

12.1.2

Lesson 6

Introduction

In this final lesson of the unit, the End-of-Unit Assessment, students compose a multi-paragraph response to the following prompt: Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.

For homework, students respond briefly in writing to the following prompt: Analyze how Silko uses voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. Additionally, students continue searching for an appropriate Accountable Independent Reading (AIR) text. Students will begin reading their AIR text in the following lessons homework.

Standards

Assessed Standard(s)	
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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> <ol style="list-style-type: none"> 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.

	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2.b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p>
Addressed Standard(s)	
W.11-12.3.f	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>

Assessment

Assessment(s)	
<p>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.</p> <ul style="list-style-type: none"> Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging. <p>i Student responses will be evaluated using the 12.1.2 End-of-Unit Text Analysis Rubric.</p>	
High Performance Response(s)	
A High Performance Response should:	

- Identify 3–5 structural elements of “Yellow Woman and a Beauty of the Spirit” (e.g., The essay is written in first person, and is reflective. The essay relies heavily on memory and flashbacks, and continually contrasts “old-time” stories and people with dominant contemporary American values. Silko does not directly address the title of her essay until the final paragraphs, which creates a circular structure.).

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

- The essay is written in the first person and uses flashbacks to relate personal experiences (e.g., “One day, when I was in the first grade, we all crowded around the smiling white tourists” (par. 8)). Silko’s use of first person and flashbacks is engaging because it feels as if Silko is speaking directly to the reader, engaging with her past in an inviting way.
- Silko titles her essay “Yellow Woman and a Beauty of the Spirit,” but does not reference “Yellow Woman,” or Kochininako, until the final paragraphs of her essay, creating a circular structure. Silko begins focusing on herself with the statement “From the time I was a small child, I was aware that I was different” (par. 1). She recalls how her racial differences made her stand out, but how the “old-time people” never saw her as worth less than anyone else (par. 3). She then recounts several “old stories,” some of them personal and some of them mythical, ending finally with stories about “Yellow Woman.” She clarifies for the reader that in these stories, beauty is seen as an inward manifestation more so than an outward one: “remember that the old-time people were not so much thinking about physical appearances. In each story, the beauty that Yellow Woman possesses is the beauty of her passion, her daring, and her sheer strength to act when catastrophe is imminent” (par. 26). After describing Yellow Woman, Silko writes that she “even imagined that Yellow Woman had yellow skin, brown hair, and green eyes like mine” (par. 30). Here, she conflates Yellow Woman’s beauty and her own, giving the title of the essay more than one meaning. “Yellow Woman” refers both to Kochininako and Silko herself, and the “beauty of the spirit” belongs to both of them—indeed, to “all women” (par. 32). The circular structure makes her claims about inner beauty more clear because the reader can trace the idea consistently through all the stories of the text. The circular structure also makes Silko’s claims about beauty more engaging because the stories of beauty vary from personal family experiences to interesting mythical stories, ultimately including all women in the definition of beauty.
- Silko relies heavily on reflection, often referencing her Grandma A’mooh, and the “old-time people.” Like memory, her account is very fluid, often moving onto a new story or claim by simple association. However, at times, Silko’s memory shifts are jarring in their juxtaposition. For example, she discusses “Tse’itsi’nako” and then abruptly shifts to discussing the appearance of her great-grandmother (par. 10–11). Also, when she is recounting stories of Yellow Woman, she inserts a jarring memory: At first Silko writes, “Thus Kochininako’s fearless sensuality results in the

salvation of the people of her village, who are saved by the meat the Buffalo People ‘give’ to them” (par. 27). Silko then immediately follows this story with the following sentences: “My father taught me and my sisters to shoot .22 rifles when we were seven; I went hunting with my father when I was eight, and I killed my first mule deer buck when I was thirteen. The Kochininako stories were always my favorite because Yellow Woman had so many adventures” (par. 28). This memory is relevant, but Silko makes no effort to transition in or out of it; it simply appears. Silko uses juxtaposition to imitate how memory works in people’s minds—seemingly unconnected scenes appear one after the other. This structural choice engages the reader because it feels as if the reader is invited into Silko’s memory. The juxtaposition of stories also engages the reader because it is jarring, and the reader must make sense of how the two stories fit together.

Vocabulary

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

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the 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.11-12.5, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, L.11-12.2.b, W.11-12.3.f Text: “Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability 	<ol style="list-style-type: none"> 5% 15%

3. 12.1.2 End-of-Unit Assessment	3. 75%
4. Closing	4. 5%

Materials

- Copies of the 12.1.2 End-of-Unit Assessment for each student
- Copies of 12.1.2 End-of-Unit Text Analysis Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	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.11-12.5, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, and L.11-12.2.b. Inform students that in this lesson, students complete the End-of-Unit Assessment in which they write a multi-paragraph response analyzing the effectiveness of the structure Silko uses in her exposition.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out the previous lesson’s homework. (Respond briefly in writing to the following prompt: Analyze how Silko provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.)

Instruct students to form pairs and discuss their responses to the homework prompt.

- ☞ Student responses may include:

- Silko concludes her essay by telling a story about “Kochininako,” or “Yellow Woman” (par. 25–32). She explains that Yellow Woman’s “fearless sensuality results in the salvation of the people of her village” (par. 27). She also explains that “Kochininako is beautiful because she has the courage to act in times of great peril, and her triumph is achieved by her sensuality” (par. 32). By discussing Kochininako, Silko concludes what she has been discussing over the course of the text—that beauty is not limited to physical appearance, and that white cultural gender categories do not apply to “the old-time people” (par. 31).
- Silko begins her essay: “I was aware that I was different” (par. 1). She experiences the effects of this difference over the course of her life. At the end of this essay, Silko concludes that the old-time stories provide an inner strength and resolve, and that inner strength and resolve is true beauty: “Kochininako is beautiful because she has the courage to act in times of great peril, and her triumph is achieved by her sensuality ... For these qualities of the spirit, Yellow Woman and all women are beautiful” (par. 32). Even though Silko is physically different than the peers of her youth, she is beautiful, just as all women are beautiful.

Activity 3: 12.1.2 End-of-Unit Assessment

75%

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by the most significant and relevant textual evidence, and a concluding statement or section. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and use precise language and domain-specific vocabulary. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and objective tone.

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

Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.

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

Ask students if they have remaining questions about the assessment prompt.

Distribute and review the 12.1.2 End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the 12.1.2 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses, and to revisit the rubric once they are finished to ensure they have fulfilled all the criteria.

- ▶ Students review the 12.1.2 End-of-Unit Text Analysis Rubric and Checklist.

Instruct students to use the remaining class period to write their End-of-Unit Assessment. Remind students as they write to refer to their notes, tools, and annotated text from previous lessons.

- ▶ Students independently craft a multi-paragraph essay in response to 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 respond briefly in writing to the following prompt:

Analyze how Silko uses voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

Also, instruct students to review their statements of purpose and narrative writing from 12.1.1 and identify ideas, phrases, or passages they would like to include in their final narrative essays. Also, instruct students to determine which Common Application prompt they think best allows them to fulfill their statements of purpose.

- ▶ Students follow along.

Additionally, remind students to continue to look for an appropriate text for their AIR, which they will begin reading in the following lesson.

Homework

Respond briefly in writing to the following prompt:

Analyze how Silko uses voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

Also, review your statement of purpose and narrative writing from 12.1.1 and identify ideas, phrases, or passages you would like to include in your final narrative essay. Determine which Common Application prompt you think best allows you to fulfill your statement of purpose.

Additionally, continue to look for an appropriate text for your Accountable Independent Reading, which you will begin reading in the following lesson.

12.1.2 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your close reading of “Yellow Woman and a Beauty of the Spirit” to write a well-crafted multi-paragraph response to the following prompt.

Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.

Your writing will be assessed using the 12.1.2 End-of-Unit Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: RI.11-12.5, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, L.11-12.2.b

Commentary on the Task:

This task measures RI.11-12.5 because it demands that students:

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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 W.11-12.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

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.b because it demands that students:

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

12.1.2 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:
<p>Content and Analysis</p> <p>The extent to which the response analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS.ELA-Literacy.RI.11-12.5</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Skillfully analyze and thoroughly evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Accurately analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>With partial accuracy, analyze and partially evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Inaccurately analyze and minimally evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
<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</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 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>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>Command of Evidence and Reasoning</p> <p>The extent to which the response draws evidence from informational texts to support analysis, reflection, or research.</p> <p>CCSS.ELA-Literacy.W.11-12.9.b</p> <p>Draw evidence from informational texts to support analysis, reflection, and research; apply <i>grades 11-12 Reading standards</i> to literary nonfiction.</p>	<p>Skillfully utilize textual evidence from informational texts to support analysis, reflection, or research.</p>	<p>Accurately utilize textual evidence from informational texts to support analysis, reflection, or research.</p>	<p>Somewhat effectively or with partial accuracy utilize textual evidence from informational texts to support analysis, reflection, or research.</p>	<p>Ineffectively or inaccurately utilize textual evidence from informational texts to support analysis, reflection, or research.</p>
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, includes</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</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</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</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</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>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, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.11-12.2.c</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>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>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>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>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>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.2.d</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.2.e</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>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.11-12.2.f</p> <p>Provide a concluding statement or</p>				

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.11-12.1</p> <p>CCSS.ELA-Literacy.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</p>	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.
<p>Control of Conventions</p> <p>The extent to which the response is spelled correctly.</p> <p>CCSS.ELA-Literacy.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.11-12.2.b</p> <p>Spell correctly.</p>	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)

- 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.

12.1.2 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response...	✓
Content and Analysis	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging? (RI.11-12.5)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
	Utilize textual evidence to support analysis, reflection, or research? (W.11-12.9.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"/>
	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"/>
Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>
	Demonstrate accurate spelling? (L.11-12.2.b)	<input type="checkbox"/>