

## 10.2.1

## Lesson 20

## Introduction


In this final lesson of the unit, students complete the End-of-Unit Assessment, which evaluates cumulative student understanding of Martin Luther King, Jr.’s “Letter from Birmingham Jail.” After sharing ideas about King’s purpose for writing the letter and claims he makes in the text, students independently complete a multi-paragraph response to the following prompt: Analyze how King develops and refines his claims to advance his purpose. In their response, students identify important claims King establishes in the letter and then analyze how he develops and refines the claims throughout the letter. Students explore structural choices, rhetoric, and diction. For homework, students continue to read their AIR through the lens of their focus standard.

## Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> </ul>

	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Addressed Standard(s)</b>	
None.	

## Assessment

<b>Assessment(s)</b>
<p>Student learning is assessed via a formal multi-paragraph essay at the end of the lesson. Students respond to the following prompt in a multi-paragraph essay:</p> <ul style="list-style-type: none"> <li>Analyze how King develops and refines his claims to advance his purpose.</li> </ul> <p> Student responses are evaluated using the 10.2.1 End-of-Unit Text Analysis Rubric.</p>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify a purpose King advances in this letter.</li> <li>Identify how King advances the purpose through specific claims.</li> <li>Trace the development of these claims throughout the letter.</li> <li>Explain how King develops and refines these claims through his use of word choice, structure, rhetoric, or other strategies.</li> </ul>

A High Performance Response may also include the following evidence in support of a multi-paragraph analysis. The text is dense and rich with compelling rhetoric and specific word choices, so High Performance Responses may vary widely:

- Martin Luther King, Jr., in his famous “Letter from Birmingham Jail,” responds to the criticism of his work that he has received in a recent statement. Addressing the writers of the statement as “men of genuine good will” (par. 1), King begins a complex argument supporting his campaign of nonviolence in Birmingham, Alabama. Through his response to the criticism, King also creates a broader argument for establishing justice for all African Americans through a nonviolent campaign. One way King advances his purpose is to establish the urgency of his cause. King makes it clear that the need for justice is immediate and demands the participation of all people of good will.
- King first addresses the timeliness of his work by providing his critics with an analysis of the Birmingham political situation. He discusses the timing of the nonviolent campaign in terms of elections, economic considerations, and community needs. He presents a clear timeline of the events leading to his decision, beginning with “the opportunity last September to talk with some of the leaders of the economic community” and continuing with an account of the local elections (par. 7). He then moves beyond the city limits of Birmingham, providing a brief but powerful history of the African American experience. Explaining to his critics that he has “never yet engaged in a direct-action movement that was ‘well timed’ according to the timetable of those who have not suffered unduly from the disease of segregation,” King describes the conditions in which African Americans have waited for justice (par. 11). King makes a powerful appeal to emotion by presenting the suffering of an entire group in terms of specific family members: “when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim” (par. 11). Repetition adds power to King’s sense of urgency. King ends this passage with an understated request: “I hope, sirs, you can understand our legitimate and unavoidable impatience” (par. 11).
- King develops the sense of urgency in paragraph 19, when he addresses “the myth of time.” After criticizing “the white moderate . . . who paternalistically feels that he can set the timetable for another man’s freedom,” King describes in paragraph 21 a letter he received suggesting that he is moving too quickly. King explains that while “time is neutral,” its uses are either destructive or constructive. Refuting the idea that “[t]he teachings of Christ take time to come to earth,” King counters that, “human progress never rolls in on wheels of inevitability. It comes through the tireless efforts and persistent work of men willing to be coworkers with God, and without this hard work time itself becomes an ally of the forces of social stagnation” (par. 21). King uses rhetoric in paragraph 21 to establish the claim of his critics before effectively presenting a far stronger counterclaim. The metaphor of King’s final sentence in this paragraph contrasts the efforts of an impersonal machine with the hard work of God’s coworkers, thus naming God as the true force behind King’s efforts.

- King places his own efforts within a larger historical and global context in paragraph 23, asserting, “Oppressed people cannot remain oppressed forever.” Citing examples of how “the urge for freedom” has inspired communities around the world, King places the demonstrations of African Americans in the larger context of history and makes it clear that now is the time for his work.
- Finally, in paragraph 33, King proclaims, “But the judgment of God is upon the church as never before,” warning his fellow clergymen that if they do not join his efforts to further justice for African Americans through his nonviolent campaign they will be in danger of making a choice against God. This places King and his campaign on higher moral ground and pressures his critics to reconsider their position. King continues his argument in paragraph 34, urging the church to “meet the challenge of this decisive hour.” King expresses his certainty that he “will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom.” By setting freedom as a goal that the nation is destined to meet, King reminds his critics of a shared cultural tradition, both religious and historical. At the same time, King reminds his critics that now is the time to join a cause that is destined to succeed.
- King concludes with a final reminder of the importance of time by apologizing for a letter that demands the “precious time” (par. 38) of his readers. The use of this seemingly everyday phrase echoes King’s message throughout the letter that time is critical: Now is the time to act, time is a resource to be used wisely, and the time is short before King’s movement achieves its destiny of justice.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- None.\*

### Vocabulary to teach (may include direct word work and/or text-dependent questions)

- None.\*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1.e. Academic Vocabulary, of this document:

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2</li> <li>Text: “Letter from Birmingham Jail” by Martin Luther King, Jr.</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. End-of-Unit Assessment</li> <li>4. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 75%</li> <li>4. 5%</li> </ol>

## Materials

- Student copies of the Evidence Collection Tool (refer to 10.2.1 Lesson 19)
- Copies of the 10.2.1 End-of-Unit Assessment for each student
- Copies of the 10.2.1 End-of-Unit Text Analysis Rubric and Checklist for each student

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates text dependent questions.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, and L.9-10.2. In this lesson, students work in small groups to discuss King’s purpose for writing the letter and to review the claims he makes in the text. Students discuss how he

develops and refines these claims to advance his purpose, using specific examples from the text to support their ideas. After a short evidence-based discussion, students complete the End-of-Unit Assessment independently, referring to their text, annotations, and notes.

- ▶ Students look at the agenda.

- ① Consider reviewing the 10.2 Common Core Learning Standards Tool so that students may re-familiarize themselves with the expectations of these standards. Allow students to pose any questions they may have.

## Activity 2: Homework Accountability

**15%**

Instruct students to consult their Evidence Collection Tools from the 10.2.1 Lesson 19 homework to answer the following questions in pairs:

**What was King’s purpose for writing the letter?**

- 💬 Student responses may include:
  - To respond to the criticisms of the clergymen who wrote to him.
  - To justify his activity in Birmingham.
  - To gather support for the nonviolent civil rights movement.

**Which of King’s claims best supports his purpose?**

- 💬 See Model Evidence Collection Tool for examples of possible student responses.
- ▶ Students share and discuss ideas.

## Activity 3: End-of-Unit Assessment

**75%**

Instruct students to write a multi-paragraph response to the following prompt:

**Analyze how King develops and refines his claims to advance his purpose.**

Distribute and review the 10.2.1 End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the rubric and checklist to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section that clearly establishes the significance of the claims and

strategies King chooses. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Remind students as they write to refer to the notes, tools, and annotated text from the previous lessons. Distribute and review the 10.2.1 End-of-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 10.2.1 End-of-Unit Text Analysis Rubric.

Transition students to independent writing. Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

🗨️ See the High Performance Response at the beginning of this lesson.

- ① Circulate around the room and offer non-content support as needed. When circulating the room to provide support, remind students that this is an assessment of independent textual analysis so the teacher cannot provide direction on specific content from the text.

Collect responses before the end of the lesson.

- ▶ Students submit the End-of-Unit Assessment.

## Activity 4: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## Model Evidence Collection Tool

- ① Note that students are not expected to list all of the claims given below; the model is not an exhaustive list of all claims and evidence. The model serves as an example of some of the claims students might be expected to make and how they might analyze King's support of those claims.

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Review Martin Luther King, Jr.'s "Letter from Birmingham Jail," along with your tools, notes, Quick Writes, and annotations. Identify three important claims King makes and analyze how he develops and refines these claims across the letter. In column 1, record the claims. In column 2, record the evidence and reasoning that supports the claims. In column 3, record your analysis of how King develops and refines the claims.

Claim	Support	Comments
King has valid reasons for being in Birmingham. (par. 1)	<p>He is president of the Southern Christian Leadership Conference and was invited by an affiliate organization. (par. 2)</p> <p>He is in Birmingham because he is compelled, like Paul and Jesus, to work for freedom in areas beyond his hometown. (par. 3)</p> <p>He is not an outsider because concerns of Birmingham are the concerns of all Americans. (par. 4)</p>	<p>Appeal to ethos:</p> <p>Calls clergymen "men of genuine good will" (par. 1)</p> <p>Uses cultural references</p> <p>Rhetoric – parallelism:</p> <p>Injustice anywhere is a threat to justice everywhere.</p> <p>Whatever affects one directly affects all indirectly.</p>
The African American community has no alternative but to demonstrate. (par. 5)	<p>Conditions in Birmingham are extreme. (par. 5)</p> <p>Community has completed four steps of a nonviolent campaign (par. 6–8)</p> <p>Community collected evidence of need for change (par. 6)</p> <p>Community tried to negotiate (par. 6–7)</p> <p>Community went through self-purification (par. 7)</p> <p>Community decided to act (par. 7–8)</p>	<p>Appeal to reason: hard, brutal, and unbelievable facts</p>



Claim	Support	Comments
Need for justice is urgent. (par. 8)	<p>Consideration of elections, economic conditions, etc. (par. 7–10)</p> <p>African Americans have been told to “wait” for too long (par. 11).</p> <p>Myth of time (par. 19, 21)</p> <p>Zeitgeist (par. 23)</p> <p>Judgment of God (par. 33)</p> <p>This is the “decisive hour” (par. 34).</p>	<p>Establishing credibility</p> <p>Appeal to pathos (vivid descriptions)</p> <p>Appeal to ethos (shared values)</p> <p>Repetition</p> <p>Metaphor</p> <p>Invoking God</p>
Purpose of direct action is to force negotiation. (par. 9)	<p>Nonviolent action creates tension that prompts negotiation.</p>	<p>Word choice (<i>tension</i>)</p> <p>Cultural reference (Socrates)</p> <p>Parallelism: “dark depths of prejudice and racism to the majestic heights of understanding and brotherhood” (par. 9)</p>
Freedom is never voluntarily given by oppressor. (par. 10)	<p>Examples of freedom movements around the world.</p> <p>Description of how community suffers while waiting.</p>	<p>Appeal to reason (facts)</p> <p>Appeal to emotion (examples)</p> <p>Repetition (“when you . . .”)</p>
Unjust laws should be broken. (par. 12–18)	<p>Explanation of willingness to break laws.</p>	<p>Concession (Clergymen’s question is legitimate.)</p> <p>Cultural references appeal to reason and ethos (St. Augustine, St. Thomas, Martin Buber, and Paul Tillich). They also set King and his affiliates on higher moral ground.</p> <p>Examples (Bible, history)</p>
White moderates have disappointed King. (par. 19)	<p>Compares effects of moderates and ill-wishers.</p>	<p>Parallelism/juxtaposition: “Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.” (par. 19)</p> <p>Repetition (the white moderate who . . . , who . . . , who . . . )</p>

Claim	Support	Comments
Blaming demonstrators for causing violence is illogical. (par. 20)	Gives examples of similar logic to show unreasonableness of position.	Cultural references (Socrates, Jesus) place King and affiliates on moral high ground.
Disappointed that white moderates have not rejected “myth of time” (par. 21)	Time is not neutral; time should be used wisely.	Example (uses Texan’s letter to represent white moderate) Metaphor (human progress never rolls in on wheels of inevitability)
King represents a middle way. (par. 22–24)	Some people have given up while others are tempted by violence. King’s extremism is admirable.	Appeal to reason (cites current events locally and globally) Cultural references (Jesus, Amos, Paul, Martin Luther, John Bunyan, Abraham Lincoln, Thomas Jefferson) appeals to ethos and sets King and his affiliates on higher moral ground.
Disappointed that most white moderates cannot appreciate suffering of oppressed. (par. 25)	Acknowledges individuals	Appeal to emotion Word choice – “Deep groans and passionate yearnings;” “filthy roach-infested jails;” “abuse and brutality of angry policemen,” etc. (par. 25)
White church and leadership have failed. (par. 26–33)	Names leaders who have “taken some significant stands” (par. 26) States loyalty to church (par. 27) Expectations and disappointments Compares ancient church to modern church Judgment of God is upon the church	Names individuals Word choice: “anesthetizing security of stained-glass window” (par. 28), “shattered dreams” (par. 29), “pious irrelevancies and sanctimonious triviality” (par. 30) Parallelism and imagery: Thermometer records ideas; thermostat transforms society (par. 31)
Demonstrators will achieve justice. (par. 34)	Justice is part of America’s destiny; justice will come with or without aid of the church. Moral imperative	Appeal to emotion Word choice Cultural references (Pilgrims, Jefferson) again King and the movement are on moral high ground Will of God

Claim	Support	Comments
Clergymen should not commend police. (par. 35–36)	Describes police brutality  Moral means used for immoral ends should not be praised.	Appeal to emotion – vivid description; word choice: <i>push, curse, slap, kick; unarmed, nonviolent, old, young</i> (par. 35)  Appeal to reason – Analysis of use of means to achieve different ends.
Demonstrators are heroes. (par. 37)	Describes behavior	Appeal to emotion – vivid descriptions; word choice: <i>sublime, inhuman provocation, majestic, jeering, hostile, agonizing, oppressed, battered, dignity, profundity, courageously, sacred</i> (par. 37)

## 10.2.1 End-of-Unit Assessment

### Text-Based Response

**Your Task:** Rely on your reading and analysis of “Letter from Birmingham Jail” to write a well-developed response to the following prompt:

*Analyze how King develops and refines his claims to advance his purpose.*

Your writing will be assessed using the Text Analysis Rubric.

### Guidelines

**Be sure to:**

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

**CCSS:** RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

### Commentary on the Task:

This task measures RI.9-10.5 because it demands that students:

- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

This task measures RI.9-10.6 because it demands that students:

- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that purpose.

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 10.2.1 End-of-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Content and Analysis</b> <b>The extent to which the response analyzes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</b> <b>CCSS.ELA-Literacy.RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Skillfully analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Inaccurately identify an author's ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author's ideas or claims.	Inaccurately identify an author's ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.
<b>Content and Analysis</b> <b>The extent to which the response identifies an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.</b> <b>CCSS.ELA-Literacy.RI9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Accurately determine an author's point of view or purpose in a text and skillfully analyze how an author uses rhetoric to advance that point of view or purpose.	Accurately determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Inaccurately identify an author's point of view or purpose in a text and/or ineffectively analyze how an author uses rhetoric to advance that point of view or purpose.	Inaccurately identify an author's point of view or purpose in a text; provide inaccurate or insufficient analysis of how an author uses rhetoric to advance a point of view or purpose.
<b>Command of Evidence and Reasoning</b> <b>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</b> <b>CCSS.ELA-Literacy.W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CCSS.ELA-Literacy.W.9-10.2.b</b>	Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)

<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p><b>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p><b>CCSS.ELA-Literacy.W.9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</b></p> <p><b>CCSS.ELA-Literacy.W.9.b</b></p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>				
<p><b>Coherence, Organization, and Style</b></p> <p><b>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.9-10.2.a</b></p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c) Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>

<p><b>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.c</b></p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.d</b></p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.e</b></p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.f</b></p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
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<p><b>Control of Conventions</b></p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CCSS.ELA-Literacy.L.9-10.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.ELA-Literacy.L.9-10.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>
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1. A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
2. A response that is totally copied from the text with no original writing must be given a 0.
3. A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 10.2.1 End-of-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my writing...	✓
<b>Content and Analysis</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? <b>(RI.9-10.5)</b>	<input type="checkbox"/>
	Determine an author's point of view or purpose in a text? <b>(RI.9-10.6)</b>	<input type="checkbox"/>
	Analyze how an author uses rhetoric to advance a point of view or purpose? <b>(RI.9-10.6)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? <b>(W.9-10.2.b, W.9-10.9.b)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W.9-10.2.a)</b>	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? <b>(W.9-10.2.a)</b>	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? <b>(W.9-10.2.c)</b>	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? <b>(W.9-10.2.d,e)</b>	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? <b>(W.9-10.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate control of the conventions with infrequent errors? <b>(L.9-10.1, L.9-10.2)</b>	<input type="checkbox"/>