**Subject area/course**: English/Language Arts; AP Language & Composition

**Grade level/band**: 11-12

**Task source**: Summit Public Schools

**Literary Analysis Essay**

**TEACHER'S GUIDE**

1. **Task overview**:

In this task, students will answer the following essential question: *How do writers communicate ideas through literature? S*tudents will begin by reading an America novel and focusing on the elements of the text — characters, ideas, symbols, etc.— they find most interesting. Students will then write a 4 to 5 page literary analysis essay in which they analyze how an author develops themes through the use of word choice and the development of events and ideas.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.

CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1. **Critical abilities**

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

1. **Time/schedule requirements:**

This task will take approximately 5 weeks of non-consecutive class time. Use the accompanying pacing guide for reference.

1. **Materials/resources:**

* American novel selected by instructor or from a list compiled by the instructor or students may choose their own novel with instructor approval.
* Say-Mean-Matter Graphic Organizer

1. **Prior knowledge:**

None listed.

1. **Connection to curriculum:**

None listed.

1. **Teacher instructions:**

* Select a novel to use with the task, or allow students to choose from a list or on their own with teacher approval.
* Introduce the task and “Say-Mean-Matter” Graphic Organizer
* Provide two weeks for students to read the novel and finish completing the graphic organizer
* Give students in class time to develop a thematic statement and write a thesis statement for their papers in which they make an argument about the theme(s) of the text.
* Give students in-class time to select textual evidence to analyze in order to support and develop their thesis
* Have students construct a detailed outline of their papers
* Have students write a first draft. Ask them to complete the drafts outside of class if needed.
* Collect papers and provide feedback OR have students engage in peer reviews of their draft papers. The peer review should be a critique of the ideas and support.
* Allow time for students to revise their essays.
* After revision and a second review by instructor or peers, students should edit their essays. A successful essay will be 4 to 5 pages long and will adhere to the conventions of the discipline (including MLA format) appropriately with almost no noticeable errors. The writing will use a formal style and academic language, and it will include variation in style, language, and sentence structure.
* Have students complete a post-writing reflection on the writing process and respond to the ideas of one of their peers.

1. **Student support:**

None listed.

1. **Extensions or variations:**

* Students may be required to keep a reflection or metacognition journal during the process to track how their ideas develop. These journals may be reviewed and graded regularly by the instructor.
* Students may give an oral presentation of the results of their essay or create a poster and give a poster presentation.

1. **Scoring:**

Student work can be scored using the Summit Public Schools Literary Analysis Essay rubric.