10.1.1 | Lesson 6

Introduction

In this lesson, students work in small groups to explore the relationship among Christopher Marlowe's "The Passionate Shepherd to His Love," Sir Walter Raleigh's "The Nymph's Reply to the Shepherd," and William Carlos Williams's "Raleigh Was Right" as they complete an Evidence Collection Tool. Using the tool, students identify well-chosen and relevant details and quotations in order to prepare for the 10.1.1 End-of-Unit Assessment in the following lesson. Students develop their speaking and listening skills by participating in a jigsaw discussion about the following prompts: How does a shared central idea develop over the course of the three poems from this unit? How does each poet introduce and develop a central idea? Student learning is assessed via the 10.1.1 Speaking and Listening Rubric for standard SL.9-10.1.a and the 10.1.1 Lesson 6 Exit Slip, in which students explain a piece of evidence they identified as part of their preparation for the discussion.

For homework, students revise the connecting statement on their Evidence Collection Tools, review and expand their notes and annotations, and review the 10.1.1 End-of-Unit Text Analysis Rubric and Checklist in preparation for the 10.1.1 End-of-Unit Assessment.

Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
SL.9-10.1.a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of

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	ideas.
Addressed Standard(s)	
W.9-10.2.b	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.
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Assessment

Assessment(s)
Student learning is assessed via a jigsaw discussion in response to the following prompt.
• How does a shared central idea develop over the course of the three poems from this unit?
ⓘ Students self-assess their participation in the jigsaw discussion using the 10.1.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a.
Student learning is also assessed via an Exit Slip at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.
• Explain how a piece of evidence you identified supports your analysis of how a poet introduces or develops a central idea in his poem.
High Performance Response(s)
A High Performance Response to the Exit Slip prompt should:
• Identify a central idea in a poem (e.g., the relationship between humans and nature).
• Identify a piece of evidence in that poem (e.g., "We cannot go to the country / for the country will bring us / no peace" (Williams, lines 1–3).).
• Explain how the evidence supports the central idea (e.g., The nymph's statement in Williams's poem demonstrates her belief that Marlowe's shepherd has an idealistic depiction of nature that is misleading, and that the relationship between humans and nature is not one of harmony, as Marlowe suggests.).
ⓘ See Model 10.1.1 Lesson 6 Exit Slip at the end of this lesson.

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.*

* See 10.1.1 Lesson 1 and Lesson 2 for vocabulary from "The Passionate Shepherd to His Love." See 10.1.1 Lesson 3 for vocabulary from "The Nymph's Reply to the Shepherd. See 10.1.1 Lesson 5 for vocabulary from "Raleigh Was Right."

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RL.9-10.2, RL.9-10.9, SL.9-10.1.a, W.9-10.2.b	
• Text: "The Passionate Shepherd to His Love" by Christopher Marlowe; "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh; "Raleigh Was Right" by William Carlos Williams	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Introduction of Evidence Collection Tool	3. 10%
4. Jigsaw Discussion	4. 50%
5. Self-Assessment and Exit Slip	5. 10%
6. Closing	6. 10%

Materials

- Student copies of the 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Copies of the 10.1.1 Evidence Collection Tool for each student
- Copies of the 10.1.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a for each student

- Copies of the 10.1.1 Lesson 6 Exit Slip for each student
- Copies of the 10.1.1 End-of-Unit Assessment for each student
- Copies of the 10.1.1 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.
	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   10%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.2, RL.9-10.9, and SL.9-10.1.a. In this lesson, students prepare for the 10.1.1 End-of-Unit Assessment by participating in a jigsaw discussion activity to gather, analyze, and share well-chosen and relevant details and quotations about the relationship among Christopher Marlowe's "The Passionate Shepherd to His Love," Sir Walter Raleigh's "The Nymph's Reply to the Shepherd," and William Carlos Williams's "Raleigh Was Right." Students use an Evidence Collection Tool to record their evidence.

▶ Students look at the agenda.

Instruct students to take out their copies of the 10.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with three new standards: SL.9-10.1, SL.9-10.1.a, and W.9-10.2.b. Instruct students to individually read these standards on their tools and assess their familiarity with and mastery of them.

▶ Students read and assess their familiarity with standards SL.9-10.1, SL.9-10.1.a, and W.9-10.2.b.

Instruct students to talk in pairs about what they think the standard SL.9-10.1 and substandard SL.9-10.1.a means. Lead a brief discussion about this standard.

🗨 Student responses may include:

o Students begin discussions and participate in a range of discussions with different partners.

- o Students listen to the ideas of others in order to develop greater understanding.
- o Students express ideas in a clear and convincing way.
- o The substandard SL.9-10.1.a asks students to bring evidence to discussions.
- o The substandard SL.9-10.1.a asks students to come to discussions prepared.

Instruct students to talk in pairs about what they think the standard W.9-10.2.b means. Lead a brief discussion about this standard.

- 🗨 The substandard W.9-10.2.b asks students to use evidence, quotes, and examples from the text in their writing to support their analysis.

Post or project the following question for students to discuss.

What are "well-chosen, relevant, and sufficient details"?

- 🗨 Student responses should include:
  - o Well-chosen details are details that are selected after reading a text passage carefully.
  - o Relevant details help support a response to a particular question or prompt.
  - o Sufficient details provide enough evidence to explain a response.

Lead a brief whole-class discussion of student responses.

Activity 2: Homework Accountability   10%

Instruct students to talk in pairs about how they applied focus standard RL.9-10.1 or RI.9-10.1 to their AIR texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standard to their AIR texts.

- ▸ Students (or student pairs) discuss and share how they applied the focus standard to their AIR texts from the previous lesson's homework.

Instruct students to take out their responses to the previous lesson's homework assignment. (Reread Williams's "Raleigh Was Right," "The Passionate Shepherd to His Love," and Raleigh's "The Nymph's Reply to the Shepherd" and respond briefly in writing to the following questions.). Instruct students to discuss their responses in pairs.

- ▸ Student pairs share their written responses.

Compare Williams's description of flowers in stanza 1 with Marlowe's description of flowers in stanza 9. How does each poet's description develop a shared central idea?

🗨 Student responses should include:

- o Williams's description is exact. He calls the violets "small" and describes their "furry stems" (Williams, lines 4–5) and "lance shaped leaves" (Williams, line 7), suggesting that he has observed them carefully. He includes details that would not usually be considered beautiful. Marlowe's description of the flowers is very romantic, but not very specific. He describes the flowers as "fragrant" (Marlowe, line 10) and lists how the shepherd might use the flowers to make beautiful clothing for the nymph, but does not create a clear image of the flowers.
- o The differences in these descriptions suggest that although both poets write about the relationship between humans and nature, they have very different ideas about this relationship. Williams sees the natural world as objects to be observed accurately; he presents an almost scientific description of the flowers, whereas Marlowe offers a vague description that presents the flowers as a romantic and beautiful.

How do the differences in the nymphs' responses in "The Nymph's Reply to the Shepherd" and "Raleigh Was Right" relate to a central idea in Williams's poem?

🗨 Raleigh's nymph rejects the shepherd's offer because she realizes that time will destroy the ideal world the shepherd in Marlowe's poem describes, noting, "The flowers do fade, and wanton fields, / To wayward winter reckoning yields" (Raleigh, lines 9–10). Williams's nymph rejects the shepherd's offer because "the country will bring us / no peace" (Williams, lines 2–3). These two different responses suggest that while Raleigh's nymph objects to the shepherd's depiction because he does not take into consideration the realities of time, Williams's nymph objects because she believes the natural world has no real peace to offer, and may not even exist as the shepherd describes it.

Lead a brief whole-class discussion of student responses.

Activity 3: Introduction of 10.1.1 Evidence Collection Tool   10%

Distribute the 10.1.1 Evidence Collection Tool. Briefly review the tool with students. Explain that this tool helps students to collect and analyze evidence in the text and draw connections among the pieces of evidence they collect. Explain that students will participate in a jigsaw discussion in which they work in groups to collect three pieces of textual evidence (key details) to answer a focus question, briefly explain their reasoning behind choosing that evidence (analysis), and then write a connecting statement that consolidates their analysis of the textual evidence. This connecting statement will inform students' responses to the 10.1.1 End-of-Unit Assessment.

Explain to students that the purpose of this activity is to analyze how Marlowe, Raleigh, and Williams establish, draw upon, and transform a shared central idea.

Activity 4: Jigsaw Discussion   50%

Distribute the 10.1.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a. Explain that in this part of the lesson, students participate in a collaborative jigsaw discussion.

Explain the jigsaw discussion process. First, students work in groups of three and assign each group member a separate poem. In these "home groups," students analyze the shared central ideas in the poems. Students then form three "expert groups" based on the three poems (e.g., all students responsible for "The Passionate Shepherd to His Love" will come together to form one group). These groups will use evidence from the text to support analysis of how the poet introduces and develops a central idea. Students will then self-assess their mastery of their speaking and listening skills at the end of the discussion.

Review the 10.1.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a with students, pausing to allow an opportunity for students to pose any questions they may have.

ⓘ Alternately, instruct students to read the 10.1.1 Speaking and Listening Rubric and Checklist independently or in groups.

▸ Students review the 10.1.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a.

Post or project the following discussion prompt:

How does a shared central idea develop over the course of the three poems from this unit?

Explain that the purpose of this discussion is to help students to think critically about the prompt and to support their ideas with text evidence while developing their speaking and listening skills by coming to discussions prepared and explicitly drawing on text evidence during discussions.

ⓘ Consider drawing students' attention to their application of W.9-10.2.b through the selection of well-chosen, relevant, and sufficient details and quotations. Consider drawing students' attention to their application of SL.9-10.1.a through preparation for small-group discussions and their use of text evidence during discussions.

Instruct students to form "home groups" of three, assign each member a different poem, and begin their discussion in response to the prompt.

After the home groups have finished their discussion, instruct students to leave their home groups to form three "expert groups" based on the three poems. Instruct these groups to discuss the following prompt:

How does the poet introduce and develop a central idea?

▸ Students participate in small group discussions to identify central ideas in the poems, using text evidence to support their analysis.

🗨 See Model Evidence Collection Tool for possible student responses.

ⓘ Consider modeling this exchange, reminding students of the elements of the 10.1.1 Speaking and Listening Rubric on which they should be focusing. Consider displaying the Speaking and Listening Rubric throughout this activity.

ⓘ **Differentiation Consideration:** Some students may benefit from the display or distribution of sentence stems to structure this conversation in a constructive and productive manner. For example:

Could you explain more about why ___?

Have you considered ___?

What we both agree on is ___.

I hear you saying that___. Is that what you mean?

Instruct students to return to their home groups. Instruct students to share their findings as they discuss the End-of-Unit Assessment prompt ("How does a shared central idea develop over the course of the three poems from this unit?"). Remind students to support their analysis with well-chosen, relevant, and sufficient details and quotations and to record one piece of text evidence and analysis for each poem on the Evidence Collection Tool.

▸ Students work together to discuss the End-of-Unit Assessment prompt.

🗨 See Model 10.1.1 Evidence Collection Tool for possible student responses.

After students have had time to select and analyze evidence, instruct home groups to discuss the connections that they might draw among these pieces of evidence and their analysis and draft a connecting statement. Inform students they will return to this tool to support their analysis throughout this module, and they will have multiple opportunities to practice this kind of evidence collection and analysis.

ⓘ If necessary, consider modeling for students an example of a connecting statement.

▸ Students discuss and draft a connecting statement on their 10.1.1 Evidence Collection Tool.

🗨 See Model 10.1.1 Evidence Collection Tool for possible student responses.

Lead a brief whole-class discussion of student responses.

Activity 5: Self-Assessment and Exit Slip   10%

Instruct students to reflect on their participation in the group discussions, and use the 10.1.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a to assess their mastery of participating effectively in a range of collaborative discussions, coming to discussions prepared, and explicitly drawing on that preparation by referring to textual evidence. Instruct students to circle the level of participation they think best reflects their work and to write a sentence briefly explaining their choice.

▸ Students use the 10.1.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a to assess the level of mastery of the standard they demonstrated during the in-class discussion.

Distribute the 10.1.1 Lesson 6 Exit Slips to the class and instruct students to identify one piece of evidence they contributed to their discussions.

▸ Students complete their Exit Slips.

🗨 See Model 10.1.1 Lesson 6 Exit Slip and the High Performance Response for sample student responses.

Activity 6: Closing   10%

Display and distribute the homework assignment. For homework, instruct students to prepare for the 10.1.1 End-of-Unit Assessment by revising the connecting statement they made on their 10.1.1 Evidence Collection Tool, using well-chosen evidence from the discussion to support their analysis. Students should also review and expand their notes and annotations in preparation for the 10.1.1 End-of-Unit Assessment.

Inform students that the evidence they gather will support their responses to the following End-of-Unit Assessment prompt in the next lesson:

How does a shared central idea develop over the course of the three poems from this unit?

Distribute copies of the 10.1.1 End-of-Unit Assessment as well as the 10.1.1 End-of-Unit Text Analysis Rubric and Checklist. Explain that students will write a multi-paragraph analysis in response to the prompt, using the 10.1.1 Text Analysis Rubric and Checklist as a guide. Instruct students to review the 10.1.1 Text Analysis Rubric and Checklist for homework to prepare for the in-class End-of-Unit Assessment in the following lesson.

▸ Students follow along.

Homework

Revise the connecting statement from your 10.1.1 Evidence Collection Tool using well-chosen evidence from the discussion to support your analysis. Also, review and expand your notes and annotations and review the 10.1.1 End-of-Unit Text Analysis Rubric and Checklist in preparation for the 10.1.1 End-of-Unit Assessment.

10.1.1 Evidence Collection Tool (Side 1)

Name:		**Class:**		**Date:**	

Directions: Select a quote from each of the poems you read in this unit that address the focusing question, and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

Purpose: Analyze how the three poets develop a shared central idea.

Focus Question: How does a shared central idea develop over the course of the three poems from this unit?

Key Detail:	Analysis
Marlowe:	
Raleigh:	
Williams:	

10.1.1 Evidence Collection Tool (Side 2)

Name:		Class:		Date:	

Connections:

Model 10.1.1 Evidence Collection Tool (Side 1)

Name:		Class:		Date:	

Directions: Select a quote from each of the poems you read in this unit that address the focusing question, and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

Purpose: Analyze how the three poets develop a shared central idea.

Focus Question: How does a shared central idea develop over the course of the three poems from this unit?

Key Detail:	Analysis
Marlowe: "And I will make thee beds of roses / And a thousand fragrant posies, / A cap of flowers, and a kirtle / Embroidered all with leaves and myrtle" (Marlowe, 9–12)	In Marlowe's poem, nature is the ideal environment for love.
Raleigh: "Thy gowns, thy shoes, thy beds of Roses, / Thy cap, thy kirtle, and thy posies / Soon break, soon wither, soon forgotten" (Raleigh, 13–15)	In Raleigh's poem, time destroys the natural pleasures and beauties that the shepherd describes.
Williams: "We cannot go to the country / for the country will bring us / no peace" (lines 1–3).	In "Raleigh Was Right," Williams develops the idea that nature cannot provide people with peace, and that a harmonious and idyllic relationship between humans and animals never existed at all. Nature provides no peace.

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Model 10.1.1 Evidence Collection Tool (Side 2)

Name:		**Class:**		**Date:**	

Connections:

While Marlowe depicts the relationship between humans and nature as ideal, Raleigh illustrates that Marlowe's depiction of love in the springtime is only temporary at best by emphasizing that Marlowe's vision ignores the reality that time causes both nature and relationships to deteriorate. Williams supports Raleigh's critique by introducing the idea that the harmonious relationship between humans and nature described by Marlowe may never have existed at all.

10.1.1 Lesson 6 Exit Slip

Name:		Class:		Date:	

Directions: Explain how a piece of evidence you identified supports your analysis of how a poet introduces or develops a central idea in his poem.

Texts:	

Selected Poem:

Central Idea:

Evidence:

How the evidence introduces or develops the central idea:

Model 10.1.1 Lesson 6 Exit Slip

Name:		Class:		Date:	

Directions: Explain how a piece of evidence you identified supports your analysis of how a poet introduces or develops a central idea in his poem.

Texts:	Marlowe's "The Passionate Shepherd to His Love," Raleigh's "The Nymph's Reply to the Shepherd," and Williams's "Raleigh Was Right"

Selected Poem: "Raleigh Was Right"

Central Idea: The relationship between humans and nature is not harmonious.

Evidence:

Williams's nymph says, "Love itself a flower / with roots in a parched ground. / Empty pockets / make empty heads." (Williams, lines 17–20)

How the evidence introduces or develops the central idea:

The nymph's statement develops the idea that nature is not a source of comfort or "peace" (Williams, line 3) for humans by suggesting that it has nothing to offer. Love in the country, like a flower in parched earth, cannot grow. Unlike Marlowe, who presents nature as a source of pleasure for simple people and the perfect setting for love, Williams suggests that nature offers nothing.

10.1.1 Speaking and Listening Rubric   _____ / _____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Command of Evidence and Reasoning **The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.** **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on _grades 11–12 topics, texts, and issues_, building on others' ideas and expressing their own clearly and persuasively. **CCSS.ELA-Literacy.SL.9-10.1.a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Demonstrate thorough preparation for the discussion by explicitly drawing on precise and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.9-10.1.a)	Demonstrate preparation for the discussion by explicitly drawing on relevant and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.9-10.1.a)	Demonstrate partial preparation for the discussion by inconsistently drawing on relevant or sufficient evidence from texts and other research on the topic or issue, occasionally stimulating a thoughtful, well-reasoned exchange of ideas. (SL.9-10.1.a)	Demonstrate a lack of preparation for the discussion by rarely drawing on relevant or sufficient evidence from texts or other research on the topic or issue, rarely stimulating a thoughtful or well-reasoned exchange of ideas. (SL.9-10.1.a)

- 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

10.1.1 Speaking and Listening Checklist

Assessed Standards: _____

	Does my writing…	**✔**
Command of Evidence and Reasoning	Explicitly draw on evidence from texts and other research on the topic or issue? **(SL.9-10.1.a)**	☐

10.1.1 End-of-Unit Assessment

Text-Based Response

Your Task: Based on your close reading of Marlowe's "The Passionate Shepherd to His Love," Raleigh's "The Nymph's Reply to the Shepherd," and Williams's "Raleigh was Right," write a well-developed, text-based response to the following prompt:

How does a shared central idea develop over the course of the three poems from Unit 1?

Your response will be assessed using the 10.1.1 End-of-Unit Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Organize your ideas and evidence in a cohesive and coherent manner
- Use precise language and domain-specific language appropriate to the task

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CCSS: RL.9-10.2, RL.9-10.9, W.9-10.2.b, d

Commentary on the Task:

This task measures RL.9-10.2 because it demands that students:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

This task measures RL.9-10.9 because it demands that students:

- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

This task measures W.9-10.2.b and d 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.
  - o Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - o Use precise language and domain-specific vocabulary to manage the complexity of the topic.

10.1.1 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:
Content and Analysis **The extent to which the response determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of a text.** **CCSS.ELA-Literacy.RL.9-10.2** Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Precisely determine the central idea of a text and skillfully analyze its development by providing precise and sufficient examples of the central idea's emergence and refinement; (when necessary) provide a concise and accurate objective summary of a text.	Accurately determine the central idea of a text and analyze its development by providing relevant and sufficient examples of the central idea's emergence and refinement; (when necessary) provide an accurate objective summary of a text.	Determine the central idea of a text and with partial accuracy, analyze its development by providing relevant but insufficient examples of a central idea's emergence and refinement; (when necessary) provide a partially accurate and somewhat objective summary of a text.	Inaccurately determine the central idea of a text. Provide no examples or irrelevant and insufficient examples of the central idea's emergence and refinement; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.
Content and Analysis **The extent to which the response analyzes how an author draws on and transforms source material in a specific work.** **CCSS.ELA-Literacy.RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Skillfully analyze how an author draws on and transforms source material in a specific work.	Accurately analyze how an author draws on and transforms source material in a specific work.	With partial accuracy, analyze how an author draws on and transforms source material in a specific work.	Inaccurately analyze how an author draws on and transforms source material in a specific work.
Command of Evidence and Reasoning	Thoroughly and skillfully develop the topic with well-chosen, relevant, and sufficient facts, extended definitions,	Develop the topic with relevant and sufficient facts, extended definitions, concrete details, quotations, or other	Partially develop the topic with weak facts, extended definitions, details, quotations, or other information and	Minimally develop the topic, providing few or irrelevant facts, extended definitions, details, quotations, or

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
The extent to which the response develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other relevant information and examples appropriate to the audience's knowledge of the topic. **CCSS.ELA-Literacy.W.9-10.2** 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.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic**.**	concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)	other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)
Coherence, Organization, and Style **The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions; when useful to aiding comprehension, includes formatting, graphics, and multimedia.**	Skillfully use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)	Inconsistently use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)	Rarely or inaccurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.9-10.2 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. **The extent to which the response uses precise language and domain specific vocabulary to manage the complexity of the topic.** **CCSS.ELA-Literacy.W.9-10.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.				

- 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

10.1.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing…	✔
Content and Analysis	Identify a central idea from the text and analyze its development? **(RL.9-10.2)**	☐
	Provide examples to support analysis of the emergence and refinement of the central idea? **(RL.9-10.2)**	☐
	If necessary, include a brief summary of the text to frame the development and refinement of the central idea? **(RL.9-10.2)**	☐
	Analyze how an author draws on and transforms source material in a specific work? **(RL.9-10.9)**	☐
Command of Evidence and Reasoning	Develop the topic with well-chosen and relevant textual evidence? **(W.9-10.2.b)**	☐
Coherence, Organization, and Style	Use precise language and domain-specific vocabulary to manage the complexity of the topic? **(W.9-10.2.d)**	☐