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| 12.1.1 | Lesson 27 |

# Introduction

In this lesson, students complete the End-of-Unit Assessment. Students apply the writing skills they learned throughout this module and draw upon their analysis of *The Autobiography of Malcolm X* to craft a formal, multi-paragraph response to the following prompt: Analyze how three key events in *The Autobiography of Malcolm X* interact to develop one or more central ideas in the text.

Students review their annotated text, lesson Quick Writes, discussion notes, homework notes, and optional tools to organize their ideas. Students then develop essays that convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. The End-of-Unit Assessment is assessed using the 12.1.1 End-of-Unit Text Analysis Rubric.

For homework, students respond in writing to the following prompt: Analyze how the author of *The Autobiography of Malcolm X* provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Also for homework, students reread their personal narratives from 12.1.1 Lesson 24 and consider whether they would like to expand them into longer compositions or whether they would like to try a different Common Application prompt in 12.1.1 Lesson 28.

# Standards

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| Assessed Standard(s) |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| W.11-12.2.a-f | 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.1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
6. 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).
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| W.11-12.9.b | Draw evidence from literary or informational texts to support analysis, reflection, and research.1. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).
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| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.11-12.2.b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Spell correctly.
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| Addressed Standard(s) |
| W.11-12.3.e | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.1. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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# Assessment

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| Assessment(s) |
| Student learning is assessed via a multi-paragraph response to the End-of-Unit Assessment. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.* Analyze how three key events in *The Autobiography of Malcolm X* interact to develop one or more central ideas in the text.
* Student responses will be evaluated using the 12.1.1 End-of-Unit Text Analysis Rubric.
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| High Performance Response(s) |
| A High Performance Response should:* Identify three key events (e.g., Mr. Ostrowski’s advice, Malcolm’s arrest and sentencing, the press conference when Malcolm X returns from abroad).
* Identify one or more central ideas (e.g., systemic oppression, racial identity, integration versus separation, solidarity).
* Analyze how the three key events interact to develop one or more of the central ideas (for examples, see below).

A High Performance Response may include the following evidence in support of multi-paragraph analysis:* In seventh grade, Malcolm X tells his English teacher, Mr. Ostrowski, that he wants to become a lawyer. However, Mr. Ostrowski does not think this is an appropriate career path, instead advising Malcolm that being “‘[a] lawyer—that’s no realistic goal for a nigger … Why don’t you plan on carpentry?’” (p. 38). Through this event, the author develops the central idea of systemic oppression. Although Malcolm is “one of his top students, one of the school’s top students” (p. 37), Mr. Ostrowski cannot imagine that Malcolm could ever be a lawyer because of Malcolm’s race. To Mr. Ostrowski, Malcolm’s race determines his role in society. Malcolm X observes that Mr. Ostrowski encourages all of the white students in his class to pursue their goals, but “all he could see for [Malcolm] was the kind of future ‘in your place’ that almost all white people see for black people” (p. 37). With this event, the author highlights the first time that Malcolm X self-consciously begins to uncover the systemic oppression that he faces throughout his life. Malcolm knows he “[*is*] smarter than nearly all of those white kids. But apparently [he] was still not intelligent enough, in their eyes, to become whatever [*he*] wanted to be” (p. 38), emphasizing that it is Malcolm’s race, not his ability, that prevents him from pursuing his dreams.
* Building on Malcolm X’s previous experiences and observations, the author continues to develop the central idea of systemic oppression through the arrest and sentencing of Malcolm, Shorty, Sophia, and Sophia’s sister. Malcolm and Shorty each have bail set at $10,000, but the women’s bail is set much lower because of their race: “[t]hey were still white—burglars or not. Their worst crime was their involvement with Negroes” (p. 152). Malcolm X expresses that the social workers and other officials were not concerned with the crime of robbery; rather, they focused on race, because “[a]ll they could see was that [Malcolm and Shorty] had taken the white man’s women” (p. 153). Indeed, Malcolm X later learns that he and Shorty should have received only about two years for first-time burglary, but Malcolm X reflects that they “weren’t going to get the average—not for [*their*] crime” (p. 153). Because the white court officials focus more on Malcolm’s race than his crime of robbery, they sentence him to 10 years in prison instead of two, developing the idea that systemic oppression consistently disadvantages African Americans.
* Immediately upon Malcolm X’s return to the United States following his visit to Africa and the Middle East, a large group of reporters confront him, blaming him for igniting the “long, hot summer’s predicted explosions” (p. 367). While describing this event, the author further develops the central idea of systemic oppression as Malcolm X highlights the difference between how white people and African-American people are treated in America. When young white people murdered others, he explains, this is labeled as a “‘sociological’ problem. But when black youth killed somebody, the power structure was looking to hang somebody” (p. 368). Malcolm X goes on to note that when African-American men are lynched, society is passive; however, as soon as African-American people express the same desire as white people to protect themselves by exercising their Constitutional right to “hav[e] rifles in their homes, that was ‘ominous’” (p. 368). Systemic oppression is something that Malcolm X personally experienced not only as an individual African-American in the classroom and in the courtroom, but systemic oppression is also something he witnessed throughout society.
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# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * None.\*
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| Vocabulary to teach (may include direct word work and/or questions) |
| * None.\*
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| Additional vocabulary to support English Language Learners (to provide directly) |
| * None.\*
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\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document <http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf>.

# Lesson Agenda/Overview

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| Student-Facing Agenda | **% of Lesson** |
| **Standards & Text:*** Standards: RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, L.11-12.2.b, W.11-12.3.e
* Text: *The Autobiography of Malcolm X* as told to Alex Haley
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| **Learning Sequence:**1. Introduction of Lesson Agenda
2. Homework Accountability
3. 12.1.1 End-of-Unit Assessment
4. Closing
 | 1. 5%
2. 10%
3. 75%
4. 10%
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# Materials

* Copies of the 12.1.1 End-of-Unit Assessment for each student
* Copies of the 12.1.1 End-of-Unit Text Analysis Rubric and Checklist for each student

# Learning Sequence

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| How to Use the Learning Sequence |
| Symbol | Type of Text & Interpretation of the Symbol |
| **10%** | **Percentage indicates the percentage of lesson time each activity should take.** |
| no symbol | Plain text indicates teacher action. |
| **Bold text indicates questions for the teacher to ask students.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | 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 assessed standards for this lesson: RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, L.11-12.2.b. In this lesson, students complete the End-of-Unit Assessment in which they present evidence identifying three key events and analyzing how these events interact to develop one or more central ideas in the text.

* Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out the previous lesson’s homework assignment. (Review your notes, annotations, and optional tools on the text of *The Autobiography of Malcolm X*, focusing specifically on key events that interact to develop central ideas, in preparation for the End-of-Unit Assessment.)

Instruct students to talk in pairs to briefly share and compare their notes, annotations, and optional tools in preparation for the End-of-Unit Assessment.

* Student pairs discuss their notes, annotations, and tools.

Activity 3: 12.1.1 End-of-Unit Assessment 75%

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 the most significant and relevant evidence, and a concluding statement or section. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and use precise language and domain-specific vocabulary. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and objective tone.

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

Analyze how three key events in *The Autobiography of Malcolm X* interact to develop one or more central ideas in the text.

Distribute and review the 12.1.1 End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the Text Analysis Rubric and Checklist to guide their written responses.

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

Instruct students to use the remaining class period to write their End-of-Unit Assessment.

* Students independently answer the prompt using evidence from the text.
* See the High Performance Response at the beginning of the lesson.
* Consider encouraging students who finish early to reread and revise their response.

Activity 4: Closing 10%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following prompt:

Analyze how the author of *The Autobiography of Malcolm X* provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

* Consider drawing students’ attention to their work with W.11-12.3.e as they analyze how the author of *The Autobiography of Malcolm X* provides a conclusion to his text.

Additionally, instruct students to reread their personal narratives from 12.1.1 Lesson 24 and consider whether they would like to expand them into longer compositions or whether they would like to try a different Common Application prompt in 12.1.1 Lesson 28.

* Students follow along.

# Homework

Respond briefly in writing to the following prompt:

Analyze how the author of *The Autobiography of Malcolm X* provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Additionally, reread your personal narrative from 12.1.1 Lesson 24 and consider whether you would like to expand it into a longer composition or whether you would like to try a different Common Application prompt in 12.1.1 Lesson 28.

# 12.1.1 End-of-Unit Assessment

**Text-Based Response**

**Your Task:** Rely on your reading and analysis of *The Autobiography of Malcolm X* to write a well-developed response to the following prompt:

*Analyze how three key events in The Autobiography of Malcolm X interact to develop one or more central ideas in the text.*

Your response will be assessed using the 12.1.1 End-of-Unit Text Analysis Rubric.

**Guidelines**

**Be sure to:**

* Closely read the prompt
* Organize your ideas and evidence
* Develop a claim that responds directly to all parts of the prompt
* Cite strong and thorough textual evidence to support your analysis
* Follow the conventions of standard written English

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| **CCSS:** RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, L.11-12.2.b**Commentary on the Task:**This task measures RI.11-12.2 because it demands that students:* Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

This task measures RI.11-12.3 because it demands that students:* Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

This task measures W.11-12.2.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	+ Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	+ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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.11-12.9.b because it demands that students:* Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.11-12.1 because it demands that students:* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2.b because it demands that students:* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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# 12.1.1 End-of-Unit Text Analysis Rubric / (Total points)

| **Criteria** | **4 – Responses at this Level:** | **3 – Responses at this Level:** | **2 – Responses at this Level:** | **1 – Responses at this Level:** |
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| **Content and Analysis****The extent to which the response determines two or more central ideas of a text and analyzes in detail their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text.****CCSS.ELA-Literacy.RI.11-12.2**Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text. | Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text. | Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text. | Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text. |
| **Content and Analysis****The extent to which the response analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop.****CCSS.ELA-Literacy.RI.11-12.3**Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | Skillfully analyze a complex set of ideas or sequence of events and thoroughly explain how specific individuals, ideas, or events interact and develop. | Accurately analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. | With partial accuracy, analyze a complex set of ideas or sequence of events and partially explain how specific individuals, ideas, or events interact and develop. | Inaccurately analyze a complex set of ideas or sequence of events and minimally explain how specific individuals, ideas, or events interact and develop. |
| **Command of Evidence and Reasoning****The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.****CCSS.ELA-Literacy.W.11-12.2**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.**CCSS.ELA-Literacy.W.11-12.2.b**Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Thoroughly and skillfully develop the analysis with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) | Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) | Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) | Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) |
| **Command of Evidence and Reasoning****The extent to which the response draws evidence from informational texts to support analysis, reflection, or research.****CCSS.ELA-Literacy.W.11-12.9.b**Draw evidence from informational texts to support analysis, reflection, and research; apply *grades 11-12 Reading standards* to literary nonfiction. | Skillfully utilize textual evidence from informational texts to support analysis, reflection, or research. | Accurately utilize textual evidence from informational texts to support analysis, reflection, or research. | Somewhat effectively or with partial accuracy utilize textual evidence from informational texts to support analysis, reflection, or research. | Ineffectively or inaccurately utilize textual evidence from informational texts to support analysis, reflection, or research.  |
| **Coherence, Organization, and Style** **The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, includes formatting, graphics, and multimedia.****CCSS.ELA-Literacy.W.11-12.2**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.**CCSS.ELA-Literacy.W.11-12.2.a**Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**The extent to which the response uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.****CCSS.ELA-Literacy.W.11-12.2.c**Use appropriate and varied transitions and syntax to linkthe major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.****CCSS.ELA-Literacy.W.11-12.2.d**Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.****CCSS.ELA-Literacy.W.11-12.2.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.**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).****CCSS.ELA-Literacy.W.11-12.2.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). | Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.a)Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a)Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f) | Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a)Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c) Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f) | Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a)Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f) |
| **Control of Conventions****The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.****CCSS.ELA-Literacy.L.11-12.1****CCSS.ELA-Literacy.L.11-12.2**Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking. | Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors. | Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension. | Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension. | Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult. |
| **Control of Conventions****The extent to which the response is spelled correctly.****CCSS.ELA-Literacy.L.11-12.2**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking.**CCSS.ELA-Literacy.L.11-12.2.b**Spell correctly. | Spell correctly with no errors. (L.11-12.2.b) | Often spell correctly with occasional errors that do not hinder comprehension. (L.11-12.2.b) | Occasionally spell correctly with several errors that hinder comprehension. (L.11-12.2.b) | Rarely spell correctly with frequent errors that make comprehension difficult. (L.11-12.2.b) |

* 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.
* A response that is totally copied from the text with no original writing must be given a 0.
* A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

# 12.1.1 End-of-Unit Text Analysis Checklist

**Assessed Standards:**

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|  | **Does my response…** | **✔** |
| **Content and Analysis** | Identify two or more central ideas from the text and analyze their development? **(RI.11-12.2)** | □ |
| Provide examples to support analysis of how the central ideas interact and build on one another? **(RI.11-12.2)** | □ |
| If necessary, include a brief summary of the text to frame the development of the central ideas? **(RI.11-12.2)** | □ |
| Analyze a complex set of ideas or sequence of events? **(RI.11-12.3)** | □ |
| Explain how specific individuals, ideas, or events interact and develop? **(RI.11-12.3)** | □ |
| **Command of Evidence and Reasoning** | Develop the response with the most significant and relevant textual evidence? **(W.11-12.2.b)** | □ |
| Utilize textual evidence to support analysis, reflection, or research? **(W.11-12.9.b)** | □ |
| **Coherence, Organization, and Style** | Introduce a topic? **(W.11-12.2.a)** | □ |
| Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? **(W.11-12.2.a)** | □ |
| When useful to aiding comprehension, include formatting, graphics, and multimedia? **(W.11-12.2.a)** | □ |
| Use appropriate and varied transitions and syntax to linkthe major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? **(W.11-12.2.c)** | □ |
| Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? **(W.11-12.2.d)** | □ |
| Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? **(W.11-12.2.e)** | □ |
| Provide a concluding statement or section that follows from and supports the explanation or analysis? **(W.11-12.2.f)** | □ |
| **Control of Conventions** | Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? **(L.11-12.1, L.11-12.2)** | □ |
| Demonstrate accurate spelling? **(L.11-12.2.b)** | □ |