

## 11.2.2

## Lesson 14

## 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 either Lorde’s poem “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton” along with one text from each unit to craft a formal, multi-paragraph response to the following prompt: Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

Students use their completed Cross-Text Evidence Collection Tools to organize their ideas and return to their annotated texts, lesson Quick Writes, discussion notes, and homework notes to develop responses that convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Student responses are assessed using the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

For homework, students begin preparing for the module’s Performance Assessment by reading Sherman Alexie’s poem, “How to Write the Great American Indian Novel” and annotating the text for central ideas.

## Standards

Assessed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.11-12.2	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 produce a complex account; provide an objective summary of the text.
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.

W.11-12.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information 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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
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.
<b>Addressed Standard(s)</b>	
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.a-b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</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>
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## Assessment

Assessment(s)
<p>Student learning is assessed via a formal, 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.</p> <ul style="list-style-type: none"> <li>Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.</li> </ul> <p>① Student responses will be evaluated using the 11.2.2 End-of-Unit Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify a similar or related central idea between the Lorde or Cady Stanton texts and the Du Bois or Washington texts (e.g., The central idea of the speaker’s dual identity in Lorde’s “From the House of Yemanjá” and the central idea of double-consciousness in Du Bois’s “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> are related central ideas.).</li> <li>Identify evidence from both texts that supports this related central idea.</li> <li>Compare the approach each author takes in developing a related central idea by analyzing how each author uses word choice, rhetoric, point of view, or purpose to develop a central idea.</li> </ul> <p>A High Performance Response may include the following evidence in support of a multi-paragraph</p>

analysis:

- In “From the House of Yemanjá,” Lorde develops the central idea of the speaker’s dual identity through the contrasting images of the sun and moon: “I am the sun and moon and forever hungry / for her eyes” (lines 9–10). These two opposing images develop the idea that the speaker feels conflicted about her contrasting identities. In “Of Our Spiritual Strivings” from *The Souls of Black Folk*, Du Bois explains the feeling of double-consciousness as “a peculiar sensation, this double-consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity” (par. 3). Du Bois’s choice to describe double-consciousness as a “sense” or a “sensation” develops the idea that double-consciousness is a feeling of difference or separation that African Americans experience when they see themselves as the white world sees them. Du Bois repeats the word “two” in his description of double-consciousness as “two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (par. 3) to emphasize that double-consciousness is a feeling of duality and opposition.
- Lorde uses the image of two mothers on the speaker’s “back,” one “dark” and one “pale,” (lines 11–12 and 15) to develop the idea that one part of the speaker’s dual identity dominates the other. Similarly, Lorde’s description of one mother as “dark and rich and hidden / in the ivory hungers of the other / mother” (lines 12–14) develops the idea that the desires of the “pale” (line 15) mother overwhelm the “dark” (line 12) mother. Du Bois develops the idea of double-consciousness by describing its effect on African American artists. Du Bois chooses to describe the feeling of “seeking to satisfy two unreconciled ideals” from the point of view of the African American artist; this choice develops the idea that double-consciousness results in inner conflict and confusion that prevents African Americans from fully realizing their talents. The African American artist’s yearning to communicate the “soul-beauty” of his race through art is conflicted and restricted because he is forced to see his work through the eyes of a “larger audience” that “despise[s]” this beauty (Du Bois, par. 5) and does not respect or appreciate his contributions.
- In “From the House of Yemanjá,” Lorde uses the conflicting imagery of “day and night” and “sun and moon” and the violent image of the “sharpened edge” in her description of the speaker’s sense of self to communicate that the speaker’s dual identity is painful, because it is composed of two opposing forces (Lorde, lines 31–36). In “Of Our Spiritual Strivings” from *The Souls of Black Folk*, Du Bois describes the feeling of double-consciousness as a “twoness” that is painful and destructive (par. 3). Du Bois’s choice of the words “warring,” “unreconciled,” and “torn asunder” develop the idea that this feeling of “twoness” is conflicted and damaging (par. 3).

## Vocabulary

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

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

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: CCRA.R.9, RL.11-12.2, RI.11-12.2, L.11-12.1, L.11-12.2, W.11-12.2.a-f, W.11-12.4, W.11-12.9.a-b.</li> <li>Texts: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: "Of Our Spiritual Strivings," "Atlanta Compromise Speech," by Booker T. Washington, "An Address by Elizabeth Cady Stanton," and "From the House of Yemanjá" by Audre Lorde</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. 11.2.2 End-of-Unit Assessment</li> <li>4. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 80%</li> <li>4. 5%</li> </ol>

## Materials

- Copies of the 11.2.2 End-of-Unit Assessment for each student
- Student copies of the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist (refer to 11.2.2 Lesson 4)
- Copies of "How to Write the Great American Indian Novel" by Sherman Alexie 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 the assessed standards for this lesson: CCRA.R.9, RL.11-12.2, RI.11-12.2, L.11-12.1, L.11-12.2 and W.11-12.2.a-f. In this lesson, students complete the End-of-Unit Assessment in which they consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton,” identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech,” and then compare the approaches the authors take in developing a similar or related central idea. Students must discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

- Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to form pairs and discuss their homework from the previous lesson. (Review your module texts and expand your related notes and annotations in preparation for the End-of-Unit Assessment.)

- Students discuss how they expanded their notes and annotations in preparation for the End-of-Unit Assessment.

### Activity 3: 11.2.2 End-of-Unit Assessment

80%

Redistribute students’ Cross-Text Evidence Collection Tools. Inform students that they should use their Cross-Text Evidence Collection Tools, as well as their annotated texts, lesson Quick Writes, discussion notes, and homework notes for the End-of-Unit Assessment. Instruct students to write a multi-paragraph response to the following prompt:

**Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.**

Instruct students to take out their materials for the End-of-Unit Assessment, including their Cross-Text Evidence Collection Tools, as well as their annotated texts, lesson Quick Writes, discussion notes, and homework notes.

- ▶ Students take out their materials for the End-of-Unit Assessment.

Remind students to refer to the analysis they conducted on their Cross-Text Evidence Collection Tools, as well as the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses.

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

Explain to students that because the End-of-Unit Assessment is a formal writing task, their written responses should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Review the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

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

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

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

① This End-of-Unit Assessment supports students’ engagement with W.11-12.4, which addresses the production of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

① Consider encouraging those who finish early to reread and revise their response using the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

## Activity 4: Closing

5%

Distribute copies of Sherman Alexie’s poem “How to Write the Great American Indian Novel.”

Display and distribute the homework assignment and the Performance Assessment prompt for students:

**Develop and present a claim about how Sherman Alexie’s poem “How to Write the Great American Indian Novel” relates to central ideas and/or points of view developed in at least two of the four texts in this module. Support your claim with reasoning and evidence.**

For homework, instruct students to read “How to Write the Great American Indian Novel” and annotate the text for central Ideas.

① This use of focused annotation supports students’ engagement with W.11-12.9.a and b, which address the use of textual evidence in writing.

- ▶ Students follow along.

## Homework

To prepare for the Performance Assessment, read “How to Write the Great American Indian Novel” and annotate the text for central ideas.



## 11.2.2 End-of-Unit Assessment

### Text-Based Response

**Your Task:** Rely on your reading and analysis of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington, “An Address by Elizabeth Cady Stanton,” and “From the House of Yemanjá” by Audre Lorde to write a well-developed response to the following prompt:

*Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from The Souls of Black Folk or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.*

Your response will be assessed using the 11.2.2 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

**CCSS:** CCRA.R.9, RL.11-12.2, RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2

#### Commentary on the Task:

This task measures CCRA.R.9 because it demands that students:

- Analyze in detail how two or more texts address similar or related central ideas and compare the approaches the authors take.

This task measures RL.11-12.2 because it demands that students:

- Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex account.

This task measures RI.11-12.2 because it demands that students:

- Determine two or more central ideas of a text and analyze in detail their development over the course of the

text, including how they interact and build on one another to provide a complex analysis.

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 and 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 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.

## 11.2.2 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"/>