

Summer Learning Packet

6th Grade ELA

Research Simulation Task

Name: _____

Read the article “Teens fight for the right to read with ‘banned-book clubs’ and lawsuits” Then answer questions 1 through 3.

Teens fight for the right to read with ‘banned-book clubs’ and lawsuits

By Hannah Natanson



1. AUSTIN — On a hot, dusty Wednesday afternoon, 10 girls gathered in their high school library to talk about a book the adults said they weren’t allowed to read.
2. The teens came complaining about tests and chattering about TikTok dances — but they quieted when Ella Scott, the 16-year-old co-founder and co-president of the Vandegrift High School Banned Book Club, cleared her throat.
3. Ella looked at her notes for the club’s 14th meeting, convened to review I.W. Gregorio’s “None of the Above.” The book tells the story of Kristin, a high school student

who discovers she is intersex, a condition in which people are born with atypical combinations of chromosomes, hormones, gonads or genitals. In December, the Leander Independent School District had banned the novel from classroom libraries and from use in high school student book clubs — along with 10 other books — because it features “sensitive topics” and “concepts of sex and anatomy.”

4. “So the main thing for this one,” Ella said, tucking her blond hair behind her ears, “was strong language and sexual references.”

5. Kendall Howe, 16, pulled up a discussion question on her computer screen and read aloud: “Throughout this novel, Kristin struggles to accept her identity outside of the gender binary. How does Kristin’s self-acceptance change throughout the novel?”

6. Several people tried to speak at once.

7. The teens in Texas — who would spend the next hour sharing how they never knew people could be intersex, and wondering what other aspects of the world will remain hidden if grown-ups keep banning books — are part of a swelling movement of students who are gathering all across the country to fight, in ways large and small, for the right to read.

8. In Missouri, two students filed a lawsuit against their district for yanking eight books from school libraries. In New York, a group of students from the Brooklyn Public Library’s Intellectual Freedom Teen Council are meeting weekly on Zoom to coordinate national resistance to the censorship of school books. And in Pennsylvania, students held daily protests outside their high school last fall until administrators reversed their decision to ban more than 300 books, films and articles, the majority by Black and Latino authors.

9. “I didn’t want little kids growing up in the district to feel as if African Americans don’t matter because our books are not on the shelves,” said 17-year-old Christina Ellis, who is Black and helped lead the Pennsylvania demonstrations. “There’s no room to grow if you dismiss our history.”

10. Challenges to books in America this academic year reached the highest level since the American Library Association (ALA) started tracking the issue decades ago. PEN America, a nonprofit that advocates for freedom of expression, found that 1,586 books have been yanked from libraries or classrooms in the past nine months, with the majority disappearing secretly, outside proper procedures. By comparison, 2018, 2019 and 2020 each saw about 300 book challenges or bans, according to an ALA tally. Most of the books targeted feature LGBTQ or Black characters or address LGBTQ themes, race or racism.

11. And the book removals are just one piece in a larger, Republican-led campaign to reshape public education in America. Conservative lawmakers in 17 states have passed laws restricting what teachers can say about race, racism and sexism, according to an Education Week tracker, and legislators in at least seven states — including Florida, Kansas and Tennessee — have passed or are considering laws that limit instruction on gender identity and sexuality.

12. At the local level, adults so far seem little disposed to grant teens’ requests for greater access to books. The reversal in Pennsylvania seems to be one of the only instances to date of a school district backtracking publicly in response to students, according to a Washington Post analysis.

13. The Texas book club members knew these odds. They knew that their district, Leander ISD, had so far refused to return a single one of the 11 books to classrooms. Leander schools spokeswoman Crestina Hardie said Friday that the 11 books remain

unavailable in classroom libraries or for use in book clubs, although she noted that physical copies of nine of the 11 are on offer in high school campus libraries.

The teens knew that the adults might not be listening that afternoon in April. But they spoke up anyway.

14. “For people who are intersex ... taking away that story is taking away their story,” said Alyssa Hoy, 16, the book club’s other co-founder.

15. Cate Marshburn shook her head, blond ponytail swinging behind her. “They’re creating a very small image,” the 16-year-old said, “of what people are supposed to look like in the world.”

‘It’s stuff people need to hear’

16. Almost exactly two weeks earlier, Christina Ellis had risen before dawn on a Thursday and driven two hours from her home in Pennsylvania to Washington to testify before Congress.

17. She was scheduled to speak before the House Oversight subcommittee on civil rights and civil liberties, which was holding a hearing on “Book Bans and Academic Censorship.” Committee members had read about Ellis’s success fighting book bans in the Central York School District. Now, wearing a black-and-white patterned blazer, the high school senior settled herself at a wooden desk, shuffled her sheaf of notes and faced the row of representatives.

18. She told the lawmakers about the time her elementary school teacher played a documentary on slavery, causing the other children to turn and stare at her, the only Black child in the room. She told them how she avoided bringing her family’s Caribbean food to lunch, to forestall snarky comments. She told them how she straightened her

hair throughout grade school, hoping White students might feel less tempted to reach out and touch without permission.

19. “Books that highlight our differences and teach others to respect diversity are crucial,” Ellis said. “This would decrease bullying and judgmental stares.”

20. In Missouri, meanwhile, the American Civil Liberties Union filed a lawsuit in February on behalf of two student plaintiffs seeking to reverse book bans in the Wentzville School District. School officials had decided in January to remove eight books from school libraries, including Toni Morrison’s “The Bluest Eye,” because of concerns over obscenity and mature language.

21. The ACLU¹ charges in its lawsuit that district officials are infringing on students’ “First Amendment right to be free from official conduct that was intended to suppress the ideas and viewpoints expressed in the Banned Books.” The lawsuit notes that many of the banned books are authored by or feature people of color and LGBTQ individuals, and “engage their readers with a diversity of ideas and minority viewpoints.”

22. District spokeswoman Brynne Cramer said in a statement that officials took away the eight titles “in compliance with district policy,” which calls for materials to be “removed when a formal challenge is received.”

23. The students involved in the lawsuit filed anonymously for fear of harassment in their community. Some residents have labeled opponents of book bans “groomers” and child abusers. One student spoke with The Post on the condition of anonymity. The student, who is Black, called “The Bluest Eye” a book filled with “stuff people need to hear.”

¹ **The American Civil Liberties Union** is a nonprofit organization founded in 1920 “to defend and preserve the individual rights and liberties guaranteed to every person in this country by the Constitution and laws of the United States”.

24. He recalled seeing the n-word scrawled on school bathroom walls, uttered in school hallways and hissed at him on the basketball court. He said this will never stop if other students — his district is more than 80 percent White — do not learn to see African Americans as people just like themselves.

“The more we hide this stuff from people, keep it down and muffled, nothing is going to change,” he said.

25. The Wentzville district voted in late February to return “The Bluest Eye” to shelves. School spokeswoman Cramer said three other titles have also been returned, two of those because the people who challenged them decided to rescind their complaints. Four books are still unavailable in school libraries as they undergo reviews, Cramer said, including the much-challenged “Lawn Boy,” a novel by Jonathan Evison that features an encounter between two male students, and George M. Johnson’s “All Boys Aren’t Blue,” a memoir about growing up Black and queer.

26. Hope for change is what inspired 16-year-old Raisa Islam, a South Asian and Muslim high school junior in New York City, to join the Brooklyn Public Library’s Intellectual Freedom Teen Council.

27. The council, formed last year, meets once a week on a video call to plan ways students can combat book removals. Early ideas include a newsletter offering a list of tips and resources, Raisa said. The library is also offering a free digital membership, granting access to its 350,000 e-books, to any American age 13 to 21.

28. Raisa said she will never forget how reading Angie Thomas’s “The Hate U Give” helped her process an incident in which a White man, biking past her on the street, yelled out “F--- you.” Raisa, at the time 14, was walking home wearing a hijab.

29. By reading Thomas’s book, Raisa said, she came to believe that the man harassed her because he was scared of what he did not understand — the religion of Islam.

30. If the man had grown up reading about all kinds of people and faiths, she believes, he wouldn't have been so afraid.

‘We request that you reconsider’

31. In Texas, Ella Scott and Alyssa Hoy learned of the Leander school district's decision to limit students' access to almost two dozen books from Alyssa's mother, a Leander teacher.

32. It was spring of last year. The two girls, best friends who live next door to each other, immediately rushed to their favorite meeting spot — Ella's driveway — to figure out what was happening and what they should do next. Scrolling online, they realized some of the books had been challenged by a group of parents and residents who complained of inappropriate content.

33. In response, the district had started reviewing 19 titles, in the meantime forbidding their use in classroom libraries and in high school student book clubs. The blacklisted books included a graphic novel version of Margaret Atwood's "The Handmaid's Tale," which Ella loves; Ashley Hope Pérez's "Out of Darkness," a historical novel that chronicles a love affair between Mexican American and African American teens; and Carmen Maria Machado's "In the Dream House," a memoir that explores an abusive same-sex relationship.

34. Alyssa had always been a bookworm, while Ella fell in love with books during the pandemic, when there was little to do except read. But both girls knew immediately: They could not let the book bans go unopposed.

35. “We were trying to figure out, were they talking to students about this? And they really weren’t,” Alyssa said. “So we felt we should offer something — not advice, but an opinion.”

36. In a statement, Leander spokeswoman Hardie noted that students “have the opportunity” to join something called the Community Curriculum Advisory Committee, a group of parents, teachers, principals, students and community members “who gather with the primary function to advise on the written, taught and tested curriculum [and] related instructional resources.”

37. The idea for a club devoted to banned books emerged over the next several weeks, born of more driveway huddle sessions and text chats. The girls asked a highly sociable friend to recruit other students and, after clearing the 10-member threshold for a club, filled out a form online to officially establish theirs. Ella and Alyssa also made an Instagram account. Just before school started, after much fruitless brainstorming, Ella conceded she couldn’t think of a more creative name — so they stuck with “VHS Banned Book Club.”

38. In late August, the club held its first meeting. Although the girls were apprehensive, no teachers or administrators raised any roadblocks, allowing them to gather without fuss in the library. They began working their way through the list of challenged texts while school officials continued with their reviews. In December, the district formally barred 11 books from classroom libraries and student book clubs, while returning some texts and keeping others for ongoing reviews.

39. The decision strengthened the girls’ determination to keep reading.

40. Under the bans, though, the school could not provide any of the challenged or forbidden titles. Instead, the girls posted public Amazon wish lists for books, which were quickly purchased online by donors who had seen media coverage of the group.

41. Over the course of the school year, the book club has grown to 16 members and worked its way through seven books. Meetings are held once every two weeks during study break, and each takes about an hour. At the close, the girls — it's still all girls, although members hope that boys will join soon — draft a statement, which they post to Instagram, naming the book they've read, explaining why it was banned and sharing why they believe it should be returned to shelves.

42. The proposed statement for Gregorio's "None of the Above" spurred some debate at the meeting in late April.

43. Several people proposed arguing that the text is necessary because it teaches about the little-known medical condition of being intersex.

44. "Most of these, I'm learning something from these books," said 16-year-old Isabela Rotondaro. "Books are how you learn life lessons."

45. But Adriana Castillo-Estep, 16, cautioned against going too far: Nobody is "going to want to read an informational pamphlet," she said.

46. The final statement filled five paragraphs and six slides on Instagram. It praised the novel for explaining "the facts behind the condition" of being intersex in a way that is accessible to teenagers "such as ourselves." It also noted that the book was written by a doctor.

47. "The removal of this book perpetuates the idea that being intersex or outside of the gender binary is somehow wrong or shameful," the girls wrote. "As students, we request that you reconsider."

1. Part A

What do you think the author's main purpose was for writing this article?

- A. To inform people about the number of books being banned in America.
- B. To argue that banning books is unconstitutional.
- C. To provide information on a group of teenagers fighting back against the wave of book banning.
- D. To list examples of books that have been banned so that readers would know.

Part B

Which detail from the article **best** supports the answer to Part A?

- A. "The two girls, best friends who live next door to each other, immediately rushed to their favorite meeting spot — Ella's driveway — to figure out what was happening and what they should do next." (Paragraph 32)
- B. "But both girls knew immediately: They could not let the book bans go unopposed." (Paragraph 34)
- C. "The idea for a club devoted to banned books emerged over the next several weeks, born of more driveway huddle sessions and text chats." (Paragraph 37)
- D. "Under the bans, though, the school could not provide any of the challenged or forbidden titles." (Paragraph 40)

2. Part A

What is one reason why the author includes the example of the group's post to Instagram in paragraph 41?

- A. To show the reader that students respond more to social media than to verbal interactions.
- B. To show the reader that students would rather post to social media than to read books.
- C. To explain that social media is one of the reasons many of the books have been banned.
- D. To explain to the reader that social media can be a powerful tool to aid in the pursuit of social justice.

Part B

Which detail from paragraph 41 **best** supports the answer to Part A?

- A. "...Over the course of the school year, the book club has grown to 16 members and worked its way through seven books. "
- B. "...Meetings are held once every two weeks during study break, and each takes about an hour."
- C. "... it's still all girls, although members hope that boys will join soon — draft a statement, which they post to Instagram, naming the book they've read.."
- D. "...explaining why it was banned and sharing why they believe it should be returned to shelves."

3. Part A

What is the meaning of the word **swelling** as used in paragraph 7 of this passage?

- A. an abnormal enlargement of a part of the body
- B. become larger or rounder in size
- C. a natural rounded protuberance.
- D. becoming greater in intensity, number, amount, or volume.

Part B

Which phrase from paragraph 7 helps the reader understand the meaning of **swelling**?

- A. "...wondering what other aspects of the world will remain hidden..."
- B. "...gathering all across the country to fight..."
- C. "...in ways large and small..."
- D. "...for the right to read."

Read the passage from the novel *Just Me...And Cabin Fever!!!* Then answer questions 4 and 5.

From *Just Me...And Cabin Fever!!!*

by Andre R. Rivers

1. Sheetal Bhatt didn't know when she quite fell in love with books, but it must have been very early in life. If questioned, without hesitation she would tell you that books were her best friends. This was mainly due to the fact that books could take her places that she couldn't go before. To far off castles where dragons battled knights for the lives of beautiful princesses, to the outer reaches of space where fantastic space battles were waged with the fate of the galaxy hanging in the balance.
2. It also had a lot to do with being the only South Asian girl at her elementary school. How books didn't ask why she was brown, or why her accent was a little funny. Or why her mom packed such weird looking lunches. Books were there when she was forced to eat those lunches in the girls' restroom because no one wanted to be around her.
3. Books were there when her parents decided that the best way for her to make friends was to ship her off to Summer Camp every July. You know, where the fact that she was brown and spoke a little funny was only compounded by the fact that she was surrounded by trees, insects that only wanted to snack on her, and a gaggle of cliquy girls who seemed to have no other purpose than to make her life miserable.
4. Books were there now, right before "lights out", as she sat atop her bunk turning the page of her favorite book, *Harriet the Spy*.

5. “Lights out in five, girls!” Shauna, the girl’s pigtailed counselor, called from the bathroom. Plenty of time to squeeze in this last chapter, she thought.
6. “Why are you always reading?” a question rang out.
7. Sheetal placed her *Jem and the Holograms*² bookmark inside the page and closed the jacket cover to find her bunkmate, Samantha - *call me Sam* – Calhoun staring at her with a very perplexed, but honest look.
8. Sam was a modestly small girl around Sheetal’s age with short, messy dark hair who always seemed to be sporting a pair of yellow and white gym shorts and a dingy white t-shirt.
9. As bunkmates went, Sam wasn’t all that bad. She was a bit rough around the edges and really didn’t do subtle. Sheetal kind of liked that about her.
10. “Well, I find a good book before bed tends to give me a very restful sleep,” Sheetal tried to smile.
11. Sam shrugged, “Books are fine and all, but staring at that blank page with all those little black letters always gives me a headache. Plus, when I shut my eyes that’s all I see and it makes it hard for me to get to sleep.”
12. Sheetal wanted desperately to point out that she might be due for a pair of glasses but thought the better of it.
13. “To each their own,” Sheetal simply responded.
14. Sam slid out of her house shoes and pulled herself under the covers of the bottom bunk.
15. “That’s another thing,” Sam threw out. “The way you talk. All proper and stuff.”
16. Sheetal frowned. “How do you mean?”

² **Jem and the Holograms** is an American animated musical television series that ran from 1985 to 1988.

17. Sam rolled over to one side to peer at Sheetal from the side of the bunk.
“See, that’s what I mean. Who says that? ‘How do you mean’?”
18. “Ahh, leave her alone, Sam.” Another girl waded in.
19. This came from the bottom bunk across the room. Jennifer Grant was just getting in. Jennifer was a bit older, and slightly overweight, but Sheetal had always remarked about how pretty she thought she was. And confident. She had wished she could boast the same level Jennifer had possessed.
20. “There’s nothing wrong with reading books, and definitely nothing wrong with the way she talks,” Jennifer continued.
21. “What, I can’t be the only one who hears it!” Sam snapped.
22. This made Sheetal truly chuckle for the first time since she got to camp this year. The girls in 226 all seemed to keep to themselves, and rarely shared more than a passing hello or good morning. Sheetal actually welcomed the banter.
23. “It’s quite alright, Jennifer. See, I was born in New Delhi, and learned English from a proper English school teacher who was from Great Britain. What you detect is a slight British accent as I learned from her. You guys all speak with an American accent, and frankly, you all sound funny to me!”
24. The other girls shared a laugh, the first one collectively since they started bunking together.
25. “Well, all of us except Maria,” Sam threw out. “To be honest, I haven’t heard her utter one word since she got here. Frankly, I’m not so sure she can even understand English.”
26. The three other girls trained their gaze on the pretty long-haired girl with the tan skin in the corner bottom bunk. She had a very mousy demeanor, almost as if she was shrinking with each passing moment.

27. Maria didn't seem to emote at all, merely crawling into her bed and rolling over to the other side.
28. "Can you guys cut it out?" the girl sleeping on the top bunk above Maria's cried out from under the covers.
29. "Sorry, Chelse," Jennifer replied.
30. The girl in question rolled over and threw her blanket off, groping around her pillow for her glasses. Her cute, befreckled face frowned as she managed to put them on.
31. "I'm so tired! I had to hike on that dumb nature trail with Hollywood this afternoon and I'm not in the best of shape. Plus my asthma was acting up and I forgot my pump in the cabin and..."
32. "Okay, Chelsea!" Jennifer shot.
33. "Lights out!" Shauna added, clicking off the switch as the girls shared one last giggle before turning in.
34. Breakfast was always a challenge for Sheetal. Not just for her rather refined pallet, so unused to Americans and their overreliance on milk products and sugar, but with finding a seat in a very crowded and segregated Mess Hall.
35. For the most part, cabins tended to stick together, especially the boys. But the girls' wing of camp operated on a completely different system.
36. There wasn't the same level of camaraderie that the male side harbored. Far from it. It fell strictly on class lines, regardless of which cabin you were assigned to.
37. Sheetal knew all about that sort of *caste* system, it was very prevalent in her native India. She had thought that once she and her family had migrated to the States all of that family stature nonsense would have been finished. She was sorely mistaken.

38. Sheetal, tray in hand, waded through the labyrinth of tables in the mess trying to find a fairly quiet spot somewhere in the back, as was her norm. As she moved, she passed by a few of her bunkmates, most of whom had found a group of campers to sit with.
39. Sheetal's eyes fell on a group of boys that always seemed to enter the mess late for breakfast. Almost as if they were trying to be, as they say, fashionably late.
40. She noticed that one of those boys was the one named Drew, whom she had helped mount and ride his horse and build his birdhouse earlier in the week.
41. Sheetal watched as he and his cabinmates made their way to their ritualistic spot in the back. Sheetal had wondered if Drew was experiencing the same level of loneliness she was. As far as she could tell, Drew was the only male camper of color at camp, though the boy he was sitting with could also make that claim despite his light complexion.
42. He seemed generally nice, and had a warm, almost soothing smile. He had remarked that they had become friends when she helped him with old Winchell. She wanted to know if that was all just talk or if he really had meant it.
43. "Hey, watch it!" a voice called out.
44. Sheetal had been musing far too deeply and inadvertently bumped into someone while walking. Thankfully, she hadn't spilled any of her food.
45. Unfortunately, she had bumped into Rebecca Pence.
46. "Excuse you!" the pretty, blonde haired blue eyed girl added, her flawless features twisting into the nastiest of snarls.
47. "Oh, I'm terribly sorry!" Sheetal responded. "I wasn't really paying attention!"

48. "I bet you weren't," the girl snapped back, making sure to check her finely pressed pink and white short jumpsuit.
49. Rebecca Pence always seemed to be flanked by two other girls, both of them having the unfortunate distinction of being named Amanda. The tall, dark haired Amanda started looking over her friend's attire, as if there was something on her garments.
50. "You need to be more careful," the tall one said, with lots of concern on her face.
51. The shorter, chestnut haired Amanda turned to Sheetal with a look so cross it literally sent chills crawling up and down her spine.
52. "What, they don't have manners where you come from?" she bit.
53. Sheetal stood thunderstruck. It was an accident, nothing more. Not to mention, there wasn't any harm done to either of them, save a slight spill of her milk. Why were these girls taking this so seriously?
54. "I'm sorr-..." Sheetal started, only to be cut off by Rebecca.
55. "Save it." Rebecca turned towards the tall girl with appreciation, "Thanks, Mandy. I was so worried. You know how hard curry stains are to remove."
56. Sheetal's eyes were like saucers. Did she really just hear that? Was that some sort of attack on her culture? She froze just then, not sure of her next move. Her initial instinct was to take the tray and dump its entire contents on her perfect little jumpsuit.
57. Her second impulse was to run away sobbing, perhaps to a dark corner to hide. Both actions were warring so much she could hardly move.
58. "Hey, Sheetal, why don't you come sit here with me?" It was Jennifer's voice. It had snapped her out of the haze. She blinked rapidly, and saw that

her bunkmate had come up to her side and placed her arm gently on her shoulder.

59.Sheetal could see that Jennifer was not taking her eyes off the two other girls despite the fact that she was slowly leading Sheetal over to a table.

60.“Figures,” Rebecca tossed out as they moved off.

61.“The smell of curry always seems to draw the cows, doesn’t it?” she finished with such a sadistic, vile smirk.

62.Sheetal could see that Jennifer had venom in her eyes, but did not break stride as she led her to the table.

63.“Wh-what was that all about?” Sheetal finally managed to get out, as she sat down.

64.Jennifer threw a few more daggers the snooty girls’ way, then trained her gaze back to Sheetal, concern oozing from her face.

65.“I think you know exactly what that was about,” she replied.

66.“I knew that people thought I was different here. I had no idea that they hated me so much,” Sheetal added morosely.

67.Jennifer gave one last look before jabbing her spoon forcefully into her bowl of oatmeal. “It ain’t hatred, Sheetal. It’s ignorance...”

4. Part A

What is the meaning of the word **waded** as it is used in paragraph 38 of the passage from *Just Me...And Cabin Fever!!!?*

- A. to step in or through a medium (such as water) offering more resistance than air
- B. to move or proceed with difficulty or labor
- C. to set to work or attack with determination or vigor
- D. to walk in water that is not very deep

Part B

Which phrase from paragraph 38 helps the reader understand the meaning of **waded**?

- A. "...the labyrinth of tables in the mess..."
- B. "...fairly quiet spot somewhere in the back..."
- C. "...passed by a few of her bunkmates..."
- D. "...found a group of campers to sit with."

5. Part A

What tone is the author trying to set in the scene with Sheetal and Rebecca Pence in the Mess Hall?

- A. Anger
- B. Sadness
- C. Tension
- D. Fear

Part B

Which quotation from the passage best shows additional evidence of the tone in Part A?

- A. “You need to be more careful,” the tall one said, with lots of concern on her face. (Paragraph 50)
- B. “What, they don’t have manners where you come from?” she bit. (Paragraph 52)
- C. Sheetal stood thunderstruck. (Paragraph 53)
- D. Sheetal’s eyes were like saucers. (Paragraph 56)

Writing Task

You have read the article “*Teens fight for the right to read with ‘banned-book clubs’ and lawsuits*”, which describes how the banning of books in schools around the country is sparking resistance. You have also read a passage from *Just Me...And Cabin Fever!!!* about a girl at camp named Sheetal who feels like an outsider and uses books to help her get by. Write an essay that argues whether or not Sheetal would join one of the groups that are against book banning. Use examples from both the article and the passage to support your conclusions.

[illegible]

[illegible]

Research Simulation Writing Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience; • uses clear reasoning supported by relevant text based evidence in the development of the claim or topic; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience; • uses mostly clear reasoning supported by relevant text based evidence in the development of the claim or topic; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the claim or topic; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text based evidence; • lacks organization and coherence; • has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response demonstrates full command of the conventions of standard English at an appropriate level</p>	<p>The student response demonstrates some command of the conventions of standard English at an</p>	<p>The student response demonstrates limited command of the conventions of standard</p>	<p>The student response does not demonstrate command of the conventions of standard English at the</p>

		of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.
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