2026-2027 Pre-Term Work

Course Name	AP English Language and Composition (11th)
Teacher Name and Contact Email	Andrea Cox andrea.cox@gmsdk12.org Ginny Hunter virginia.hunter@gmsdk12.org
Pre-Term Work Assignment Description	Read the first 3 chapters of Trevor Noah's *Born a Crime* (ISBN 978-0-399-58817-4). As students read, they should annotate those chapters following the guidelines from the Three-Step Annotation guide (and use the three colors) and then complete a SPACE CAT graphic organizer on ONE of the chapters. See Additional Resources for both docs. **I highly recommend purchasing the book as we will read and annotate the book throughout the first quarter. Go to amazon.com, thirftbooks.com, goodwillbooks.com, worldofbooks.com, etc.
Purpose of Pre-Term Assignment	Introduce annotation, SPACE CAT, identification of argument, rhetorical analysis and big ideas in the wild.
Assignment Due Date	First day of class - bring annotated book and completed SPACE CAT sheet.
How will this assignment be submitted to the teacher?	Annotations in book on each and every page of chapters 1-3, and a completed SPACE CAT graphic organizer. See rubric in Additional Resources folder.
How will this assignment work be assessed (include rubric, if applicable)?	Heavy annotations (three-steps in the three colors) on each page. Thoroughly completed SPACE CAT graphic organizers. Click here to print a copy.
Additional Resources:	AP English Language and Comp Pre-Term work

AP English Language and Composition Pre-term Work - Cox/Hunter

The AP English Language course emphasizes a mix of politics, philosophy, history, social sciences, current events and nonfiction prose. It includes just a smattering of literary fiction. This class is different from the English classes you have taken before. It will ask you to analyze arguments as well as look more closely at the power and beauty our language possesses. You've had ample experience with quality fiction, but you may not have read very much nonfiction. The pre-term reading offers you a chance to create a database of big ideas for yourself that we will draw upon throughout the school year.

1.Review the Rhetorical Choice Chart and familiarize yourself with the terms to look for while annotating.

2. Read the first three chapters (roughly 50 pages, depending on the edition) of Trevor Noah's *Born a Crime (*ISBN 978-0-399-5817-4).

3. Thoroughly annotate each of the three chapters following the requirements on the Three Step Annotation Sheet. Make sure to use all three colors when completing the annotations.

4. Upon completion of the chapters and annotations, students will also use those student created annotations to complete the SPACE CAT Graphic Organizer. See the SPACE CAT introduction for details and examples.

5. Please contact andrea.cox@gmsdk12.org over the summer if you have any questions.

You must handwrite your annotations in your books. If you use a library book, you should handwrite your notes on sticky notes and post them accordingly. However, I highly recommend purchasing the book as we will continue to read and annotate the book throughout the first quarter. Go to amazon.com, thirftbooks.com, goodwillbooks.com, worldofbooks.com, barnesandnoble.com, etc. to find a new or used book.

You will need to bring your hard copy of this book to class daily from the first day of class, so plan accordingly. We will begin analysis of language on day one.

AI, Spark Notes, and similar study aids are specifically banned. Read the books and annotate yourself. Do not plagiarize or accept help from others. Do not share your work with other students, even if just to peer edit or compare. Do not look at the work of former students. Do not use AI. Plagiarism or academic dishonesty is not tolerated in any form and will be punished to the fullest extent of the HHS Honor Code.

Your pre-term work grade will come from the annotations (50%) and the SPACE CAT graphic organizer (50%). See the rubric for details.

*** All above linked documents are also in the additional resources folder called AP English Language and Composition Pre-term work

Rhetorical Choices Chart

Rhetorical Choice	Definition	Example
Logical Appeal	Also known as logos, this appeal uses reason and logic to persuade the audience.	"Statistics show that students who study regularly score higher on tests."
Ethical Appeal	Also known as ethos, this appeal relies on the credibility and character of the speaker to convince the audience.	"As a doctor with 20 years of experience, I can assure you this treatment is safe."
Emotional Appeal	Also known as pathos, this appeal aims to evoke emotions in the audience to persuade them.	"Imagine the joy of adopting a shelter pet and giving them a loving home."
Diction	The choice and use of words in writing or speech.	Using "youthful" instead of "childish" to convey a positive tone.
Tone	The attitude or approach that the author takes toward the subject.	A sarcastic tone: "Oh great, another homework assignment!"
Comparison	Highlighting the similarities between two different things.	"Life is like a box of chocolates."
Metaphor	A figure of speech that makes a direct comparison between two unlike things.	"Time is a thief."
Simile	A figure of speech that compares two things using "like" or "as."	"Her smile was bright like the sun."
Analogy	A comparison between two things, typically for the purpose of explanation or clarification.	"Just as a caterpillar transforms into a butterfly, students grow into scholars."
Allegory	A narrative that uses characters and events as symbols to convey a deeper moral or political meaning.	George Orwell's "Animal Farm" is an allegory for the Russian Revolution.
Allusion	An indirect reference to a person, event, or piece of literature.	"He has the Midas touch when it comes to investments."
Contrast	The state of being strikingly different from something else.	"Unlike the bright, sunny day outside, the mood inside was somber and tense."
Juxtaposition	Placing two elements close together to highlight their differences.	Image of a peaceful village next to a war-torn city in a photograph.
Antithesis	A rhetorical choice that contrasts opposing ideas in a parallel structure.	"It was the best of times, it was the worst of times."
Repetition	The action of repeating something that has already been said or written.	"Let it snow, let it snow, let it snow."
Exemplification	Providing examples to illustrate a point.	"Many great leaders, such as Nelson Mandela and Mahatma Gandhi, have inspired change through peace."
Anecdote	A short and amusing or interesting story about a real incident or person.	"When I was a child, my grandmother told me stories of her life on the farm."
Parallel Structure	The use of components in a sentence that are grammatically the same or similar in construction, sound, meaning, or meter. Demonstrates equality in ideas.	"She likes cooking, jogging, and reading."

This chart is designed to help eleventh-grade students AP English Language at Houston High School, under the guidance of Andrea Cox, analyze and understand rhetorical choices in high level non-fiction texts.

Three Step Annotations: an Introduction to Annotations

The **speaker (writer)**, **audience**, and **subject** of the text are the three pieces at the heart of any text ever written. No matter the medium or level, a speaker writes to a specific audience about a specific topic for a specific **purpose**. Sometimes, the message a speaker intends to convey is difficult to understand upon a single read. Annotating a text can help the reader better understand the **Rhetorical Situation**, and therefore, the intention of text.

Annotations are short notes, highlights, or marks written on a text to help the reader better understand the subject of the text, the purpose of the writer, and intended meaning for the audience. This lesson is a **Basic Three Step Annotation Process** that teaches readers to slow down and really look at the smaller parts of the text, and then process how those parts create a larger meaning. As the school year progresses and these skills become second nature, we will add more layers will add for deeper comprehension of the text.

Materials needed:
Ink pens: red, green, and blue
The text for annotation

When reading a text, three reads is best for a full understanding of the speaker's intention. To ensure that readers look at the text deeply three times, we will use three different colored inks to mark specifics of each read. Mark the text and then make notes about the marks in the margins.

First Read - Blue
Vocabulary and Questions

- Annotate for unfamiliar and important vocabulary. Circle those terms and define them.
- Write down three questions that you think of as you read.

Second Read - Red
Argument Features, Text Structure, Rhetorical Choices

- Circle, write, or identify examples of the following: main idea/thesis, claims, evidence, commentary, summary
- Circle, write, or identify examples of the following: cause/effect, problem/solution, compare/contrast, etc.
- Circle, write, or identify examples of the following: appeals (emotional, logical, credible) vivid diction and tone, comparisons (metaphor, simile, analogy, allusion, allegory), contrasts (juxtaposition and antithesis), repetition (words, phrases, sentence structure) exemplification (facts, statistics, data), and anecdotes.

Third Read - Green
Explain the IMPACT

- **WHAT** is the speaker trying to say?
- **HOW** does the speaker say it?
- **WHY** does it matter to the audience?
- **IMPACT** - How does the combination of WHAT, HOW, WHY impact the audience's understanding of the text?

***NOTE** - Each person in your class may have different annotations, and that is GOOD! We all come from different backgrounds and experiences, which impact the way we see situations and language. None of the annotations are "wrong" as long as you can logically explain your line of reasoning.

Basic Three Step Annotation Process sample

AP English Language and Composition

Question 2

Read the "Gettysburg Address." Then in a well-organized essay, discuss how its author, Abraham Lincoln, uses rhetorical choices to frame the critical issues of the Civil War and his vision of the nation's future.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position
- Provide evidence to support your line of reasoning
- Explain how the evidence supports your line of reasoning
- Use appropriate grammar and punctuation in communicating your argument

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Your turn!

Question 2 (Suggested time—40 minutes)

In 1588 Queen Elizabeth I of England made the following speech to her troops. They were assembled at Tilbury, a town on the Thames River, to repel an expected invasion of England by troops serving the king of Spain. Read the speech carefully. Then in a well-written essay, analyze the rhetorical choices the Queen makes to convey her message of inspiration before battle.

In your response you should do the following:
- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

My loving people,
We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery;
Line but I assure you I do not desire to live to distrust my faithful and loving
(5) people. Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down
(10) for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather
(15) than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns*; and we do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my
(20) *stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

_____

* An English monetary unit
* place

SPACE CAT introduction

An acronym to help break down a complex text and look at how the parts create broader/deeper meaning. As you read, annotate for the following. Then list them in the attached chart. See my example in the following pages.

SPACE CAT Template		Cox
Title of reading:		
Speaker Writer Author	-Who wrote this? -What do we know about him or her? -What DON'T we know about him or her? -Does this text have a particular meaning because of WHO wrote/said it?	Examples: A President giving a speech, a citizen sending a Tweet, a newspaper staff writing an editorial
Purpose	-What is the speaker hoping to accomplish by putting this out into the world? -Remember that the message itself ≠ the purpose.	Examples: to inform, to persuade, to inspire, to convince **Must include INF
Audience	-Who was the actual audience of this text? Was that the intended audience? -What did the speaker assume about their audience? How does that impact what they say and how they say it?	-Examples: TV viewers watching a debate, readers of a newspaper, a crowd gathered at a rally
Context Socially Politically Historically Culturally Religiously	-What was going on in the world when this text was produced? -What were the biggest issues on the speaker's mind, which they might be directly or indirectly addressing? -How would this same text be received differently by a different audience in or in a different time?	-Examples: MLK's "I Have a Dream" Speech is given in the context of the Civil Rights Movement
Exigence	-Why "NOW" for the speaker? -What was the spark or catalyst that moved the speaker to act? -Note that context is "happening" all the time, but usually an event serves as exigence.	-Examples: The #MeToo movement taking off after high profile reports of misconduct
Choices	This is a CAT-egory of all the little moves authors make to enrich their writing. Why does the writer make each choice?	Examples: a speechwriter may begin with an anecdote, then move to describing a process of change, and end with a call to action.
Appeals	Appeals to ethics or credibility Appeals to emotion Appeals to logic or reason	-Examples: Bringing up one's expertise with the topic (credibility), telling a moving story (emotion), stating facts or statistics (logic)
Tone Look for shifts in tone	-What is the speaker's attitude at different places throughout the text? -How can you tell this is their attitude? -Where does the tone shift in the piece?	Examples: A religious eulogy may begin with a mournful tone, then move into a comforting or inspirational tone.

See Tone list for more examples.

- Rhetorical analysis requires you to read and understand what matters about a text (SPACE) and comment on what specific features make it rich or effective (CAT).

1968 = civil rights movement
JFK assassinated in 1963
Context
Who is MLK? Who is RFK?
Why does it matter that RFK gives this speech?
MLK was a civil rights leader — had just given a speech to sanitation workers union in Memphis
They were on strike — most black — mass support & strike was reinstated from that their wage was augmented and maintained
political rally site
RFK was running for president trying to win the primary

Introduction to SPACE CAT activity - model

subject
speaker
audience
unplanned
Context info = find SPACE here

On April 4, 1968, just hours after the assassination of Martin Luther King Jr. in Memphis, Robert F. Kennedy delivered an impromptu speech in Indianapolis, Indiana, urging unity and compassion in the face of the nation's grief and potential unrest.

largely black audience
purpose
why now? to prevent riots & keep peace turning point in history
occasion

Body of Text - find CAT here. Use 3 step annotations

I have bad news for you, for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight.

moral righteousness
lived and died by justice

Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort.

what direction? what options?
how does the crowd feel?
tone shift
introduces a problem — split in our country

In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in, for those of you who are black—considering the evidence there evidently is that there were white people who were responsible you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country, in great polarization—black people amongst black, white people amongst white, filled with hatred toward one another.

angry direction that the audience already feels
strong divide

stood for nonviolence
metaphor
similar — opposites — violent bloodshed
similar
contrast
offers solution

Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love.

lack of fairness
credibility to audience — he has suffered too — comparison
allusion to JFK
emotional appeal to audience

For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, [and] he was killed by a white man. But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times.

who is aeschylus? father of Greek Tragedy
pain cause wisdom

My favorite poet was Aeschylus. He wrote: "In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God."

contrast

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness but love and wisdom, and compassion toward one another and a feeling of justice toward those who still suffer within our country, whether they be white or black.

many collective pronouns - "we" unify all of us
more forward together as one

we can hate and divide or love and united

tasks audience w/ praying but puts the country over the family of MLK. Tone shift

repeats prayer. religious appeal = shared values

So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that's true, but more importantly to say a prayer for our own country, which all of us love-a prayer for understanding and that compassion of which I spoke.

similar

repeats "difficult times" to remind the audience that the road be difficult

We can do well in this country. We will have difficult times. We've had difficult times in the past. We will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; it is not the end of disorder.

will

repeats "we" collective pronoun unifies

contrast

contrasting people want the same things

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land.

collective pronoun

(!) are we really different if we want the same things?

allusion

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and to make gentle the life of this world.

problem / solution

repeats: devotion- like MLK was devoted to us

Let us dedicate ourselves to that, and say a prayer for our country and for our people.

all of us - unified by humanity - dignity

prayer: religious allusion/connection among people who are not so different

What: RFK tasks his audience w/ prayer, nonviolence, and unity

How: appeals to shared religious values
repeats unifying language
presents a problem- suggests a solution
comp/contrasts race and feelings they have for each other
gets on the level of his audience w/ loss of loved ones
anyone can describe the feeling the all have- empathy

Why: it matters to the audience b/c they are on the receiving end of injustice in so many areas- MLK, JFK, RFK- all fought alongside the "audience" to gain equality and justice. The audience will not gain anything they want if they stay divided or resort to violence.

Impact: The audience has a fuller understanding of the loss the audience feels- not just b/c of MLK, but the hope they had b/c of him. Now is a turning point in history. Take advantage of it: unify!

SPACE CAT

Name _____ Per ____

Text Title RFK speech "On the Death of MLK, Jr."

S	**SPEAKER:** Who is the speaker/writer? What do we know about them? What can you tell or what do you know about the speaker that helps you understand the point of view expressed?	RFK - JFK's brother running for president Democratic party Civil Rights leader colleague of MLK
P	**PURPOSE:** What is the speaker/writer hoping to accomplish? What is the reason behind this piece? What do they want the audience to do after having listened?	non violence - what MLK would want prayers - unification of a divided country
A	**AUDIENCE:** Who is the speaker/writer trying to reach? How do we know? Do they indicate a specific audience? What assumptions exist in the text about the intended audience?	mostly black audience at a democratic primary in Indianapolis
C	**CONTEXT:** What is the time and place of this piece? What is happening in the world as it relates to the subject of the speech or the speaker/writer?	Civil Rights movement MLK assassination in Memphis riots violence primary rally for pres. race union strikes
E	**EXIGENCE:** What was the spark or **cat**alyst that moved the speaker/writer to act/write? How did that event impact the speaker/writer?	MLK gave a speech about work, dignity, ways non-violence. RFK reminds his audience that MLK would not want violence
C	**CHOICES:** What are the rhetorical choices that the speaker/writer makes in the speech? Think about overall structure, devices, diction, syntax, etc.	contrast / compare problem/solution angry diction
A	**APPEALS:** Which of the three rhetorical appeals (ethos, logos, pathos) are present in the text? Where? Why?	religious appeal = prayer credibility: lost brother to assassination a "Kennedy" high level politician - MLK colleague appeals to logic: unity will move us forward appeals to emotion: just vs. unjust
T	**TONE:** What is the speaker/authors attitude toward the subject? Is the tone the same throughout the whole piece? Where does it shift? What evidence is there to demonstrate the tone?	saddened tone empathetic angry when describing the audience's feelings voice of reason Tone 1: factual, calm sad Tone 2: problem/solution compare/contrast Tone 3: call to action: pray, unify, take advantage of opportunity for our country. All of us

Introduction to SPACE CAT activity - your turn

In August 1939, Albert Einstein, with the help of physicist Leo Szilard, penned a letter to President Franklin D. Roosevelt, warning him of the potential for Nazi Germany to develop an atomic bomb and urging the U.S. to initiate its own nuclear research program so that the U.S. would stay ahead in wartime technology.

Albert Einstein
Old Grove Road
Nassau Point
Peconic, New York
August 2, 1939

F. D. Roosevelt,
President of the United States, White House
Washington, D.C.

Sir:

Some recent work by E. Fermi and L. Szilard, which has been communicated to me in manuscript, leads me to expect that the element uranium may be turned into a new and important source of energy in the immediate future. Certain aspects of the situation which has [sic] arisen seem to call for watchfulness and, if necessary, quick action on the part of the Administration. I believe therefore that it is my duty to bring to your attention the following facts and recommendations:

In the course of the last four months it has been made probable– through the work of Joliot in France as well as Fermi and Szilard in America–that it may become possible to set up a new nuclear chain reaction in a large mass of uranium, by which vast amounts of power and large quantities of new radium-like elements would be generated. Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable–though much less certain– that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very well prove to be too heavy for transportation by air.

The United States has only very poor ores of uranium in moderate quantities. There is some good ore in Canada and the former Czechoslovakia, while the most important source of uranium is Belgian Congo.

In view of this situation you may think it desirable to have some permanent contact maintained between the Administration and the group of physicists working on chain reactions in America. One possible way of achieving this might be for you to entrust with this task a person who has your confidence and who could perhaps serve in an official capacity. His task might comprise the following:

a) to approach Government Departments, keep them informed of the further development and put forward recommendations for Government action;

b) giving particular attention to the problem of securing a supply of uranium ore for the United States;

c) to speed up the experimental work, which is at present being carried on within the limits of the budgets of University laboratories, by providing funds, if such funds be required, through his contacts with private persons who are willing to make contributions for this cause, and perhaps also by obtaining the co-operation of industrial laboratories which have the necessary equipment.

I understand that Germany has actually stopped the sale of uranium from the Czechoslovakian mines which she has taken over. That she should have taken such early action might perhaps be understood on the ground that the son of the German Under- Secretary of State, von Weizacker, is attached to the Kaiser-Wilhelm-Institut in Berlin where some of the American work on uranium is now being repeated.

Yours very truly,
Albert Einstein

SPACE CAT

Name _____ Per ____

Text Title _____

S	**SPEAKER:** Who is the speaker/writer? What do we know about them? What can you tell or what do you know about the speaker that helps you understand the point of view expressed?	
P	**PURPOSE:** What is the speaker/writer hoping to accomplish? What is the reason behind this piece? What do they want the audience to do after having listened?	
A	**AUDIENCE:** Who is the speaker/writer trying to reach? How do we know? Do they indi**cat**e a specific audience? What assumptions exist in the text about the intended audience?	
C	**CONTEXT:** What is the time and place of this piece? What is happening in the world as it relates to the subject of the speech or the speaker/writer?	
E	**EXIGENCE:** What was the spark or **cat**alyst that moved the speaker/writer to act/write? How did that event impact the speaker/writer?	
C	**CHOICES:** What are the rhetorical choices that the speaker/writer makes in the speech? Think about overall structure, devices, diction, syntax, etc.	
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AP Lang Pre-term Work on Born a Crime

Rubric for Annotations and SPACE CAT (5 Points Total)

Criteria	5 - Advanced	4 - Proficient	3 - Satisfactory	2 - Developing	1 - Beginning
Three-Step Annotations (50% of total score)	**Thoroughly completes all three steps for each chapter:** - Blue: Accurately identifies and defines unfamiliar/important vocabulary; provides thoughtful, relevant questions. - Red: Clearly identifies main ideas, claims, evidence, commentary, and rhetorical features; insightful notes on structure and devices. - Green: Deep, logical reflection on impact (WHAT, HOW, WHY); explains significance and audience effect. Annotations are frequent, specific, and demonstrate a high level of engagement.	**Completes all three steps for each chapter:** - Most vocabulary and questions identified; mostly accurate definitions. - Main ideas and some rhetorical features are identified; some commentary. - Explains impact, with minor gaps in reasoning. Annotations are consistent and show good engagement.	**Attempts all three steps for each chapter:** - Some vocabulary/questions; definitions may be partial. - Main ideas and rhetorical features identified, but may miss details. - Some explanation of impact, but lacks depth. Annotations are present but may be general or sporadic.	**Incomplete or inconsistent steps:** - Few vocabulary words/questions. - Main ideas/rhetorical features may be unclear or missing. - Impact explanation minimal or off-base. Annotations are infrequent or lack thoughtfulness.	**Minimal or unclear annotations:** - Steps missing or largely incomplete. - Annotations do not demonstrate understanding. Little to no engagement with the text.
SPACE CAT Organizer (50% of total score)	**All SPACE CAT elements (Speaker, Purpose, Audience, Context, Exigence, Choices, Appeals, Tone) are clearly and accurately completed:** - Responses show deep understanding and textual evidence. - Insightful connections between categories; thoughtful analysis of rhetorical situation and strategies. Organizer is thorough and highly organized.	**All SPACE CAT elements completed:** - Responses are mostly accurate and supported with evidence. - Some strong analysis; minor lapses in depth or clarity. Organizer is complete and organized.	**Most SPACE CAT elements completed:** - Responses may be general or lack detail. - Some evidence or analysis present, but may be simplistic. Organizer is mostly complete but lacks depth.	**Some SPACE CAT elements incomplete or missing:** - Responses are vague, unsupported, or incomplete. - Weak analysis or unclear connections. Organizer is partially complete and/or disorganized.	**Few or no elements completed:** - Responses are missing, inaccurate, or off-topic. Organizer is incomplete and lacks understanding.

Scoring Guidance:

- Each section (Annotations and SPACE CAT) is scored out of 2.5 points, for a total of 5.
- Use half-points as needed (e.g., 2.5 for Advanced, 2 for Proficient, 1.5 for Satisfactory, etc.).
- See the Three-Step Annotations and SPACE CAT sheets for specific expectations and examples.

Notes for Students:

- Use different colored pens for each annotation step as described in the Three-Step Annotations guide.
- Refer to the guiding questions and examples in the SPACE CAT introduction for each category.
- Quality and depth of thinking matter more than quantity—support ideas with evidence from the text.