

11.2.1

Lesson 17

Introduction

In this lesson, the Mid-Unit Assessment, students use textual evidence from “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois to craft a formal, multi-paragraph response to the following prompt: Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea.

For the Mid-Unit Assessment, students develop clear and coherent responses appropriate for the audience and task; select the most significant and relevant facts, extended definitions, concrete details, and quotations; and use appropriate transitions and syntax to clarify the relationships among complex ideas. The Mid-Unit Assessment is assessed using the 11.2.1 Mid-Unit Text Analysis Rubric.


For homework, students preview and annotate paragraphs 1–2 from Booker T. Washington’s “Atlanta Compromise Speech” and box unfamiliar words and look up their definitions.

Standards

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.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
W.11-12.2.a, b, c, 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. <ul style="list-style-type: none"> 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.

	<p>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.</p> <p>c. 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.</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>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p>

Assessment

Assessment(s)
<p>Student learning is assessed via the Mid-Unit Assessment. Students write a multi-paragraph response to the following prompt:</p> <ul style="list-style-type: none"> Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea. <p> Student responses are evaluated using the 11.2.1 Mid-Unit Text Analysis Rubric.</p>

High Performance Response(s)

A High Performance Response should:

- Determine a central idea from “Of Our Spiritual Strivings” (e.g., the ideal of human brotherhood).
- Identify two or more examples of how Du Bois uses rhetoric or figurative language to develop this central idea (e.g., “Will America be poorer if she replace her brutal dyspeptic blundering with light-hearted but determined Negro humility? or her coarse and cruel wit with loving jovial good-humor? or her vulgar music with the soul of the Sorrow songs?” (par. 12) and “and, all in all, we black men seem the sole oasis of simple faith and reverence in a dusty desert of dollars and smartness” (par. 12).).
- Analyze how these examples develop a central idea in the text (for examples, see below).

A High Performance Response may include the following evidence in support of a multi-paragraph analysis:

- Du Bois develops the central idea of the ideal of human brotherhood through a simile comparing African Americans to an “oasis,” or a pleasant place that is surrounded by something unpleasant, and America to a “desert,” or a desolate place with very little life or water. This simile suggests that the beliefs of African Americans are unique and essential in a country that lacks faith because it has been corrupted by money. Through this figurative language, Du Bois establishes the “ideals of the American Republic” as a common ground upon which African Americans and white Americans can unite in “human brotherhood” (par. 12), while simultaneously suggesting that African Americans already embody the fundamentally American ideals that many Americans have lost touch with.
- Du Bois further develops the central idea of the ideal of human brotherhood through rhetorical questions: “Will America be poorer if she replace her brutal dyspeptic blundering with light-hearted but determined Negro humility? or her coarse and cruel wit with loving jovial good-humor? or her vulgar music with the soul of the Sorrow songs?” (par. 12). These questions establish strengths of African Americans, such as “loving and jovial good-humor” (par. 12) in contrast with the weaknesses of white Americans, such as “coarse and cruel wit” (par. 12). These contrasts further develop the ideal of human brotherhood by once again emphasizing that African Americans have “characteristics” (par. 12) that white Americans “so sadly lack” (par. 12). By repeatedly highlighting the unique and valuable contributions of African Americans, Du Bois develops the idea that respecting and “fostering and developing the traits and talents of the Negro” (par. 12) will result in a unifying exchange of skills and traits that will benefit both “world-races” (par. 12) and unite African Americans and white Americans in “human brotherhood” (par. 12).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> 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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.2; RI.11-12.6; W.11-12.2.a, b, c, f; L.11-12.1; L.11-12.2; W.11-12.4; W.11-12.9.b Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: "Of Our Spiritual Strivings" Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. 11.2.1 Mid-Unit Assessment 4. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 80% 4. 5%

Materials

- Student copies of the 11.2 Common Core Learning Standards Tool (refer to 11.2.1 Lesson 1)
- Copies of the 11.2.1 Mid-Unit Assessment for each student
- Copies of the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist for each student
- Student copies of the Mid-Unit-Assessment Evidence Collection Tool (refer to 11.2.1 Lesson 16)
- Copies of the "Atlanta Compromise Speech" for each student (with paragraphs numbered 1–10)

① Consider numbering the paragraphs of the “Atlanta Compromise Speech” before the lesson.

Learning Sequence

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.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	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.11-12.6, W.11-12.2.a-c, f, L.11-12.1, and L.11-12.2. In this lesson, students use their text analysis from throughout the unit to complete the Mid-Unit Assessment. Students work independently to write a multi-paragraph analysis of how Du Bois uses rhetoric or figurative language to develop a central idea in “Of Our Spiritual Strivings.”

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.4. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard W.11-12.4.

Instruct students to talk in pairs about what they think this standard means. Lead a brief discussion about this standard.

💬 Student responses should include:

- Write clearly and logically.
- Write in a style that reflects the specific task, purpose, or audience.
- Organize and develop writing in a way that is appropriate to the specific task, purpose, or audience.

① Students revisit W.11-12.4 in the Mid-Unit-Assessment portion of this lesson to consider how the standard relates to their writing.

Activity 2: Homework Accountability

10%

Instruct students to take out their notes, tools, and annotated copies of the text. Ask student pairs to discuss how they organized, refined, or expanded their notes in preparation for the Mid-Unit Assessment. Remind students that part of expanding their notes includes adding examples of rhetoric and figurative language to their Mid-Unit-Assessment Evidence Collection Tools.

- ▶ Student pairs discuss how they prepared for the Mid-Unit Assessment, including the examples of rhetoric and figurative language they added to their Mid-Unit-Assessment Evidence Collection Tools.

Lead a brief whole-class discussion of student responses.

Remind students to keep their notes and tools accessible during the Mid-Unit Assessment in order to locate significant and relevant evidence for their written responses.

Activity 3: 11.2.1 Mid-Unit Assessment

80%

Instruct students to take out their 11.2.1 End-of-Unit Text Analysis Rubric and Checklists. Ask students to form pairs, and Turn-and-Talk about how the new standard W.11-12.4 relates to the familiar standards W.11-12.2.b and W.11-12.2.c.

☞ Student responses may include:

- W.11-12.2.b emphasizes the importance of selecting information and examples appropriate to the audience's knowledge when developing a topic. W.11-12.4 shares and expands upon this focus on the audience because it focuses on developing and organizing a response and writing in a style that is appropriate for a specific audience, task, or purpose.
- The focus of W.11-12.2.c is on creating cohesion in writing and clarifying relationships amongst complex ideas. W.11-12.4 shares this focus on producing clear and coherent writing.

① Students worked explicitly with W.11-12.2.b in 11.2.1 Lesson 5 and with W.11-12.2.c in Lesson 13.

Lead a brief whole-class discussion of student responses.

Explain to students that because the Mid-Unit Assessment is a formal writing task, they should include an introductory statement and develop their responses thoroughly by selecting the most significant and relevant evidence, including extended definitions, concrete details, and quotations. Instruct students to practice developing and organizing their responses in a style that is appropriate to their specific task and audience. Additionally, students should use appropriate and varied transitions to clarify the relationships among complex ideas and concepts, and provide a concluding statement that articulates

the information presented in the response. Remind students to use proper grammar, capitalization, punctuation, and spelling.

- ▶ Students listen.

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

Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea.

Remind students to use their annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to write their responses. Distribute and review the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist. Remind students to use the Mid-Unit Text Analysis 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.

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

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.
- ① Consider encouraging students who finish early to reread and revise their responses. Remind students to revisit the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist once they are finished with the assessment to ensure they have fulfilled all the criteria.

Activity 4: Closing

5%

Distribute copies of Booker T. Washington’s “Atlanta Compromise Speech.” Display or distribute the homework assignment. For homework, instruct students to preview and annotate paragraphs 1–2 of Washington’s “Atlanta Compromise Speech” (from “Mr. President and Gentlemen of the Board of Directors and Citizens” to “starting a dairy farm or truck garden”). Direct students to box any unfamiliar words and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- ▶ Students follow along.

Homework

Preview and annotate paragraphs 1–2 of Washington’s “Atlanta Compromise Speech” (from “Mr. President and Gentlemen of the Board of Directors and Citizens” to “starting a dairy farm or truck garden”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

11.2.1 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of “Of Our Spiritual Strivings” to write a well-developed response to the following prompt:

Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea.

Your writing will be assessed using the 11.2.1 Mid-Unit 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 facts and details
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Use appropriate and varied transitions
- Follow the conventions of standard written English

CCSS: RI.11-12.2; RI.11-12.6; W.11-12.2.a, b, c, f; L.11-12.1; L.11-12.2

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.11-12.6 because it demands that students:

- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

This task measures W.11-12.2.a-c, 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.
- 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 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 because it demands that students:

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

11.2.1 Mid-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:
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; 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 ineffectively 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 determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text. CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.

<p>Command of Evidence and Reasoning</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.2</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>CCSS.ELA-Literacy.W.11-12.2.b</p> <p>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.</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>
<p>Coherence, Organization, and Style</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>	<p>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. (W.11-12.2.a)</p> <p>Skillfully and consistently 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)</p>	<p>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. (W.11-12.2.a)</p> <p>Consistently 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)</p>	<p>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. (W.11-12.2.a)</p> <p>Inconsistently 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)</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a)</p> <p>Use inappropriate and unvaried 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)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>

<p>effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.11-12.2.a</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.2.c</p> <p>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.</p> <p>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).</p> <p>CCSS.ELA-Literacy.W.11-12.2.f</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>	<p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	
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<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.11-12.1</p> <p>CCSS.ELA-Literacy.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</p>	<p>Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.</p>	<p>Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.</p>	<p>Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.</p>	<p>Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.</p>
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- 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 0.

11.2.1 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response...	✓
Content and Analysis	Identify two or more central ideas from the text and analyze their development? (RI.11-12.2)	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? (RI.11-12.2)	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? (RI.11-12.2)	<input type="checkbox"/>
	Determine an author's point of view or purpose in a text? (RI.11-12.6)	<input type="checkbox"/>
	Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? (RI.11-12.6)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	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)	<input type="checkbox"/>
	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)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.11-12.2.f)	<input type="checkbox"/>
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)	<input type="checkbox"/>