

## English and Communication Benchmarks, Grades 4 – 12

### CREATE ADP PRODUCTS (P)

## PRODUCT 2: LITERARY ANALYSIS ESSAY (P.2)

**As students progress across the grade levels, they should draft literary analysis essays on topics and literary works that are increasingly complex.** The Writing strand describes the development of general writing skills and abilities; please use these benchmarks in connection with those below. Also, please note that while the benchmarks below are specific to writing, students can also convey literary analyses via Speaking or Producing Digital Media; the benchmark criteria below can be modified accordingly.

The Reading strand describes the progression of expectations for skills in reading; please see these benchmarks for additional information on reading literary texts, as much of the content of students' literary analysis essays will be a demonstration of their achievement of these literary-text reading skills.

The benchmarks for an effective literary analysis essay progress across the grades in the following areas:

### P.2.1 Topics, Development and Focus

P.2.1.1 selecting suitable topics for analysis

P.2.1.2 developing a thesis that reflects an interpretation, analysis or evaluation of some element(s) of the literary work(s)

P.2.1.3 making inferences about the literature

P.2.1.4 including text evidence (passages, lines or specific reference to content from the work(s)) that demonstrates a deep understanding of the work(s) and supports the thesis

P.2.1.5 interpreting literature and using knowledge of genre to enhance the interpretation (when relevant to topic developed)

P.2.1.6 demonstrating a knowledge of literary context and foundational works (when relevant to topic developed)

### P.2.2 Coherence and Cohesion

P.2.2.1 sustaining a logical organizing structure, with an effective introduction

P.2.2.2 sustaining a logical organizing structure, with an effective body

P.2.2.3 sustaining a logical organizing structure, with an effective conclusion

These benchmarks are described in greater detail below.

GRADES 4 – 5

GRADES 6 – 8

GRADES 9 – 10

GRADES 11 – 12

**P.2.1 Topics, Development and Focus**

**P.2.1.1 selecting suitable topics for analysis**

**P.2.1.1.4-5** Discuss concrete elements, such as character, setting and plot, of relatively uncomplicated literary works. *For example, discuss the growth and change in a main character from Sounder by William Armstrong or discuss the courage of Jody Baxter in The Yearling by Marjorie Kinnan-Rawlings.* (ADP H4 and ADP H9)

**P.2.1.1.6-8.a** Focus on concrete elements (character, setting, plot) of more challenging literary work(s). (ADP H4 and ADP H9)

**P.2.1.1.9-10.a** Focus on the themes and the important, concrete elements (character, setting, plot) of somewhat complex literary work(s). (ADP H4 and ADP H9)

**P.2.1.1.11-12.a** Focus on the relationship between the concrete elements (character, setting, plot) and the inferential, abstract elements (themes, symbols, motifs, style, characterization, effect on the audience) of complex literary work(s). (ADP H4 and ADP H9)

**P.2.1.1.6-8.b** Analyze a single concept, interpreting some aspect of a more challenging literary work or two more challenging works. *For example, discuss the importance of setting in Island of the Blue Dolphins by Scott O'Dell or discuss the theme of facing challenges in The Miracle Worker by William Gibson.* (ADP H4 and ADP H9)

**P.2.1.1.9-10.b** Focus on a topic which allows for capable analysis of the ways in which themes and ideas are developed in one or in more than one somewhat complex literary work(s). *For example, compare and contrast how social pressures affect a main character from House on Mango Street by Sandra Cisneros and a main character from The Age of Innocence by Edith Wharton; or compare and contrast the theme of struggle in The Crucible by Arthur Miller and in Fences by August Wilson.* (ADP H4 and ADP H9)

**P.2.1.1.11-12.b** Focus on a topic which allows for capable analysis of the ways in which themes and ideas are developed in one or in more than one more complex literary work(s). *Focus on a topic which allows for capable analysis of the ways in which themes and ideas are developed in one or in more than one more complex literary work(s).* (ADP H4 and ADP H9)

**P.2.1.2 developing a thesis that reflects an interpretation, analysis or evaluation of some element(s) of the literary work(s)**

**P.2.1.2.4-5** Present an essay with a central idea that summarizes and interprets some aspect of a relatively uncomplicated literary work. (ADP C9)  
*NOTE: See the scale for Text Complexity, specifically T.1.3 Literary Text, for literary works and a description of the characteristics of relatively uncomplicated, more challenging, somewhat complex and complex literary works.*

**P.2.1.2.6-8** Present a thesis that represents a general evaluation or analysis or interpretation of more challenging literary work(s) and focuses on a specific element of the work(s). (ADP C9)  
*NOTE: See the scale for Text Complexity, specifically T.1.3 Literary Text, for literary works and a description of the characteristics of relatively uncomplicated, more challenging, somewhat complex and*

**P.2.1.2.9-10** Present a thesis that focuses on specific element(s) of somewhat complex literary work(s) and provides foundational support for an interpretation or analysis of the work(s). (ADP C9)  
*NOTE: See the scale for Text Complexity, specifically T.1.3 Literary Text, for literary works and a description of the characteristics of relatively uncomplicated, more challenging, somewhat complex and*

**P.2.1.2.11-12** Present a thesis that addresses the challenging aspects of complex literary work(s), provides foundational support for an interpretation or analysis of the work(s) and focuses on specific element(s) of the work(s). (ADP C9)  
*NOTE: See the scale for Text Complexity, specifically T.1.3 Literary Text, for literary works and a description of the characteristics of relatively uncomplicated, more*

<b>GRADES 4 – 5</b>	<b>GRADES 6 – 8</b> <i>complex literary works.</i>	<b>GRADES 9 – 10</b> <i>complex literary works.</i>	<b>GRADES 11 – 12</b> <i>challenging, somewhat complex and complex literary works.</i>
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**P.2.1.3 making inferences about the literature**

<b>P.2.1.3.4-5</b> Make valid inferences based on material clearly described within a relatively uncomplicated literary work. <i>For example, infer what can be learned about life in the Ozarks during the depression from <u>Where the Red Fern Grows</u> by Wilson Rawls; or infer what we can learn about pioneer life on the prairie from the <u>Little House in the Big Woods</u> series by Laura Ingalls Wilder.</i> (ADP C9)	<b>P.2.1.3.6-8</b> Make valid inferences based on both obvious and subtle evidence in more challenging literary work(s). <i>For example, infer what can be learned about problem solving from <u>The Adventures of Sherlock Holmes</u> by Arthur Conan Doyle or infer what we can learn about World War I from <u>The Red Badge of Courage</u> by Stephen Crane.</i> (ADP C9)	<b>P.2.1.3.9-10</b> Make valid inferences based on knowledge of evidence within and outside of a somewhat complex literary work(s). <i>For example, given knowledge of the French Revolution, make inferences regarding elements of Dickens' <u>A Tale of Two Cities</u> or infer what can be learned about labor conditions in colonial America in Ben Franklin's <u>Autobiography</u>.</i> (ADP C9)	<b>P.2.1.3.11-12</b> Make valid inferences regarding complex literary work(s) based on evidence provided in the text, on prior knowledge of the context of the work's setting or on its genre characteristics. <i>For example, given knowledge of Dickensian novels, make inferences regarding the plot structure and the significance of this structure or discuss what can be inferred regarding justice in the time period described in <u>The Scarlet Letter</u> by Nathaniel Hawthorne.</i> (ADP C9)
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**P.2.1.4 including text evidence (passages, lines or specific reference to content from the work(s)) that demonstrates a deep understanding of the work(s) and supports the thesis**

<b>P.2.1.4.4-8.a</b> Include adequate and specific information in support of the thesis. (ADP C9)	<b>P.2.1.4.9-10.a</b> Support the thesis by including detailed textual support and text analysis, excluding extraneous information. (ADP C9)	<b>P.2.1.4.11-12.a</b> Fully and effectively support the thesis by including substantial, detailed textual support and text analysis and excluding extraneous information. (ADP C9)
<b>P.2.1.4.4-5.b</b> Recall and include major textual details to support main ideas. (ADP C9)	<b>P.2.1.4.6-8.b</b> Include relevant details and quotations to develop the essay. (ADP C9)	<b>P.2.1.4.9-10.b</b> Include relevant details, quotations and paraphrased text to develop the analysis and make comparisons to other literary works. (ADP C9)
		<b>P.2.1.4.11-12.b</b> Firmly and effectively anchor the analysis with specific, relevant details and quotations from the literary work(s) and make comparisons to other relevant literary works. (ADP C9)
		<b>P.2.1.4.11-12.c</b> Skillfully embed quotations and details from the literary work(s) within the context of a valid analysis of these examples. (ADP C9)

**P.2.1.5 interpreting literature and using knowledge of genre to enhance the interpretation (when relevant to topic developed)**

<b>P.2.1.5.4-5.a</b> Recall the major ideas and details of works from various forms of literature (e.g., poetry, novel, biography,	<b>P.2.1.5.6-8.a</b> Recall the ideas, details and literary elements of works from various forms of literature (e.g., poetry,	<b>P.2.1.5.9-10.a</b> Recall and analyze the ideas, details and literary elements of works from various forms of literature	<b>P.2.1.5.11-12.a</b> Interpret the ideas, details and literary elements of works from various forms of literature (e.g.,
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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
short story, essay, dramatic literature). (ADP H3)	novel, biography, short story, essay, dramatic literature). (ADP H3)	(e.g., poetry, novel, biography, short story, essay, dramatic literature). (ADP H3)	poetry, novel, biography, short story, essay, dramatic literature). (ADP H3)
<b>P.2.1.5.4-5.b</b> Demonstrate basic understanding of genre characteristics in relatively uncomplicated literary work(s). <i>For example, select poems from From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs by Amy Cohn and discuss how songs generally have a refrain, and in what ways the refrains capture or not the main point of the songs.</i> (ADP H3)	<b>P.2.1.5.6-8.b</b> Analyze and interpret data. <i>For example, select poems from Ego Tripping and Other Poems for Young People by Nikki Giovanni and discuss the possible meanings of symbols in the poems or the effect of imagery in the poems.</i> (ADP H3)	<b>P.2.1.5.9-10.b</b> Accurately analyze and interpret data. <i>For example, select poems by Robert Frost or Walt Whitman and use understanding of poetic techniques to provide well-supported interpretations of the poems.</i> (ADP H3)	<b>P.2.1.5.11-12.b</b> Accurately and critically analyze and interpret data. <i>For example, select poems by T.S. Eliot or Pablo Neruda and use understanding of poetry techniques to interpret the poems, recognizing subtler and deeper interpretations.</i> (ADP H3)

**P.2.1.6** demonstrating a knowledge of literary context and foundational works (when relevant to topic developed)

**P.2.1.6.4-12** Demonstrate knowledge of foundational works of American literature and analyze foundational U.S. documents as they are relevant to the topic being developed in a literary analysis essay. (ADP H1)

*For more discussion of students' skills in reading and analyzing foundational literary texts, please see the Reading strand.*

**P.2.2 Coherence and Cohesion**

**P.2.2.1** sustaining a logical organizing structure, with an effective introduction

<b>P.2.2.1.4-5</b> Craft an introduction in which a clear overview of a question or topic on an uncomplicated literary work is provided and reader interest is developed. (ADP C3 and ADP C9)	<b>P.2.2.1.6-8</b> Craft an introduction in which the thesis of a literary essay on a more challenging literary work is stated and reader interest is developed. (ADP C3 and ADP C9)	<b>P.2.2.1.9-10</b> Craft an introduction in which the thesis of a literary essay on a somewhat complex literary work is stated and varied details and techniques are capably used to engage the audience. (ADP C3 and ADP C9)	<b>P.2.2.1.11-12</b> Craft an introduction in which the thesis of a literary essay on a complex literary work is effectively stated and varied details and techniques are purposefully and effectively used to engage the audience. (ADP C3 and ADP C9)
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**P.2.2.2** sustaining a logical organizing structure, with an effective body

<b>P.2.2.2.4-5.a</b> Present a body of textual evidence that supports the central idea about a relatively uncomplicated literary work(s). (ADP C3)	<b>P.2.2.2.6-8.a</b> Present a body of information that supports the thesis about more complicated literary work(s). (ADP C3)	<b>P.2.2.2.9-10.a</b> Present a body of text that supports the thesis about somewhat complex literary work(s). (ADP C3)	<b>P.2.2.2.11-12.a</b> Present a body of text that advances and supports the analysis of complex literary work(s). (ADP C3)
<b>P.2.2.2.4-5.b</b> Connect relatively uncomplicated ideas using relatively simple transitions. (ADP C3)	<b>P.2.2.2.6-8.b</b> Connect more complicated ideas using a variety of transition strategies. (ADP C3)	<b>P.2.2.2.9-10.b</b> Maintain coherence through the consistent use of varied transitions between sentences and paragraphs. (ADP C3)	<b>P.2.2.2.11-12.b</b> Maintain coherence through the consistent and effective use of connective transitions within and between sentences and paragraphs. (ADP C3)

UNDERSTAND TEXT COMPLEXITY	ACQUIRE INFORMATION	COMMUNICATE INFORMATION	CREATE ADP PRODUCTS <b>LITERARY ANALYSIS ESSAY</b>	WORK IN TEAMS
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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
<b>P.2.2.3</b> sustaining a logical organizing structure, with an effective conclusion			
<b>P.2.2.3.4-5</b> Craft a conclusion in which closure is provided, such as a shift from specific information to a more general statement or claim regarding the work and/or the author. (ADP C3 and ADP C9)	<b>P.2.2.3.6-8</b> Craft a conclusion in which the thesis and the main points of the essay are re-emphasized and a more general statement or claim regarding the work and/or the author is made. (ADP C3 and ADP C9)	<b>P.2.2.3.9-10</b> Craft a conclusion in which the thesis of the essay is re-emphasized in some way and a general statement or claim about the significance of the work, the author and/or the literary elements is made. (ADP C3 and ADP C9)	<b>P.2.2.3.11-12</b> Craft an effective and purposeful conclusion in which the thesis is reiterated and, as appropriate, the analysis is presented in new light or a further judgment is made regarding the work, the author and/or the literary elements. (ADP C3 and ADP C9)