

## 11.2.2

## Lesson 4

## Introduction

In this lesson, students continue their analysis of “An Address by Elizabeth Cady Stanton.” Students read and discuss paragraphs 6–7 (from “The right is ours. The question now is” through “until by continual coming we shall weary him”), in which Cady Stanton further develops the idea that women deserve the right to vote and explains how they will achieve success through action. Students analyze the passage for Cady Stanton’s use of rhetoric and determine how the style and content of this passage contribute to the power, persuasiveness, or beauty of her speech. Students use their Rhetorical Impact Tracking Tools to guide them in their analysis of the text.

Additionally, this lesson features targeted writing instruction on W.11-12.2.e. Students discuss establishing and maintaining a formal style and objective tone in their writing, and use these writing skills in their assessment. Student learning is assessed via a Quick Write at the end of the lesson: How does Cady Stanton’s use of style and content in this excerpt advance her purpose?

For homework, students preview paragraphs 8–10 and identify and define unfamiliar words. Additionally, students add at least two ideas to their Ideas Tracking Tools and identify at least one central idea.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.11-12.2.e	<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>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>

SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
L.11-12.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>How does Cady Stanton's use of style and content in this excerpt advance her purpose?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify Cady Stanton's purpose in this excerpt (e.g., Cady Stanton's purpose in this excerpt is to explain how women will secure the right to vote.).</li> <li>Analyze how Cady Stanton's use of style and content advance her purpose (e.g., Cady Stanton uses the rhetorical question "how shall we get possession of what rightfully belongs to us?" (par. 6) at the beginning of this passage to transition her speech from a discussion of why women deserve the right to vote to an explanation of how women will obtain the right that is lawfully theirs. Cady Stanton uses parallel structure to demonstrate the many ways in which women will gain the right that is lawfully theirs, including "pens" or writing, "tongues" or speaking, and "fortunes" or money (par. 7). This example advances her purpose by demonstrating the various ways women will fight for their right to vote).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>franchise (n.) – the right to vote</li> <li>indomitable (adj.) – difficult or impossible to defeat or subdue</li> </ul>

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>stature (n.) – degree of development attained; level of achievement</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>possession (n.) – the condition of having or owning something</li> <li>sorely (adv.) – very much</li> <li>attained (v.) – reached, achieved, accomplished</li> <li>thrust (v.) – to push forcibly; shove</li> <li>submitted (v.) – given oneself to the power or authority of another</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.6, W.11-12.2.e, SL.11-12.3, L.11-12.4.a</li> <li>Text: “An Address by Elizabeth Cady Stanton,” paragraphs 6–7</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reading and Discussion</li> <li>Writing Instruction</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>45%</li> <li>20%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Rhetorical Impact Tracking Tool (refer to 11.2.1 Lesson 6)—students may need additional blank copies
- Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Copies of the 11.2.2 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
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</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 assessed standard for this lesson: RI.11-12.6. In this lesson, students read and analyze paragraphs 6–7 of “An Address by Elizabeth Cady Stanton” and focus on Cady Stanton’s use of rhetoric and how it contributes to the persuasiveness, power, or beauty of the text. Students use their Rhetorical Impact Tools to record their analysis. Students also build their understanding of formal style and objective tone through direct writing instruction on W.11-12.2.e.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk in pairs about their reading and reflective writing assignment from the previous lesson. (For homework, read the assigned excerpt from the Declaration of Independence and write a response to the following question: How does Cady Stanton further develop and refine ideas from the Declaration of Independence in her address?)

- ▶ Students Turn-and-Talk in pairs about their responses.

❗ Consider providing students with the following definition: *unalienable* (also spelled *inalienable*) means “impossible to take away or give up.”

Ask for student volunteers to share their responses.

💬 Student responses may include:

- Cady Stanton states that those at the convention are there to “protest against a form of government existing without the consent of the governed” (par.4). This is similar to the

- statement in the Declaration of Independence that the people have the “right” to “alter” the government.
- Cady Stanton states that even though men are not equal in ability, they have the same “rights,” whereas women do not (par. 5). This distinction plays on the idea in the Declaration of Independence that “all men are created equal” by showing that they are, in fact, not equal, though they are given the same rights.
  - Cady Stanton further manipulates this notion by using “men” to refer to males whereas the Declaration of Independence uses “men” to refer to all of humanity.
  - Cady Stanton appeals to religion and the idea of God by mentioning the “Christian republic” and the idea that women and men both have “divinity” (par. 4). This builds upon the idea in the Declaration of Independence that the “Creator” gave all men “unalienable rights.”

### Activity 3: Reading and Discussion

**45%**

Instruct students to take out their copies of the Rhetorical Impact Tracking Tool. Inform students that throughout the discussion, they will stop to annotate the text and take notes on their Rhetorical Impact Tracking Tools in preparation for the Quick Write assessment.

- ▶ Students listen.

Post or project the following questions for students to discuss.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout this lesson:

**How does Cady Stanton describe the many ways in which women will fight for the right to vote?**

Instruct students to independently read the first two sentences of paragraph 6 (from “The right is ours. The question now is” to “possession of what rightfully belongs to us?”) before discussing the following questions as a whole class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *possession* means “the condition of having or owning something.”
- ▶ Students write the definition of *possession* on their copies of the text or in a vocabulary journal.

**How has Cady Stanton previously developed the idea that “The right is ours”?**

- 🗣 Student responses may include:

- In paragraph 4, Cady Stanton states that the government is currently “existing without the consent of the governed” because women do not have the right to vote and therefore have not given their “consent” to be governed. Cady Stanton also states that women are there to “declare [their] right to be free as man is free, to be represented in the government which [they] are taxed to support” (par. 4). With these claims, Cady Stanton establishes that “the right is ours” because women are afforded these rights by the government in which they live or “support” (par. 4).
- In paragraph 5, Cady Stanton states, “[t]his right no one pretends to deny” referring to the idea that all men have the right to vote whether or not they are equal. Cady Stanton develops this idea by saying, “All white men in this country have the same rights, however they may differ” (par. 5), suggesting that even though men are not equal, they all have the same rights. Cady Stanton uses this fact as evidence to show that women deserve the same rights as men, regardless of whether or not they can prove they are “equal” to men, because men are not denied rights based on their equality (par. 5).

### What is the effect of beginning paragraph 6 with “The right is ours”?

💬 Student responses may include:

- By beginning paragraph 6 with the simple, straightforward statement, “The right is ours,” Cady Stanton states the idea as a fact, which contributes to the persuasiveness of her argument.
- This simple and short sentence follows a paragraph in which Stanton discusses the reasons why “The right is ours.” “The right is ours” is similar to the beginning of paragraph 5: “This right no one pretends to deny.” By repeating this idea in a new way, Cady Stanton also emphasizes the point that women deserve the “right to vote” (par. 4).

### What is the effect of the question Cady Stanton poses in paragraph 6?

- 💬 Cady Stanton poses a rhetorical question that directly supports her claim that the right currently belongs to women. By asking this rhetorical question, Cady Stanton further demonstrates that the right to vote has already been established and that the next step is to gain the right.

① Consider reminding students of their work with rhetorical questions in 11.1.3 and 11.2.1.

Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools with the above example.

- ▶ Students follow along and fill out their tools.

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Instruct students to form small groups. Instruct students to independently read paragraph 6 (from “We should not feel so sorely grieved” to “to be longer quietly submitted to”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *franchise* means “the right to vote.”

- ▶ Students write the definition of *franchise* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *sorely* means “very much,” *attained* means “reached, achieved, accomplished,” *thrust* means “to push forcibly; shove,” and *submitted* means “given oneself to the power or authority of another.”

- ▶ Students write the definitions of *sorely*, *attained*, *thrust*, and *submitted* on their copies of the text or in a vocabulary journal.

**What does “full stature” mean in relation to Webster, given how Cady Stanton describes him in the previous paragraph? Based upon this understanding, what can you infer about the other men in this sentence?**

- 💬 “Full stature” (par. 6) might mean intelligent, well known, or accomplished based on how Cady Stanton has previously described Webster. The other men seem to be equally as well known or as respected as Webster since they are mentioned alongside him.

① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of using context as a clue to determine the meaning of a phrase.

**Why are women “sorely grieved”?**

- 💬 Women are “sorely grieved” or upset because they are denied the right to vote, while all men and not only those who have “attained the full stature of a Webster, Clay, Van Buren, or Gerrit Smith” are allowed the “right of the elective franchise” (par.6).

① **Differentiation Consideration:** Consider reading the sentence “We should not feel so sorely grieved” to “could claim the right of the elective franchise” (par. 6) aloud in order to support comprehension.

① **Differentiation Consideration:** Consider asking the following scaffolding question in order to support comprehension:

**Who can claim the “right of the elective franchise?”**

- 💬 All men can claim the “right of the elective franchise” (par.6).

**What is the effect of listing the examples of “drunkards, idiots, horse racing, rum selling rowdies, ignorant foreigners, and silly boys”?**

- Cady Stanton creates a contrast between “Webster, Clay, Van Buren, or Gerrit Smith” by listing negative examples of men who also have the right to vote, despite the fact that they have not “attained the full stature” of “Webster [and] Clay” (par. 6). Listing these examples also demonstrates why it is “insulting to the dignity of woman” (par. 6) to not have the same rights as these men, since Cady Stanton describes men that she believes are undignified and unintelligent.

**How does Cady Stanton’s word choice in the phrase beginning, “while we ourselves are thrust out from all the rights,” advance her purpose?**

- Student responses may include:
  - Cady Stanton uses words like “thrust” (par. 6) to show that women have been forcefully denied the right to vote.
  - Cady Stanton says that it is “grossly insulting” that women are made unequal before a law that allows “drunkards” and “ignorant foreigners” to vote while women do not have this same right (par. 6).
  - Cady Stanton states that women’s inability to vote will no longer be “quietly submitted to”; women will no longer tolerate the situation and will fight for their right to vote (par. 6). The use of this language advances her purpose of calling women to action in order to “get possession of what rightfully belongs to [them].”

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools.

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Instruct student groups to read paragraph 7 (from “The right is ours. Have it, we must” to “until by continual coming we shall weary him”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *indomitable* means “difficult or impossible to defeat or subdue.”

- ▶ Students write the definition of *indomitable* on their copies of the text or in a vocabulary journal.

**What is the effect of beginning paragraph 7 with the sentence “The right is ours”?**

- Cady Stanton uses this same phrase to begin paragraph 6. By repeating the sentence, Stanton reemphasizes her point that women deserve the right to vote, and that this right belongs to them already.



**How does Cady Stanton’s use of rhetoric in paragraph 7 advance her purpose?**

🗨 Student responses should include:

- Cady Stanton uses parallel structure in paragraph 7 to make the point that women must have the right to vote and will use it. Cady Stanton states, “Have it, we must. Use it, we will.” This phrasing emphasizes her purpose of convincing those assembled that women will fight for the right to vote and use it to erase the “unjust laws” (par. 4) that make women unequal.
- Cady Stanton further advances her purpose by using parallel structure to describe the ways that women will secure the right to vote. Women will secure the right through writing or “pens,” speaking or “tongues,” and money or “fortunes,” (par. 7). These various methods emphasize all the means that women have already used and will continue to use to obtain the right to vote and use it.

**How does Cady Stanton’s use of “just” and “unjust” further develop her point of view?**

🗨 Student responses should include:

- Cady Stanton states that no “just government can be formed without the consent of the governed” (par. 7). This implies that Cady Stanton believes that a “just” government is a government that gives women the right to vote.
- Cady Stanton then describes the existing “judge” or government as “unjust” (par. 7) to contrast the idea of a “just government” with the current “unjust” government. This contrast develops her point of view that women must have the right to vote for the government to be considered “just.”

① Consider drawing students’ attention to their application of SL.11-12.3 as they consider how Cady Stanton’s word choice further develops her point of view.

**How does Cady Stanton further refine her purpose in the last sentence of paragraph 7?**

- 🗨 Cady Stanton repeats the idea of “the consent of the governed” from earlier in the speech as well as from the Declaration of Independence to support her claim that it is a “great truth” that women deserve the right to vote (par. 7). She repeats the words “echo and re-echo” to demonstrate that women will keep repeating or speaking this truth to the “unjust judge” until “we shall weary him” (par. 7). These ideas further refine her purpose, demonstrating to her audience how to take action, by “weary[ing]” the unjust government through their protest (par. 7).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant portions of the Rhetorical Impact Tracking Tools.

## Activity 4: Writing Instruction

**20%**

Explain to students that this part of the lesson focuses on writing instruction with a special focus on standard W.11-12.2.e. Distribute the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist and instruct students to examine W.11-12.2.e.

- ▶ Students examine W.11-12.2.e on the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

① Students were introduced to W.11-12.2.e in 11.1.2 Lesson 16.

Explain to students that it is important in academic writing to maintain a formal style. Inform students that a formal style is used for writing academic papers now and in college, and for writing documents of all kinds in the workplace. A formal style uses correct and specific language, proper grammar, and complete sentences. Remind students to avoid contractions (e.g., don't), abbreviations (e.g., gov't), and slang (e.g., ain't) when writing in a formal style.

- ▶ Students listen.

Display the following two sentences for students:

- I think Elizabeth Stanton did a pretty good job of saying why women should have the right to vote. She says that men were doing all kinds of stupid things and it wasn't just smart ones who were allowed to vote and so women should get to vote too.
- Elizabeth Cady Stanton makes a convincing claim in her address for why women should have the right to vote. She lists examples of famous and noteworthy men as well as negative descriptions of "silly boys" and "drunkards" (par. 6) to demonstrate that since all men are allowed to vote regardless of equality, women should be allowed the same privilege.

Ask students to briefly Turn-and-Talk in pairs about which sentence is formal and which is informal.

- 💬 The first sentence is casual; it sounds like someone is talking, and it also uses contractions such as "wasn't." It contains a run-on sentence. The second sentence is written in a formal style because it has complete sentences and does not include abbreviations and sounds different from everyday conversation.

① Consider drawing students' attention to their application of standard L.9-10.3 through the process of applying appropriate knowledge of language to making more effective choices for meaning and style.

Explain to students that it is equally important to use an objective tone in their writing, in addition to using a formal style. When writing with an objective tone, writers should avoid expressing their personal opinions, and focus instead on presenting the information and conclusions gathered from the texts they are reading. Writing with an objective tone also means using the third-person point-of-view (i.e., he,

she, it, they, one) instead of the first-person point-of-view (i.e., I, we) or the second-person point-of-view (i.e., you).

Display the following examples for students:

- In my opinion, it was pretty smart of Cady Stanton to use words and ideas from the Declaration of Independence. The Declaration of Independence is a good document that everyone likes.
- Cady Stanton references ideas from the Declaration of Independence in order to support her claim that women should have the right to vote. The Declaration of Independence is one of the founding documents of the United States government, and by using ideas in the Declaration of Independence in her speech, Cady Stanton provides validity for her claims.

Ask student pairs to Turn-and-Talk briefly to discuss which sentence uses an *objective tone*.

► Students Turn-and-Talk in pairs.

- 🗨 The second sentence uses an *objective tone* because it does not have “I” or “we” in the sentence. It clearly presents information gathered from reading and does not contain personal opinions.

① Teachers may choose to create their own examples tailored to students' degree of experience with *objective tone*. Share with students the definition of *subjective tone* as “the style of writing that involves personal opinion and expression.”

## Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt. Remind students to practice using formal style and objective tone in their responses.

**How does Cady Stanton’s use of style and content in this excerpt advance her purpose?**

Instruct students to look at their annotations and Rhetorical Impact Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses as well as the W.11-12.2.e instruction just discussed.

► Students listen and read the Quick Write prompt.

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

Transition students to the independent Quick Write.

► Students independently answer the prompt, using evidence from the text.

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

- ① Consider using the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist to assess the application of W.11-12.2.e in students' Quick Writes.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to preview the text for the next lesson, paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” to “to look for silver and gold from mines of copper and lead”). Also, instruct students to box any unfamiliar words from paragraphs 8–10 and look up their definitions. Instruct students to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Also for homework, instruct students to add two ideas to their Ideas Tracking Tools and identify at least one central idea.

- ▶ Students follow along

## Homework

For homework, preview paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” to “to look for silver and gold from mines of copper and lead”). Also, box any unfamiliar words from paragraphs 8–10 and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Also, add two ideas to your Ideas Tracking Tool and identify at least one central idea.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

<b>Text:</b>	"An Address by Elizabeth Cady Stanton"
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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.

- **Rhetoric:** The specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners.
- **Point of View** (an author's opinion, attitude, or judgment):
- **Purpose** (an author's reason for writing):

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Rhetorical Question: questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly	"The question now is: how shall we get possession of what rightfully belongs to us?" (par. 6)	By asking the rhetorical question about how women will get possession of the right to vote, Cady Stanton supports her point of view that women's right to vote has already been established and that the next step is to gain the right.

Repetition: the act of saying or writing something again	“The right is ours.” (par. 7)	This repetition contributes to Cady Stanton’s purpose because it reemphasizes her point that women deserve the right to vote and now they need to focus on attaining it.
Parallel Structure: using the same pattern of words to show that two or more ideas are equally important	“Have it, we must. Use it, we will.” (par. 7)	Cady Stanton uses parallel structure to state that women must have the right to vote and will use it. This phrasing emphasizes her purpose of convincing those assembled that women will fight for the right to vote and use it to erase the “unjust laws” that make women unequal.

## 11.2.2 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:
<b>Content and Analysis</b> <b>The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b> <b>CCSS.ELA-Literacy.CCRA.R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Skillfully analyze how two or more texts address similar themes or topics.	Accurately analyze how two or more texts address similar themes or topics.	Inadequately or ineffectively analyze how two or more texts address similar themes or topics.	Inaccurately analyze how two or more texts address similar themes or topics.
<b>Content and Analysis</b> <b>The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; provides an objective summary of a text.</b> <b>CCSS.ELA-Literacy.RL.11-12.2</b> <b>CCSS.ELA-Literacy.RI.11-12.2</b> Determine two or more themes or 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.

<p><b>Command of Evidence and Reasoning</b></p> <p><b>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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2</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.11-12.2.b</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><b>Coherence, Organization, and Style</b></p> <p><b>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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b></p> <p>Write informative/explanatory texts to examine and convey complex</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</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>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor,</p>



<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.a</b></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><b>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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.c</b></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><b>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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.d</b></p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to</p>	<p>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)</p> <p>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)</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>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)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</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>concepts. (W.11-12.2.c)</p> <p>Inconsistently or ineffectively 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)</p> <p>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)</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>	<p>simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</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>
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<p>manage the complexity of the topic.</p> <p><b>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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.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.11-12.2.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><b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p> <p><b>CCSS.ELA-Literacy.L.11-12.1</b></p> <p><b>CCSS.ELA-Literacy.L.11-12.2</b></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.

## 11.2.2 End-of-Unit Text Analysis Checklist

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

	Does my response...	✓
<b>Content and Analysis</b>	Analyze how two or more texts address similar themes or topics? <b>(CCRA.R.9)</b>	<input type="checkbox"/>
	Identify two or more central ideas from the text and analyze their development? <b>(RL.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? <b>(RL.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? <b>(RL.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response with the most significant and relevant textual evidence? <b>(W.11-12.2.b)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W.11-12.2.a)</b>	<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? <b>(W.11-12.2.a)</b>	<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? <b>(W.11-12.2.c)</b>	<input type="checkbox"/>
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? <b>(W.11-12.2.d)</b>	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? <b>(W.11-12.2.e)</b>	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? <b>(W.11-12.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? <b>(L.11-12.1, L.11-12.2)</b>	<input type="checkbox"/>