Language Arts 9   **Name:** ( )

Unit 1 – Lesson 2 – Assignment

Enter your responses between the *(blue)* **parentheses below each item.**

Analyzing "The Animal People Choose a Leader"

1. When we read, we use our prior knowledge, understandings and experiences to make connections to the text. In sentences, briefly describe why your response to **this selection** might be different from the view of another person. (Mark: /5)

    (.)

2. Re-read the group discussion in the lesson about **leadership**. Write a personal response about how you are like or unlike an animal in the story. Make connections between the text and yourself, the world around you, or other texts you have read/viewed. What traits do you see in yourself? What traits do you see in others? How is your leadership style similar to and different from one of the animals in the story? How has this text affected your understanding of leadership? (Mark: /25)

    ( )

Personal Response rubric					
	Excellent 5	**Proficient 4**	**Satisfactory 3**	**Limited 2**	**Poor 1**
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure	Sentence structure is	Sentence structure is	Sentence structure is generally	Sentence structure often	Sentence structure

/5	effectively controlled. Sentence type and sentence length are consistently effective and varied.	consistently controlled. Sentence type and sentence length are usually effective and varied.	controlled. Sentence type and sentence length are sometimes effective or varied.	lacks control. Sentence type and sentence length are seldom effective or varied.	generally lacks control. There is essentially no variation in sentence type or sentence length.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total: /25					

Student's Comments

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 1-2 Submission page: (YOURNAME)la9-1-2
- **Check the** Submission page **again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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Assignment Total: (/ 30) = Percent: (%)

Teacher Comments:

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