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| 12.2.2 | Lesson 11 |

# Introduction

In this lesson, the Mid-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: Is Caesar’s death a “sacrifice” or a “butchery”? 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.

For homework, students continue to read their Accountable Independent Reading (AIR) texts and prepare for a brief discussion on how they applied a focus standard to their texts. Additionally, students read Act 3.1, lines 92–162 (from “Go to the pulpit, Brutus” to “Falls shrewdly to the purpose”) and respond to a series of questions.

# Standards

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| Assessed Standard(s) |
| 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.  |
| W.11-12.2.a-f  | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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| 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 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Observe hyphenation conventions.
2. Spell correctly.
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| Addressed Standard(s) |
| * None.
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# Assessment

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| Assessment(s) |
| Student learning is assessed via a multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.* Is Caesar’s death a “sacrifice” or a “butchery”?
* The words *sacrifice* and *butchery* are derived from Act 2.1, line 179: “Let’s be sacrificers, but not butchers.”
* Student responses will be assessed using the 12.2.2 Mid-Unit Text Analysis Rubric.
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| High Performance Response(s) |
| A High Performance Response should:* Explain the meaning of the terms “sacrifice” and “butchery” in the text (e.g., The terms “sacrifice” and “butchery” refer to Brutus’s words to Cassius in Act 2.1, line 179, “[l]et’s be sacrificers, but not butchers.” This means that Brutus wants Caesar’s death to be a “sacrifice” for a higher purpose of the good of Rome, and not a meaningless murder or “butchery” for political gain.).
* Make a claim as to whether Caesar’s death is a “sacrifice” or a “butchery” (e.g., Caesar dies for the good of Rome, so his death is a sacrifice; Caesar’s death is a butchery because it is a political murder that benefits the conspirators and not Rome).

A High Performance Response may include the following evidence in support of multi-paragraph analysis:* In Act 2.1, Brutus explains his interpretation of Caesar’s pending death when he refuses to kill Mark Antony, saying: “Let’s be sacrificers, but not butchers” (Act 2.1, line 179). Through the contrast between the idea of sacrifice, of killing for a higher purpose, and the idea of butchery, of senseless slaughter, Brutus makes it clear that he intends Caesar’s death to be meaningful and to reflect more noble ambitions than mere personal gain. He develops this further when he remarks that “[the conspirators] all stand up against the spirit of Caesar, / And in the spirit of men there is no blood” (Act 2.1, lines 180–181). Brutus’s words suggest that the murder of Caesar is above all a symbolic one; the conspirators wish to destroy the threat of tyranny that Caesar represents to them, and not Caesar himself. Brutus wishes that there were a way to do so without the necessity of murder: “O that we … could come by Caesar’s spirit / And not dismember Caesar” (Act 2.1, lines 182–183). Brutus believes that the murder should be “necessary and not envious” (Act 2.1, line 191). The words and actions of the conspirators following the murder confirm their stated motivations; by shouting “Liberty! Freedom! Tyranny is dead!” (Act 3.1, line 86), the conspirators emphasize that it is in the name of these values, and not for the sake of power, that they have killed Caesar. Therefore, when Brutus proclaims, “Ambition’s debt is paid” (Act 3.1, line 91), he does not simply explain that Caesar died because he was ambitious; he also affirms his belief that Caesar’s death will bring resolution and restore Rome’s freedom, making the murder a necessary sacrifice.
* Although the conspirators seek to present Caesar’s death as a necessary sacrifice, it is in fact neither necessary nor a sacrifice. First, it is by no means clear that Caesar will be a tyrant. Brutus acknowledges in Act 2.1, line 13 that he plans to murder Caesar not because of anything that he has done, but because of how becoming king “might change [Caesar’s] nature.” Second, Caesar’s murder seems, for at least some of the conspirators, to be motivated as much by envy and the desire for power as by a concern for Rome. In asking Brutus to join the conspiracy, Cassius appeals not only to Brutus’s loyalty to Rome, but to his ambition, asking him: “‘Brutus’ and ‘Caesar’—what should be in that / ‘Caesar’? / Why should that name be sounded more than / yours?” (Act 1.2, lines 149–152). Cassius himself seems to be motivated as much by envy as by concern for Rome. He bitterly recounts an incident when he had to save Caesar from drowning, before complaining that “this man / Is now become a god, and Cassius is / A wretched creature and must bend his body / If Caesar carelessly but nod on him” (Act 1.2, lines 122–125). In this light, Caesar’s murder seems to be more of a political murder motivated by jealousy than a necessary act for the good of Rome; it is butchery rather than sacrifice.
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# Vocabulary

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

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:*** Standards: RL.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b
* Text: *Julius Caesar* by William Shakespeare, Acts 1.1–3.1
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| **Learning Sequence:**1. Introduction of Lesson Agenda
2. Homework Accountability
3. 12.2.2 Mid-Unit Assessment
4. Closing
 | 1. 5%
2. 10%
3. 80%
4. 5%
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# Materials

* Copies of the 12.2.2 Mid-Unit Assessment for each student
* Copies of the 12.2.2 Mid-Unit Text Analysis Rubric and Checklist for each student

# Learning Sequence

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| How to Use the Learning Sequence |
| Symbol | Type of Text & Interpretation of the Symbol |
| **10%** | **Percentage indicates the percentage of lesson time each activity should take.** |
| no symbol | Plain text indicates teacher action. |
| **Bold text indicates questions for the teacher to ask students.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | Indicates student action(s). |
| 🗨 | Indicates possible student response(s) to teacher questions. |
| 🛈 | Indicates instructional notes for the teacher. |

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.11-12.2, W.11-12.2.a-f, L.11-12.1, and L.11-12.2.a, b. In this lesson, students complete the Mid-Unit Assessment in which they write a multi-paragraph response discussing whether Caesar’s death is “butchery” or “sacrifice.”

* Students look at the agenda.

Activity 2: Homework Accountability 10%

Ask students to take out their materials for the 12.2.2 Mid-Unit Assessment, including all notes, annotations, and Quick Writes.

* Students take out their materials for the 12.2.2 Mid-Unit Assessment.
* Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 12.2.2 Mid-Unit Assessment 80%

Explain to students that because it is a formal writing task, the 12.2.2 Mid-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 standard grammar, capitalization, punctuation, and spelling.

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

Is Caesar’s death a “sacrifice” or a “butchery”?

Remind students to use their notes, annotated texts, and lesson Quick Writes to write their responses. Distribute and review the 12.2.2 Mid-Unit Text Analysis Rubric and Checklist. Remind students to use the 12.2.2 Mid‑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 to read 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.

Additionally, instruct students to read Act 3.1, lines 92–162 (from “Go to the pulpit, Brutus” to “Falls shrewdly to the purpose”). To support comprehension, instruct students to respond briefly to the following questions:

What do the conspirators’ words and actions in lines 117–136 suggest about their reasons for killing Caesar?

What do the servant’s words suggest about Mark Antony’s response to Caesar’s death?

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

* 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 Act 3.1, lines 92–162 of *Julius Caesar* (from “Go to the pulpit, Brutus” to “Falls shrewdly to the purpose”). Respond briefly to the following questions:

What do the conspirators’ words and actions in lines 117–136 suggest about their reasons for killing Caesar?

What do the servant’s words suggest about Mark Antony’s response to Caesar’s death?

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

12.2.2 Mid-Unit Assessment

**Text-Based Response**

**Your Task:** Rely on your reading and analysis of *Julius Caesar* to write a well-developed response to the following prompt:

*Is Caesar’s death a “sacrifice” or a “butchery”?*

Your writing will be assessed using the 12.2.2 Mid-Unit Text Analysis Rubric.

**Guidelines**

**Be sure to:**

* Closely read the prompt
* Address all elements of the prompt in your response
* Paraphrase, quote, and reference relevant 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

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| **CCSS:** RL.11-12.2**,** W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b**Commentary on the task:**This task measure RL.11-12.2 because it demands that students:* 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.

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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12.2.2 Mid-Unit Text Analysis Rubric / (Total points)

| **Criteria** | **4 – Responses at this Level:** | **3 – Responses at this Level:** | **2 – Responses at this Level:** | **1 – Responses at this Level:** |
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| **Content and Analysis****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; and provides an objective summary of a text.****CCSS.ELA-Literacy.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. | Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text. | Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text. | Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text. | Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text. |
| **Command of Evidence and Reasoning****The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.****CCSS.ELA-Literacy.W.11-12.2**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**CCSS.ELA-Literacy.W.11-12.2.b**Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Thoroughly and skillfully develop the 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) | 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) | 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) | 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) |
| **Coherence, Organization, and Style** **The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, includes formatting, graphics, and multimedia.****CCSS.ELA-Literacy.W.11-12.2**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**CCSS.ELA-Literacy.W.11-12.2.a**Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**The extent to which the response uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.****CCSS.ELA-Literacy.W.11-12.2.c**Use appropriate and varied transitions and syntax to linkthe major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.****CCSS.ELA-Literacy.W.11-12.2.d**Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.****CCSS.ELA-Literacy.W.11-12.2.e**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).****CCSS.ELA-Literacy.W.11-12.2.f**Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.a)Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a)Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f) | Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a)Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c) Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f) | Lack a clear topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a)Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f) |
| **Control of Conventions****The extent to which the response 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) |
| **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.

12.2.2 Mid-Unit Text Analysis Checklist

**Assessed Standards:**

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