Directions:
Read the following story. Answer the questions in the margin and annotate to identify literary devices such as biblical imagery, setting, and tone.

THE GIFT OF THE MAGI
by O. Henry

1 One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

2 There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

3 While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at $8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

4 In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

5 The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid $30 per week. Now, when the income was shrunk to $20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

6 Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out duly at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for

---

1 suggestion of stinginess; cheap
2 (v) to stir up; to provoke
3 a police unit assigned to arrest beggars
4 (n) a small entryway within a building
5 (v) to belong as a right or possession (usually followed by to)
something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.

7 There was a pier-glass\(^6\) between the windows of the room. Perhaps you have seen a pierglass in an \$8 flat. A very thin and very agile\(^7\) person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

8 Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

9 Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the Queen of Sheba\(^8\) lived in the flat across the airshaft, Della would have let her hair hang out the window someday to dry just to depreciate Her Majesty's jewels and gifts.

10 Had King Solomon\(^9\) been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

11 So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered\(^10\) for a minute and stood still while a tear or two splashed on the worn red carpet.

12 On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

13 Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

14 "Will you buy my hair?" asked Della.

15 "I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

16 Down rippled the brown cascade.

17 "Twenty dollars," said Madame, lifting the mass with a practiced hand.

18 "Give it to me quick," said Della.

---

\(^{6}\) (n) a large mirror set in a wall between windows  
\(^{7}\) (adj) able to move quickly and easily  
\(^{8}\) in the Bible, a rich Arabian queen  
\(^{9}\) a Biblical king of Israel, known for his wisdom and wealth  
\(^{10}\) (v) to hesitate from lack of courage or confidence
19 Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking\textsuperscript{11} the stores for Jim's present.

20 She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum \textit{fob chain}\textsuperscript{12} simple and chaste in design, properly proclaiming its value by substance alone and not by \textit{meretricious ornamentation}\textsuperscript{13}--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his wrist Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

21 When Della reached home her intoxication gave way a little to prudence\textsuperscript{14} and reason. She got out her curling irons and lighted the gas and went to work repairing the \textit{ravages}\textsuperscript{15} made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

22 Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

23 "If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a \textit{Coney Island}\textsuperscript{16} chorus girl. But what could I do--oh! What could I do with a dollar and eighty-seven cents?"

24 At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

25 Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying a little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

26 The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

27 Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she

\begin{itemize}
\item \textsuperscript{11} (v) to search or examine vigorously
\item \textsuperscript{12} (n) a short chain for a pocket watch
\item \textsuperscript{13} cheap and gaudy decoration
\item \textsuperscript{14} (n) the use of good judgment and common sense
\item \textsuperscript{15} (n) serious damage
\item \textsuperscript{16} a resort district in Brooklyn, New York, famous for its amusement park
\end{itemize}
could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

28 Della wriggled off the table and went for him.
29 "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas' Jim, and let's be happy. You don't know what a nice--what a beautiful, nice gift I've got for you."
30 "You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.
31 "Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"
32 Jim looked about the room curiously.
33 "You say your hair is gone?" he said, with an air almost of idiocy.
34 "You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"
35 Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.
36 Jim drew a package from his overcoat pocket and threw it upon the table.
37 "Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."
38 White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.
39 For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jeweled rims--just the shade to wear in the beautiful vanished hair. They

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17 cautious observation
18 (n) a statement
were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the **coveted**\(^{19}\) adornments were gone.

40 But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

41 And then Della leaped up like a little singed cat and cried, "Oh, oh!"

42 Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

43 "Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

44 Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

45 "Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

46 The magi, as you know, were wise men—wonderfully wise men—who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful **chronicle**\(^{20}\) of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

\(^ {19} \)(adj) greedily desired or wished for

\(^ {20} \)(n) a record of events
Directions:
Answer the open-ended question for “The Gift of the Magi”.

1. In “The Gift of the Magi,” what is ironic about the gifts the couple chooses to give one another? Explain and provide evidence from the text to support your answer.

Draft here:

Final draft here:
Directions: Read the following commentary and annotate regarding setting, facts, opinions, and repetition.

A Story Full of the Stuff of Sorrow
By Leonard Pitts Jr.
THE MIAMI HERALD
12/5/2008

1 I like stuff as much as the next guy.

2 My closet is stuffed with stuff, my shelves groan with stuff, boxes full of stuff jam my garage. I like stuff just fine.

3 But I would not kill for it.

4 Last week, a 34-year-old man was trampled to death by a mob rushing into a discount store to buy stuff. Jdimytai Damour was a seasonal worker manning the door of a store in Valley Stream, N.Y., as shoppers eager for so-called “Black Friday” bargains massed outside. The store was scheduled to open at 5 a.m., but that was not early enough for the 2,000 would-be shoppers. At five minutes before the hour, they were banging their fists and pressing their weight against the glass doors, which bowed and then – it exploded – in a shower of glass. The mob stormed in like a wave.

5 Four people, including a pregnant woman, were injured. And Damour was killed as people stomped over him, looking for good prices on DVDs, winter coats, and game systems. Nor was the mob sobered by his death. As authorities sought to clear the store, some defiantly kept shopping; others complained that they had been in line since the night before.

6 And here, it seems appropriate to observe the senseless irony: Black Friday is the traditional beginning of the Christmas shopping season, Christmas being the holiday when, Christians believe, hope was born into the world in the form of a baby who became a man who preached a gospel of service and compassion for our fellow human beings.

7 It is hard to see evidence of either in the mob’s treatment of Jdimytai Damour and if your inclination is to heap scorn upon them, I don’t blame you. But I would caution against regarding them as freaks or aberrations whose madness would never be seen in sane and normal people like ourselves. That would be false comfort.

8 You may think I’m talking about mob psychology and to a degree, I am. From soccer riots to the Holocaust itself, human beings have always had a tendency to lose individual identity and accountability when gathered in groups. You will do things as part of a crowd that you never would as an individual. Theoretically, anyone who lacked a strong enough moral center and sense of self could have been part of that mob in Valley Stream.
But it’s not just our common vulnerability to mob psychology that ties the rest of us to last week’s tragedy. It is also our common love of stuff. Indeed, it is hard to imagine a starker illustration of our true priorities. We say children are a priority, but when did people ever press against the door for Parents’ Night at school? We say education is a priority, but when did people ever bang against the windows of the library? We say faith is a priority, but when did people ever surge into a temple of worship as eagerly as they do a temple of business?

No, sale prices on MP3 players, that’s our true priority. Jdimytai Damour died because too many of us have bought, heart and soul, into the great lie of American consumerism: acquiring stuff will make you whole. “You, Happier,” is how a sign at my local electronics store puts it. As if owning a CD, a DVD, an HDTV, will elevate you to a level of joy otherwise impossible to attain.

Hey, you might be a total loser, might not have a friend, might not have an education, might not have a job, might not have a clue, but it will all be OK as soon as you get that new digital camera, especially if you get it for 50 percent off.

It would be nice to think—I will not hold my breath—that Damour’s death would lead at least some of us to finally see that for the obscene lie it is, to realize that seeking wholeness in consumer goods is an act of emptiness, not joy.

You, Happier? No.

Just you, with more senseless stuff.
Directions:
Answer the open-ended question for “A Story Full of the Stuff of Sorrow”.

2. In “A Story Full of the Stuff of Sorrow,” how does the act of being in a large group change the way people think and act? Explain and provide evidence from the text to support your answer.

Draft here:

Final draft here:
**Directions:**

Answer the cross-over open-ended question for “The Gift of the Magi” and “A Story Full of the Stuff of Sorrow”.

3. In “The Gift of the Magi” and “A Story Full of the Stuff of Sorrow,” how does each text use irony to convey messages about the human condition? Explain and provide evidence from both selections to support your answer.

Draft here:

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Final draft here:
Read the following quotation.

**People that know they are important, think about others. People that think they are important, think about themselves.**

_Hans F. Hansen_

Although many people work to benefit themselves, some people choose to put others first. Think carefully about this statement.

Write an essay explaining whether people should be more concerned about others than themselves.

Be sure to –

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling
BRAINSTORM

- Your topic: write an essay an explaining whether people should be more concerned about others than themselves.

**Brainstorm:** When writing a expository essay, you explain. Include reasons and statements that support your thoughts. Each reason must be supported with evidence. Remember to include your thesis statement.
OUTLINE

- Your topic: write an essay explaining whether people should be more concerned about others than themselves.
- In the space provided, based on your brainstorming, create an outline for your essay.

I: Introduction
   A: Hook: ____________________________________________________________

   B: Thesis (Controlling Idea): ____________________________________________

II: Body Paragraph 1 – First reason that supports your thesis (controlling idea):
   A: Example to support your first reason:

   B: Explain the connection between the topic sentence and your reason:

   C: Explain the connection between your example and your reason:

III: Body Paragraph 2 – Second reason that supports your thesis (controlling idea):
   A: A second example your second reason:

   B: Explain the connection between the topic sentence and your reason:

   C: Explain the connection between your example and your reason:

IV: Conclusion
   A: With examples from body paragraph 1 and body paragraph 2, briefly explain the importance of concern for others or the concern for self:

   B: Reflect on your thesis: Personally, which do you believe – that it is better to be concerned with others or it is better to be concerned for yourself:
DRAFT
Directions: Using your outline, write your entire essay in the space below. Your essay must be organized into paragraphs. This is your rough draft.

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REVISE
Directions; Read your essay aloud to check for fluency. Then follow the steps for revising and editing.

Revising your essay (use a GREEN pen to accomplish this task):

**STEP 1**
* Circle misspelled/misused words.
* Place a ? by any confusing statements.
* Place an (*) next to your weakest point(s).

**STEP 2**
* Identify/ underline:
Thesis statement/Topic Sentence(s)
* If either are missing, write it, place an (*) showing where it will go.

**STEP 3**
* Place an (*) where you need to add more detail.
* Write an extra detail sentence and place an showing where it will go.

**STEP 4**
* Count the # of words in each sentence.
* Count the # of sentences.
* Look at the first four words of every sentence—are they beginning the same way?
* Choose a long sentence in your conclusion to shorten for impact.

**STEP 5**
* Find two sentences to combine:

___________; but/or/yet/for/and/not/so___________.

___________; in fact/furthermore/therefore/however, __________.

Because/After/When _________________________.

**STEP 6**
* Add 2 –ly words into your essay
  Look at conclusion—big impact here
  CLEARLY, ABSOLUTELY, UNDOUBTEDLY, OBVIOUSLY

Editing your essay (use a RED pen to accomplish this task):

**STEP 1**
* Double check spelling and commonly misused words -
  • their, there, they’re
  • a lot
  • it’s, its
  • too, to, two
  • could of could have
* Rewrite any shortened words (btw, bc, &)
* Look up words if you need to

**STEP 2**
* Check capitalization -
  Beginning of sentences, names, I

**STEP 3**
* Check commas and use of quotation marks

**STEP 4**
* Choose three words and replace them by looking them up in the thesaurus
  Replace words like: stuff, thing, good, sad, bad, important
Revision Exercise

After re-reading your essay draft, respond with **specific evidence** from your own writing to the following questions.

1. Describe how your thesis statement directly responds to the prompt.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. How could your thesis be reworded to better address the prompt?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. Explain how each of your reasons supports your thesis.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. What are two ways you could revise your reasons to strengthen the connection to your thesis?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
5. Describe the evidence you use to support your counterargument.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

6. How could you reword your counter argument to better address possible objections?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Expository Essay – Student Feedback: Using the rubric below, score your draft.

**Student Name:** __________________________

### Expository ESSAY

**Student Peer Feedback**

*Based on the feedback below, make revisions to your essay.*

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>MECHANICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The essay is about __________________________</td>
<td>Writer included a variety of sentences.</td>
</tr>
<tr>
<td>□ Accomplished □ Satisfactory □ Basic □ Limited</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>The essay contains a skillfully written introduction and thesis statement is clear and relevant.</td>
<td>Spelling errors are few.</td>
</tr>
<tr>
<td>□ Yes □ No □ Somewhat</td>
<td>□ Yes □ No</td>
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<tr>
<td>All ideas are strongly connected to the thesis and prompt.</td>
<td>Capitalization errors are few.</td>
</tr>
<tr>
<td>□ Yes □ No □ Somewhat</td>
<td>□ Yes □ No</td>
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<tr>
<td>Meaningful transitions and strong sentence to sentence connections.</td>
<td>Punctuation errors are few.</td>
</tr>
<tr>
<td>□ Yes □ No □ Somewhat</td>
<td>□ Yes □ No</td>
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<tr>
<td>Details and examples are specific and well chosen.</td>
<td>Grammar errors are few.</td>
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<tr>
<td>□ Yes □ No □ Somewhat</td>
<td>□ Yes □ No</td>
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<tr>
<td>Conclusion skillfully reinforces and gives closure to the essay.</td>
<td>The number of errors make it difficult to read.</td>
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<tr>
<td>□ Yes □ No □ Unclear</td>
<td>□ Yes □ No</td>
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<tr>
<td>The writer’s word choice was effective.</td>
<td>Needs improvement</td>
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<tr>
<td>□ Yes □ No □ Needs improvement</td>
<td>SCORE: 0 1 2 3 4</td>
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</tbody>
</table>

**Teacher Comments:** __________________________
a. The essay must be in Times New Roman 12-point font and double-spaced.
b. The title is centered under your heading.
c. The heading is left-justified and contains your name, teacher’s name, class, and date.
d. All paragraphs are indented.
e. The page number and your last name go in the top right-hand corner as a header.
## Weekly Checkpoint Guide

Students will complete assignments for weekly checkpoints in English I.

<table>
<thead>
<tr>
<th>Checkpoint Dates</th>
<th>Assignment demonstrating proficiency</th>
<th>Student Task</th>
<th>Mentor Signature</th>
<th>Date Submitted</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Literary Devices – “The Gift of the Magi”</td>
<td>Close Read Annotation</td>
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<td>Week 2</td>
<td>Setting, Facts, Opinions, Repetition – “A Story Full of the Stuff of Sorrow”</td>
<td>Close Read Annotation</td>
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<td>Week 2</td>
<td>Open-Ended Response – “A Story Full of the Stuff of Sorrow”</td>
<td>FOCUS: Change Draft</td>
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<td>Week 4</td>
<td>Expository Essay: Outline &amp; Draft</td>
<td>Outline Draft</td>
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<td>Week 5</td>
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<td>Revise Edit Final Draft</td>
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</table>
Score Point 0 — Insufficient Response to the Question
Insufficient responses indicate a very limited reading performance.
These responses have one of the following problems.

• The idea is not an answer to the question asked. The idea is incorrect because it is not based on the text.
• The idea is too general, vague, or unclear to determine whether it is reasonable.
• No idea is present. Sometimes the response contains only text evidence. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

Score Point 1 — Partially Sufficient Response to the Question
Partially sufficient responses indicate a basic reading performance.
These responses have one of the following characteristics.

• The idea is reasonable, but the response contains no text evidence. The idea is reasonable, but the text evidence is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
  • only a general reference to the text,
  • too partial to support the idea,
  • weakly linked to the idea, or
  • used inappropriately because it wrongly manipulates the meaning of the text.
• The idea needs more explanation or specificity even though it is supported with text evidence.
• The idea represents only a literal reading of the text, with or without text evidence.

Score Point 2 — Sufficient Response to the Question
Sufficient responses indicate a satisfactory reading performance.
These responses have the following characteristics.

• The idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the text and draw valid conclusions. The text evidence used to support the idea is accurate and relevant.
• The idea and text evidence used to support it are clearly linked.
• The combination of the idea and the text evidence demonstrates a good understanding of the text.

Score Point 3 — Exemplary Response to the Question
Exemplary responses indicate an accomplished reading performance.
These responses have the following characteristics.

• The idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across the text. The text evidence used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
• The combination of the idea and the text evidence demonstrates a deep understanding of the text.
Score Point 0 — Insufficient Response to the Question

Insufficient responses indicate a very limited reading performance.

These responses have one of the following problems:

- For one or both selections, the idea is not an answer to the question asked.
- The idea is incorrect because it is not based on one or both selections.
- For one or both selections, the idea is too general, vague, or unclear to determine whether it is reasonable.
- No idea is present from either selection. Sometimes the response contains only text evidence from one or both selections. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

Score Point 1 — Partially Sufficient Response to the Question

Partially sufficient responses indicate a basic reading performance.

These responses have one of the following characteristics:

- The idea is reasonable for both selections, but the response contains no text evidence (from one or both selections).
- The idea is reasonable for both selections, but the text evidence (from one or both selections) is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
  - only a general reference to the text,
  - too partial to support the idea,
  - weakly linked to the idea, or
  - used inappropriately because it wrongly manipulates the meaning of the text.
- For one or both selections, the idea needs more explanation or specificity even though it is supported with text evidence from both selections.
- For one or both selections, the idea represents only a literal reading of the text, with or without text evidence (from one or both selections).
- The response contains relevant textual evidence from both selections, but the student offers an idea that is reasonable for only one selection.
- The response contains an idea and relevant text evidence for both selections, but the idea for one selection contains an inaccuracy.

Score Point 2 — Sufficient Response to the Question

Sufficient responses indicate a satisfactory reading performance.

These responses have the following characteristics:

- For both selections, the idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the selections and draw valid conclusions.
- For both selections, the text evidence that is used to support the idea is accurate and relevant.
- For both selections, the idea and text evidence used to support it are clearly linked.
- For both selections, the combination of the idea and the text evidence demonstrates a good understanding of the text.

Score Point 3 — Exemplary Response to the Question

Exemplary responses indicate an accomplished reading performance.

These responses have the following characteristics:

- For both selections, the idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across both selections.
- For both selections, the text evidence that is used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- For both selections, the combination of the idea and the text evidence demonstrates a deep understanding of the text.
Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. Most ideas are generally related to the topic specified in the prompt, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.

- The writer’s progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient. The essay is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- The writer’s word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.

- The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.
Score Point 2

The essay represents a basic writing performance.

Organization/Progression

• The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task. Most ideas are generally related to the topic specified in the prompt, but the writer’s thesis statement is weak or somewhat unclear. The lack of an effective thesis or the writer’s inclusion of irrelevant information interferes with the focus and coherence of the essay.

• The writer’s progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

• The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented. The essay reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions

• The writer’s word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay. Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.

• The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.
Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

• The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task. The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.

• The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

• The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay. The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

• The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay. Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.

• The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.
Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

• The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task. The writer establishes a clear thesis statement. All ideas are strongly related to the thesis and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.

• The writer’s progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow.

Development of Ideas

• The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay. The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

• The writer’s word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay. Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.

• The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.
### EOC Assignment Rubric

<table>
<thead>
<tr>
<th>Assignment Requirement</th>
<th>Scoring*</th>
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<tbody>
<tr>
<td>Annotation</td>
<td>4 3 2 1</td>
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<tr>
<td>Literary Devices – “The Gift of the Magi”</td>
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<tr>
<td>Open-Ended Response*</td>
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<tr>
<td>Irony – “The Gift of the Magi”</td>
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<tr>
<td>Annotation</td>
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<tr>
<td>Setting, Facts, Opinions, Repetition – “A Story Full of the Stuff of Sorrow”</td>
<td>4 3 2 1</td>
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<tr>
<td>Open-Ended Response*</td>
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<tr>
<td>Change – “A Story Full of the Stuff of Sorrow”</td>
<td>3 2 1</td>
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<tr>
<td>Cross-Over: Open-Ended Response – “The Gift of the Magi” and “A Story Full of the</td>
<td>3 2 1</td>
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<tr>
<td>Stuff of Sorrow”</td>
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<tr>
<td>Expository Essay: Outline</td>
<td>4 3 2 1</td>
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<td>Expository Essay: Draft</td>
<td>4 3 2 1</td>
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<tr>
<td>Expository Essay: Revising</td>
<td>4 3 2 1</td>
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<tr>
<td>Expository Essay: Editing</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Expository Essay: Final Draft*</td>
<td>4 3 2 1</td>
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*Use state scoring rubrics included

Total points possible: 37

OVERALL SCORE_________ (>22 is the passing standard)

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Shows complete understanding of the required language arts knowledge The response completely addresses all language arts components presented in the task.</td>
<td>Shows nearly complete understanding of required language arts knowledge. The response addresses almost all language arts components presented in the task; there may be minor errors.</td>
<td>Shows some understanding of required language arts knowledge. The response addresses some but not all language arts components presented in the task.</td>
<td>Shows limited or no understanding of the required language arts knowledge; perhaps only copying the text or task. The response addresses none of the language arts components required to complete the task.</td>
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</tbody>
</table>