"</i></p> <p><i>AC responded to BD's question by refocusing on the text from the unit ...</i></p>	<p><i>AC acknowledged BD's new idea and BD then said how the new information changed her argument by ...</i></p>

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**Reflection**

What is one thing your partner did well in this discussion?

What is one thing your partner can work on in the next discussion?



Outer Circle Notes Taker

Question	Outer Circle Notes
<p>How does each text distinguish itself from the other texts in terms of the author's central message?</p>	
<p>How does each text distinguish itself from the other texts in terms of the author's point of view, and the way ideas are presented to the readers and the audience?</p>	
<p>How are the ideas presented in all three texts similar? Use evidence to support your answer.</p>	

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**Cornell Notes- Mindset for Achievement, Carol Dweck**

<b>Who/What is this about?</b>	
<b>Main Ideas</b>	<b>Important Details</b>
<b>Summary</b>	

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**Question Stems**

What is the main reason you believe ____?	How would you describe ____?
Can you explain how ____ affected ____?	How are ____ alike? How are ____ different?
What can you say about ____?	Summarize your best argument for/against ____.
How is ____ related to ____?	What conclusions can you draw about ____?
What conclusions can you draw about ____?	What reasons/facts best support ____?
Can you elaborate on the reason ____?	What would happen if ____?

### Post-Reading Questions

Instructions: Review “Mindset for Achievement” and answer the following questions

1. According to the article, what are the differences between learners and nonlearners?
2. How does the author introduce, illustrate, and elaborate on this idea?
3. Would Carol Dweck, the author of “Mindset for Achievement,” consider Steve Jobs a learner or a nonlearner? Why? Use examples from *Steve Jobs’s Stanford Commencement Address* and “Mindset for Achievement” to explain what makes Jobs a learner or a nonlearner.

**Summaries, Central Idea, Points of View: Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success**

Section	Summary	Central Idea	Point of View
1			
2			
3			
Summary			

**SOAPStone**

As you read, look for these details...			How do you know? Cite specific evidence from the text.
<b>S</b>	Who is the <b>Speaker</b> ?	<ul style="list-style-type: none"> <li>What can you tell or what do you know about the speaker that helps you understand the point of view expressed?</li> </ul>	
<b>O</b>	What is the <b>Occasion</b> ?	<ul style="list-style-type: none"> <li>What is the time and place of the text? What caused this text to be written? Identify the context of the text.</li> </ul>	
<b>A</b>	Who is the <b>Audience</b> ?	<ul style="list-style-type: none"> <li>To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?</li> </ul>	
<b>P</b>	What is the <b>Purpose</b> ?	<ul style="list-style-type: none"> <li>What did the author want the audience to think or do as a result of reading this text? Why did the author write it?</li> <li>How does the central idea reflect the author's point of view and purpose?</li> </ul>	
<b>S</b>	What is the <b>Subject</b> ?	<ul style="list-style-type: none"> <li>What topic, content, and ideas are included in the text?</li> <li>How does the author present the subject? Does she introduce it immediately or do you, the reader, have to make an inference?</li> </ul>	
<b>TONE</b>	What is the <b>Tone</b> ?	<ul style="list-style-type: none"> <li>What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author?</li> <li>What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?</li> </ul>	



### Evidence Chart - Quote 1

Using Steve Jobs's Stanford Commencement Address, complete the table below.

Claim: <b>"The mere fear of failure can stop people from taking risks that might lead to success and triumph in overcoming obstacles." ("Overcoming Obstacles")</b>			
Evidence from Jobs's speech	Does the evidence support or contradict the claim?	Explain why the evidence supports or contradicts the claim.	What is the author's (of the quote) point of view regarding failure?

### Evidence Chart - Quote 2

Using Steve Jobs's Stanford Commencement Address, complete the table below.

Claim: <b>"The primary difference between successful people and unsuccessful people is that the successful people fail more." ("Overcoming Obstacles")</b>			
Evidence from Jobs's speech	Does the evidence support or contradict the claim?	Explain why the evidence supports or contradicts the claim?	What is the author's (of the quote) point of view regarding failure?

### Evidence Chart - Quote 3

Using Steve Jobs's Stanford Commencement Address, complete the table below.

Claim: <b>"The primary difference between successful people and unsuccessful people is that the successful people fail more." ("Overcoming Obstacles")</b>			
Evidence from Jobs's speech	Does the evidence support or contradict the claim?	Explain why the evidence supports or contradicts the claim?	What is the author's (of the quote) point of view regarding failure?

### Evidence Chart - Quote 4

Using Steve Jobs's Stanford Commencement Address, complete the table below.

Claim: <b>"The primary difference between successful people and unsuccessful people is that the successful people fail more." ("Overcoming Obstacles")</b>			
Evidence from Jobs's speech	Does the evidence support or contradict the claim?	Explain why the evidence supports or contradicts the claim?	What is the author's (of the quote) point of view regarding failure?

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## Conversation Stems<sup>1</sup>

### Clarifying

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

### Paraphrasing

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

### Agreeing

- \_\_\_'s point about \_\_\_ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

### Disagreeing

- I see it differently because...
- The reasons and details \_\_\_ provided better support \_\_\_ because...
- There is no evidence to suggest that is true.
- I agree that \_\_\_, but we also have to consider that...
- We see \_\_\_ differently.

### Elaborating

- \_\_\_ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

### Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

### Revising

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<sup>1</sup> Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

## Student Discussion Tracker & Group Evaluation

### I. Notes from other groups' presentations

My Thoughts	My Initial Questions

### II. Presentation and Discussions

My partner...	1	2	3	4	5	6	7	8	9	10	11	12	13	14
asks a question														
cites evidence														
provides a response														

### III. Group Reflection

- Did everyone participate in the presentation?
- Did our group answer the questions that were posed by the audience?
- Our group is proud of:
- Our group could have improved by:

## Letters of Wilbur Wright

Wilbur Wright

### Wilbur Wright to the Smithsonian Institution (May 30, 1899):

*Dear Sirs:*

*I have been interested in the problem of mechanical and human flights ever since as a boy I constructed a number of bats of various sizes after the story of Cayley's and Penaud's machines. My observations since have only convinced me more firmly that human flight is possible and practicable. It is only a question of knowledge and skill just as in all acrobatic feats. Birds are the most perfectly trained gymnasts in the world and are specially well fitted for their work, and it may be that man will never equal them, but no one who has watched a bird chasing an insect or another bird can doubt the feats are performed which require three or four times the effort required in ordinary flight. I believe that simply flight at least is possible to man that that the experiments and investigations of a large number of independent workers will result in the accumulation of information and knowledge and skill which will finally lead to accomplished flight.*

### Wilbur Wright to His Father (September 3, 1900):

*I have my machine nearly finished. It is not to have a motor and is not expected to fly any true sense of the word. My idea is merely to experiment and practice with a view to solving the problem of equilibrium. I have plans which I hope to find much in advance of the methods tried by previous experimenters. When once a machine is under proper control under all conditions, the motor problem will be quickly solved. A failure of motor will then simply mean a slow descent and safe landing instead of a disastrous fall. In my experiments I do not expect to rise many feet from the ground, and in case I am upset there is nothing but soft sand to strike on. I do not intend to take dangerous chances, both because I have no wish to get hurt and because a fall would stop by experimenting, which I would not like at all. The man who wishes to keep at the problem long enough to really learn anything positively cannot take dangerous risks. Carelessness and overconfidence are usually more dangerous than deliberately accepted risks. I am constructing my machine to sustain about five times my weight and am testing every piece. I think there is no possible chance of its breaking while in the air. If it is broken it will be by awkward landing.*

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**Wilbur Wright to His Father (October 4, 1903):**

*We have increased our time and length of flight [with glider] to 43 seconds, which is 1 and two thirds over last year's record and about three times the best of any one else. We will soon have it up to more than a minute as we are now able to remain practically stationary when a suitable wind blows up a good slope. This is something former experimenters were entirely unable to accomplish.*

**Wilbur Wright to His Family (December 14, 1903):**

*[Discussing his plan with an engine]*

*We gave machine first trial today with only partial success. The wind was only about 5 miles an hour, so we anticipated difficulty in getting speed enough on our short track (60 ft.) to lift. We took to the hill and after tossing for first whack, which I won, got ready for the start. The wind was a little to one side and the track was not exactly straight down hill, which caused the start to be more difficult than it would otherwise have been. However, the real trouble was an error in judgment in turning up too suddenly after leaving the track, and as the machine had barely enough speed enough for support already, this slowed it down so much that before I could correct the error, the machine began to come down, though turned up at a big angle.*

*Toward the end it began to speed up again, but I was too late, and it struck the ground while moving a little to one side, due to wind and a rather bad start. A few sticks in the front rudder were broken which will take a day or two to repair probably. It was a nice easy landing for the operator. The machinery all works in entirely satisfactory manner and seems reliable. The power is ample, and but for a trifling error due to lack of experience with the machine and this method of starting, the machine would undoubtedly have flown beautifully. There is now no question of final success. The strength of the machine is all right, the trouble in the front rudder being easily remedied. We anticipate no further trouble in landings. Will probably have made another trial before you receive this unless weather is unfavorable.*

**Note: December 17, 1903, the Wright Brothers flew their machine for 59 seconds, covering 852 feet. This was considered the first successful sustained airplane flight in history. The brothers continued to improve their airplane designs and eventually incorporated the Wright Company in 1909.**

*This text is in the public domain.*



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### Summarizing: Letters of Wilbur Wright

After reading each letter, compose a brief summary below.

Letter	Summary
May 30, 1899	
September 3, 1900	
October 4, 1903	
December 14, 1903	
Summary of Entire Text	

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**Post-Reading Questions**

Reread Letters of Wilbur Wright and answer the following questions.

1. What can you conclude about Wilbur Wright based on his 1988 letter to the Smithsonian? Support your answer with evidence from the text.
2. What setbacks did the Wright Brothers face and how did they deal with them? Support your answer with evidence from the text.
3. Explain this line in your own words: "Carelessness and overconfidence are usually more dangerous than deliberately accepted risk."

Claim: The Wright Brothers believed if they worked hard they would succeed.

Reason 1:

Evidence:

Evidence:

Evidence:

Reason 2:

Evidence:

Evidence:

Evidence:

Directions: As you read the text, record thoughts, word, or actions that help you to describe an individual.

### Individual: Wilbur Wright

[illegible]

**SOAPStone: Letters of Wilbur Wright**

As you read, look for these details...			How do you know? Cite specific evidence from the text.
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<b>S</b>	Who is the <b>Speaker</b> ?	<ul style="list-style-type: none"> <li>What can you tell or what do you know about the speaker that helps you understand the point of view expressed?</li> </ul>	
<b>O</b>	What is the <b>Occasion</b> ?	<ul style="list-style-type: none"> <li>What is the time and place of the text? What caused this text to be written? Identify the context of the text.</li> </ul>	
<b>A</b>	Who is the <b>Audience</b> ?	<ul style="list-style-type: none"> <li>To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?</li> </ul>	
<b>P</b>	What is the <b>Purpose</b> ?	<ul style="list-style-type: none"> <li>What did the author want the audience to think or do as a result of reading this text? Why did the author write it?</li> <li>How does the central idea reflect the author's point of view and purpose?</li> </ul>	
<b>S</b>	What is the <b>Subject</b> ?	<ul style="list-style-type: none"> <li>What topic, content, and ideas are included in the text?</li> <li>How does the author present the subject? Does she introduce it immediately or do you, the reader, have to make an inference?</li> </ul>	
<b>TONE</b>	What is the <b>Tone</b> ?	<ul style="list-style-type: none"> <li>What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author?</li> <li>What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?</li> </ul>	

**SOAPStone: Letters of Wilbur Wright**

As you read, look for these details...			How do you know? Cite specific evidence from the text.
<b>S</b>	Who is the <b>Speaker</b> ?	<ul style="list-style-type: none"> <li>What can you tell or what do you know about the speaker that helps you understand the point of view expressed?</li> </ul>	
<b>O</b>	What is the <b>Occasion</b> ?	<ul style="list-style-type: none"> <li>What is the time and place of the text? What caused this text to be written? Identify the context of the text.</li> </ul>	
<b>A</b>	Who is the <b>Audience</b> ?	<ul style="list-style-type: none"> <li>To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?</li> </ul>	
<b>P</b>	What is the <b>Purpose</b> ?	<ul style="list-style-type: none"> <li>What did the author want the audience to think or do as a result of reading this text? Why did the author write it?</li> <li>How does the central idea reflect the author's point of view and purpose?</li> </ul>	
<b>S</b>	What is the <b>Subject</b> ?	<ul style="list-style-type: none"> <li>What topic, content, and ideas are included in the text?</li> <li>How does the author present the subject? Does she introduce it immediately or do you, the reader, have to make an inference?</li> </ul>	
<b>TONE</b>	What is the <b>Tone</b> ?	<ul style="list-style-type: none"> <li>What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author?</li> <li>What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?</li> </ul>	

**Casey at the Bat**  
Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:  
The score stood four to two, with but one inning more to play,  
And then when Cooney died at first, and Barrows did the same,  
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest  
Clung to the hope which springs eternal in the human breast;  
They thought, "If only Casey could but get a whack at that—  
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,  
And the former was a hoodoo, while the latter was a cake;  
So upon that stricken multitude grim melancholy sat,  
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,  
And Blake, the much despised, tore the cover off the ball;  
And when the dust had lifted, and men saw what had occurred,  
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;  
It rumbled through the valley, it rattled in the dell;  
It pounded on the mountain and recoiled upon the flat,  
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;  
There was pride in Casey's bearing and a smile lit Casey's face.  
And when, responding to the cheers, he lightly doffed his hat,  
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;  
Five thousand tongues applauded when he wiped them on his shirt;  
Then while the writhing pitcher ground the ball into his hip,  
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,  
And Casey stood a-watching it in haughty grandeur there.  
Close by the sturdy batsman the ball unheeded sped—  
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,  
Like the beating of the storm-waves on a stern and distant shore;  
“Kill him! Kill the umpire!” shouted someone on the stand;  
And it’s likely they’d have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey’s visage shone;  
He stilled the rising tumult; he bade the game go on;  
He signaled to the pitcher, and once more the dun sphere flew;  
But Casey still ignored it and the umpire said, “Strike two!”

“Fraud!” cried the maddened thousands, and echo answered “Fraud!”  
But one scornful look from Casey and the audience was awed.  
They saw his face grow stern and cold, they saw his muscles strain,  
And they knew that Casey wouldn’t let that ball go by again.

The sneer is gone from Casey’s lip, his teeth are clenched in hate,  
He pounds with cruel violence his bat upon the plate;  
And now the pitcher holds the ball, and now he lets it go,  
And now the air is shattered by the force of Casey’s blow.

Oh, somewhere in this favoured land the sun is shining bright,  
The band is playing somewhere, and somewhere hearts are light;  
And somewhere men are laughing, and somewhere children shout,  
But there is no joy in Mudville—mighty Casey has struck out.

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## **The Story of David and Goliath**

### **1 Samuel 17, from *The Bible***

#### **Goliath Challenges Israel's Army**

The Philistines got ready for war and brought their troops together to attack the town of Socoh in Judah. They set up camp at Ephes-Dammim, between Socoh and Azekah. King Saul and the Israelite army set up camp on a hill overlooking Elah Valley, and they got ready to fight the Philistine army that was on a hill on the other side of the valley.

The Philistine army had a hero named Goliath who was from the town of Gath and was over nine feet tall. He wore a bronze helmet and had bronze armor to protect his chest and legs. The chest armor alone weighed about one hundred twenty-five pounds. He carried a bronze sword strapped on his back, and his spear was so big that the iron spearhead alone weighed more than fifteen pounds. A soldier always walked in front of Goliath to carry his shield.

Goliath went out and shouted to the army of Israel: Why are you lining up for battle? I'm the best soldier in our army, and all of you are in Saul's army. Choose your best soldier to come out and fight me! If he can kill me, our people will be your slaves. But if I kill him, your people will be our slaves. Here and now I challenge Israel's whole army! Choose someone to fight me!

Saul and his men heard what Goliath said, but they were so frightened of Goliath that they couldn't do a thing.

#### **David Meets King Saul**

David's father Jesse was an old man, who belonged to the Ephrath clan and lived in Bethlehem in Judah. Jesse had eight sons: the oldest was Eliab, the next was Abinadab, and Shammah was the third. The three of them had gone off to fight in Saul's army.

David was Jesse's youngest son. He took care of his father's sheep, and he went back and forth between Bethlehem and Saul's camp.

Goliath came out and gave his challenge every morning and every evening for forty days.

One day, Jesse told David, "Hurry and take this sack of roasted grain and these ten loaves of bread to your brothers at the army camp. And here are ten large chunks of cheese to take to their commanding officer. Find out how your brothers are doing and bring back something that shows that they're all right. They're with Saul's army, fighting the Philistines in Elah Valley."

David obeyed his father. He got up early the next morning and left someone else in charge of the sheep; then he loaded the supplies and started off. He reached the army camp just as the soldiers were taking their places and shouting the battle cry. The army of Israel and the Philistine army stood there facing each other.

David left his things with the man in charge of supplies and ran up to the battle line to ask his brothers if they were well. While David was talking with them, Goliath came out from the line of Philistines and started boasting as usual. David heard him.

When the Israelite soldiers saw Goliath, they were scared and ran off. They said to each other, “Look how he keeps coming out to insult us. The king is offering a big reward to the man who kills Goliath. That man will even get to marry the king’s daughter, and no one in his family will ever have to pay taxes again.”

David asked some soldiers standing nearby, “What will a man get for killing this Philistine and stopping him from insulting our people? Who does that worthless Philistine think he is? He’s making fun of the army of the living God!”

The soldiers told David what the king would give the man who killed Goliath.

David’s oldest brother Eliab heard him talking with the soldiers. Eliab was angry at him and said, “What are you doing here, anyway? Who’s taking care of that little flock of sheep out in the desert? You spoiled brat! You came here just to watch the fighting, didn’t you?”

“Now what have I done?” David answered. “Can’t I even ask a question?” Then he turned and asked another soldier the same thing he had asked the others, and he got the same answer.

Some soldiers overheard David talking, so they told Saul what David had said. Saul sent for David, and David came.

“Your Majesty,” he said, “this Philistine shouldn’t turn us into cowards. I’ll go out and fight him myself!”

“You don’t have a chance against him,” Saul replied. “You’re only a boy, and he’s been a soldier all his life.”

But David told him: Your Majesty, I take care of my father’s sheep. And when one of them is dragged off by a lion or a bear, I go after it and beat the wild animal until it lets the sheep go. If the wild animal turns and attacks me, I grab it by the throat and kill it.

Sir, I have killed lions and bears that way, and I can kill this worthless Philistine. He shouldn’t have made fun of the army of the living God! The Lord has rescued me from the claws of lions and bears, and he will keep me safe from the hands of this Philistine.

“All right,” Saul answered, “go ahead and fight him. And I hope the Lord will help you.”

Saul had his own military clothes and armor put on David, and he gave David a bronze helmet to wear. David strapped on a sword and tried to walk around, but he was not used to wearing those things.

“I can’t move with all this stuff on,” David said. “I’m just not used to it.”

David took off the armor and picked up his shepherd's stick. He went out to a stream and picked up five smooth rocks and put them in his leather bag. Then with his sling in his hand, he went straight toward Goliath.

### **David Kills Goliath**

Goliath came toward David, walking behind the soldier who was carrying his shield. When Goliath saw that David was just a healthy, good-looking boy, he made fun of him. "Do you think I'm a dog?" Goliath asked. "Is that why you've come after me with a stick?" He cursed David in the name of the Philistine gods and shouted, "Come on! When I'm finished with you, I'll feed you to the birds and wild animals!"

David answered: You've come out to fight me with a sword and a spear and a dagger. But I've come out to fight you in the name of the Lord All-Powerful. He is the God of Israel's army, and you have insulted him too! Today the Lord will help me defeat you. I'll knock you down and cut off your head, and I'll feed the bodies of the other Philistine soldiers to the birds and wild animals. Then the whole world will know that Israel has a real God. Everybody here will see that the Lord doesn't need swords or spears to save his people. The Lord always wins his battles, and he will help us defeat you.

When Goliath started forward, David ran toward him. He put a rock in his sling and swung the sling around by its straps. When he let go of one strap, the rock flew out and hit Goliath on the forehead. It cracked his skull, and he fell facedown on the ground. David defeated Goliath with a sling and a rock. He killed him without even using a sword.

David ran over and pulled out Goliath's sword. Then he used it to cut off Goliath's head.

When the Philistines saw what had happened to their hero, they started running away. But the soldiers of Israel and Judah let out a battle cry and went after them as far as Gath and Ekron. The bodies of the Philistines were scattered all along the road from Shaaraim to Gath and Ekron.

When the Israelite army returned from chasing the Philistines, they took what they wanted from the enemy camp. David took Goliath's head to Jerusalem, but he kept Goliath's weapons in his own tent.

### **David Becomes One of Saul's Officers**

After King Saul had watched David go out to fight Goliath, Saul turned to the commander of his army and said, "Abner, who is that young man?"

"Your Majesty," Abner answered, "I swear by your life that I don't know."

"Then find out!" Saul told him.

When David came back from fighting Goliath, he was still carrying Goliath's head. Abner took David to Saul, and Saul asked, "Who are you?"

"I am David the son of Jesse, a loyal Israelite from Bethlehem."

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### Vocabulary Log

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence



Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

---

**Plot and Characters Handout: *Casey at the Bat***

After reading Casey at the Bat, complete the organizer two stanzas at a time. Identify what happened in the poem, and record what we learned about Casey or the crowd from the event.

What happened	What we learn about Casey or the crowd

--	--

### Fluency Rubric: Casey at the Bat

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score: \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

### Meaning of Words and Phrases Chart

Identify phrases with vivid imagery, figurative language or connotative meanings in *Casey at the Bat* and complete the chart below.

Phrase with Vivid Imagery, Figurative Language, or Connotative Meaning	What I Visualize	How does this word choice impact the meaning and tone of the poem?
<p><i>Example</i></p> <p>Stanza 5: "Then from 5,000 throats and more there rose a lusty yell; It rumbled through the valley, it rattled in the dell; It knocked upon the mountain and recoiled upon the flat, For Casey, mighty Casey, was advancing to the bat."</p>	<p>Stanza 5: I "see" a physical representation of a very big, loud yell being released and coming through the stadium.</p>	<p>Stanza 5: I think this adds to the meaning of the poem because it helps the reader visualize the faith that the crowd had in Casey as a batter.</p>

### **Text-Dependent Questions**

Reread *David and Goliath* and answer the following questions. Be sure to find evidence from the text to support your answers.

1. What is Goliath's challenge to the army of Israel?
2. Compare and contrast the author's physical descriptions of David & Goliath.
3. Why did David think he had a chance to beat Goliath?

4. Why did Saul change his mind and support David?
5. What made David use a rock and slingshot to kill Goliath?
6. Why didn't Goliath win?
7. What did David believe were his strengths? What did Goliath believe were his strengths?

**T-chart: Comparing ideas**

**How does each text convey the theme: there is a consequence to being arrogant?**

<i>Casey at the Bat</i>	<i>David and Goliath</i>



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**Debate Preparation Handout**

**Question:** Would the Wright Brothers agree with the statement: "Stay Hungry. Stay Foolish?"

Claim	
Reason	Text Evidence and Explanation

### **Culminating Writing Task Directions**

Compare and contrast how a central idea in Steve Jobs’s Stanford commencement address and J.K. Rowling’s Harvard commencement address is introduced and elaborated.

Write a comparison and contrast essay which makes and supports a claim about a central idea shared by both speeches and then explains how the central idea is introduced and elaborated in each speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

---

The central idea of the text is

Details from the text	How do these details convey the central idea?

---

**Prewriting Graphic Organizer**

The central idea of both texts is:

How is the central idea portrayed and elaborated in *Steve Jobs's Stanford Commencement Speech*?

How is the central idea portrayed and elaborated in *The Fringe Benefits of Failure, and the Importance of Imagination*, by J.K. Rowling?

Conclusion:

### Culminating Writing Task Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and introduces either claim(s) or a topic</li> <li>Organization is <b>clear</b> and <b>cohesive</b> with <b>relevant</b> support<sup>2</sup></li> <li>Language clarifies relationships among ideas</li> <li>Formal style <b>consistently</b> demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states an opinion or topic</li> <li>Organization has development with <b>some</b> support and cohesion</li> <li>Language links ideas</li> <li>Style demonstrates an awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Organization has <b>minimal</b> development and support</li> <li>Language and style demonstrate <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language and style demonstrate <b>no</b> awareness of purpose or audience</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li><b>Full command</b> of conventions indicated by grade-level standards</li> <li><b>Few minor errors</b> do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Some command</b> of conventions indicated by grade-level standards</li> <li><b>May have errors</b> that occasionally interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited command</b> of conventions indicated by grade-level standards</li> <li><b>Errors</b> often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>No command</b> of conventions indicated by grade-level standards</li> <li><b>Frequent and varied errors</b> interfere with meaning</li> </ul>

<sup>2</sup> Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

### Extension Task Directions

Conduct research on a person who overcame failure. Then write a speech: Emulate Jobs’s commencement address to write a research-based first person address about how the person you studied overcame failure. Present it as a speech to your class using multimedia components. Cite the sources you used in your research using the approved list of sources below. Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of 6th grade grammar and usage, punctuation, and spelling.

In order to complete the Extension Task, you will follow the steps below:

1. Choose a person to research who has overcome failure.
2. Using your research, write a speech emulating Jobs’s commencement address from the first person.
3. Publish your speech using multimedia components in Google presentations.
4. Write a bibliography to cite your sources using the sources below as a guide.
5. Present your speech to the class or a small group.

Circle text(s) that were used in your research:

- [“Famous Failures” video](#)
- [“7 Entrepreneurs Whose Perseverance Will Inspire You,” Tom Zeleznock](#)
- [“Errors Led to Deep Truths,” from DiscoverMagazine.com, Karen Wright](#)
- [“Einstein’s 23 Biggest Mistakes” from DISCOVER Magazine](#)
- [“Thomas Edison and Michael Jordan Were Failures,” Scott Cowley](#)
- [“How Failure Taught Edison to Repeatedly Innovate” from Forbes, Nathan Furr](#)
- [“Thomas Alva Edison—The Failed Inventions”](#)
- [“Lincoln’s ‘Failures’?” Abraham Lincoln Online](#)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Structure: Extension Task

Complete the table below.

<b>Introduction</b>
<b>Story 1</b>
Hardships/Failures:
Lesson learned:
<b>Story 2 (optional)</b>
Hardships/Failures:
Lesson learned:
<b>Story 3 (optional)</b>
Hardships/Failures:
Lesson learned:
<b>Conclusion</b>
Summary & Advice to succeed:



### Extension Task Writing Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and introduces either claim(s) or a topic</li> <li>Organization is <b>clear</b> and <b>cohesive</b> with <b>relevant</b> support<sup>3</sup></li> <li>Language clarifies relationships among ideas</li> <li>Formal style <b>consistently</b> demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states an opinion or topic</li> <li>Organization has development with <b>some</b> support and cohesion</li> <li>Language links ideas</li> <li>Style demonstrates an awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Organization has <b>minimal</b> development and support</li> <li>Language and style demonstrate <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language and style demonstrate <b>no</b> awareness of purpose or audience</li> </ul>

<sup>3</sup> Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.