

12.2.1 Lesson 16

Introduction

In this final lesson of the unit, the 12.2.1 End-of-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: What does Thoreau mean by “a better government”? Students review their annotated texts, lesson Quick Writes, and discussion notes to organize their ideas. Students then develop their responses using relevant and sufficient evidence to support their claims. Student responses are assessed using the 12.2.1 End-of-Unit Text Analysis Rubric.

For homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of a focus standard of their choice and prepare for a 3-5 minute discussion of their texts based on that standard. Additionally, students read William Shakespeare’s *Julius Caesar*, Act 1.1, lines 1-80, boxing any unfamiliar words and looking up their definitions. Students then respond briefly to the following question: Consider the full title of the play (*The Tragedy of Julius Caesar*). Based on your previous work with tragedy, what expectations does Shakespeare create by titling the play in this way?

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Standards

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Assessed Standard(s)	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
W. 11-12.2.a-f	<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"> 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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).
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L. 11-12.2.a, b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
Addressed Standard(s)	

L.11-12.4.c	<p>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.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>
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Assessment

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Assessment(s)

Student learning is assessed via a multi-paragraph response to the 12.2.1 End-of-Unit Assessment. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- What does Thoreau mean by “a better government”?
- Students who have completed the Accountable Independent Writing assignments in 12.2.1 may choose to respond to the following alternative prompt:

How does the work of Bhutto and Thoreau shape your understanding of what it means to be a citizen?

- Student responses will be assessed using the 12.2.1 End-of-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Explain what Thoreau means by “a better government” (see example below).
- Analyze how Thoreau develops his ideas about “a better government” over the course of the text (see example below).

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

- Thoreau’s view of the “better government” that he calls for in part 1, paragraph 3 of “Civil Disobedience” is founded on his opinion that “[t]hat government is best which governs not at all,” and that “when men are prepared for [no government], that will be the kind of government which they will have” (part 1, par. 1). In other words, Thoreau suggests that the progress of government will eventually lead to a society in which there is no government. In paragraph 2, he develops this idea by arguing that “government never of itself furthered any enterprise, but by the alacrity with which it got out of its way” (part 1, par. 2), suggesting that society progresses in spite of, not because of, government. Thoreau’s “better government” is one that interferes not at all, or as little as possible, with the affairs of those whom it governs.
- The “better government” that Thoreau seeks is one in which the basis of authority is not the will of the majority but rather individual conscience. Thoreau asks in part 1, paragraph 4: “Can there not be a government in which majorities do not virtually decide right and wrong, but conscience?” People, Thoreau argues, should “be men first, and subjects afterward” (part 1, par. 4). In other words, they should act on their consciences as individuals rather than according to the law as determined by the government of the majority. Thoreau develops his ideas about conscience by suggesting that when people disagree with the actions of the state, they have a duty to act on their conscience by withdrawing their support from it, in particular in the form of taxation: in part 2, paragraph 2 he states that, “[a]ction from principle—the perception and the performance of right—changes things and relations; it is essentially revolutionary.” It is not, Thoreau argues, sufficient to disagree with slavery; rather, one must refuse all allegiance to a state which allows slavery to exist: “It is not a man’s duty, as a matter of course, to devote himself to the eradication of any, even the most enormous wrong; ... but it is his duty, at least, to wash his hands of it, and if he gives it no thought longer, not to give it practically his support” (part 1, par. 13).
- The basis of the “better government” which Thoreau calls for is a respect for the individual and his conscience. In the concluding paragraph of the essay, Thoreau suggests that a government’s authority can only be just if it has “the sanction and consent of the governed. It can have no pure right over my person and property but what I concede to it” (part 3, par. 19). Such a “free and enlightened State” must “recognize the individual as a higher and independent power, from which all its own power and authority are derived, and treat[] him accordingly” (part 3, par. 19). Thoreau imagines a state that would “treat the individual with respect as a neighbor” and which would not be threatened by those who chose to remain apart from it, “which even would not think it inconsistent with its own repose if a few were to live aloof from

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b, L.11-12.4.c Text: “Civil Disobedience” by Henry David Thoreau 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. 12.2.1 End-of-Unit Assessment 4. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 80% 4. 5%

Materials

- Copies of the 12.2.1 End-of-Unit Assessment for each student
- Copies of the 12.2.1 End-of-Unit Text Analysis Rubric and Checklist for each student
- Copies of *Julius Caesar* by William Shakespeare for each student

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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.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b. In this lesson, students complete the 12.2.1 End-of-Unit Assessment in which they write a multi-paragraph response analyzing what Thoreau means by “a better government” in “Civil Disobedience.”

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Complete your Better Government Evidence Gathering Tool by selecting a second central idea in “Civil Disobedience,” and collecting evidence on how this idea relates to Thoreau’s opinion of a “better government.”) Instruct students to Turn-and-Talk in pairs about their responses.

- See Model Better Government Evidence Gathering Tool in 12.2.1 Lesson 15.

Lead a brief whole-class discussion of student responses.

Ask students to take out their materials for the 12.2.1 End-of-Unit Assessment, including all notes, annotations, and Quick Writes.

- Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 12.2.1 End-of-Unit Assessment

80%

Explain to students that because it is a formal writing task, the 12.2.1 End-of-Unit Assessment should include an introductory statement that introduces the topic of their responses; well-organized textual evidence that supports the analysis; varied transitions; and a concluding statement that articulates the information presented in the essay. Remind students to use proper grammar, capitalization, punctuation, and spelling. Students should use their notes, annotated texts, and lesson Quick Writes to write their responses.

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

What does Thoreau mean by “a better government”?

- Students who have completed the Accountable Independent Writing assignments in 12.2.1 may choose to respond to the following optional alternative prompt:

How does the work of Bhutto and Thoreau shape your understanding of what it means to be a citizen?

Distribute and review the 12.2.1 End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the 12.2.1 End-of-Unit Text Analysis Rubric to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

- Display the prompt for students to see, or provide the prompt in hard copy.
- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 4: Closing

5%

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

Distribute copies of *Julius Caesar* by William Shakespeare. Also for homework, instruct students to read *Julius Caesar*, Act 1.1, lines 1-80. Direct students to box any unfamiliar words and look up their definitions using the text’s explanatory notes or other reference

materials. Instruct them to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text (L.11-12.4.c). To support their reading, instruct students to respond briefly to the following question:

Consider the full title of the play (*The Tragedy of Julius Caesar*). Based on your previous work with tragedy, what expectations does Shakespeare create by titling the play in this way?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

- **Differentiation Consideration:** If students do not have previous experience of reading tragedy, consider instructing them to conduct a brief search into the elements of tragedy before answering the question.
- Students follow along.

Homework

Continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3-5 minute discussion of your text based on that standard.

Additionally, read *Julius Caesar*, Act 1.1, lines 1-80. Box any unfamiliar words and look up their definitions using the text's explanatory notes or other reference materials. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text. Respond briefly to the following question:

Consider the full title of the play (*The Tragedy of Julius Caesar*). Based on your previous work with tragedy, what expectations does Shakespeare create by titling the play in this way?

Use this lesson's vocabulary wherever possible in your written responses.

12.2.1 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of “Civil Disobedience” to write a well-developed response to the following prompt:

What does Thoreau mean by “a better government”? Use evidence from throughout the text to support your response.

Your writing will be assessed using the 12.2.1 End-of-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 evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b

Commentary on the Task:

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

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

This task measures RI.11-12.3 because it demands that students:

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures 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.a, b because it demands that students:

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

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12.2.1 End-of-Unit Text Analysis Rubric

____ / ____ (Total points)

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response determines two or more central ideas of a text and analyzes in detail their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text.</p> <p>CCSS.ELA-Literacy.RI.11-12.2</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.</p>	<p>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>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Content and Analysis The extent to which the response analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop. CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Skillfully analyze a complex set of ideas or sequence of events and thoroughly explain how specific individuals, ideas, or events interact and develop.	Accurately analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.	With partial accuracy, analyze a complex set of ideas or sequence of events and partially explain how specific individuals, ideas, or events interact and develop.	Inaccurately analyze a complex set of ideas or sequence of events and minimally explain how specific individuals, ideas, or events interact and develop.

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<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 topic 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 topic 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 topic 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 topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<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; when useful to aiding comprehension, includes formatting, graphics, and multimedia.</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.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.</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; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</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>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</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>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</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 so ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</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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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response observes hyphenation conventions. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.2.a Observe hyphenation conventions.	Observe hyphenation conventions with no errors. (L.11-12.2.a)	Often observe hyphenation conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	Occasionally observe hyphenation conventions with several errors that hinder comprehension. (L.11-12.2.a)	Rarely observe hyphenation conventions with frequent errors that make comprehension difficult. (L.11-12.2.a)
Control of Conventions The extent to which the response is spelled correctly. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.2.b Spell correctly.	Spell correctly with no errors. (L.11-12.2.b)	Often spell correctly with occasional errors that do not hinder comprehension. (L.11-12.2.b)	Occasionally spell correctly with several errors that hinder comprehension. (L.11-12.2.b)	Rarely spell correctly with frequent errors that make comprehension difficult. (L.11-12.2.b)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

12.2.1 End-of-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"/>
	Analyze a complex set of ideas or sequence of events? (RI.11-12.3)	<input type="checkbox"/>
	Explain how specific individuals, ideas, or events interact and develop? (RI.11-12.3)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the topic 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"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? (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"/>
	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)	<input type="checkbox"/>

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Control of Conventions	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (W.11-12.2.e)	<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"/>
	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"/>
	Demonstrate command of hyphenation conventions? (L.11-12.2.a)	<input type="checkbox"/>
	Demonstrate accurate spelling? (L.11-12.2.b)	<input type="checkbox"/>

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