Grade 10 ▸
Unit Five

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
	☐ Expository: Literary Analysis
Review as necessary to enable revision skill use	WRITING ON DEMAND
	☐ ongoing, all disciplines

REVISION SKILLS
Complexity and Simplicity

GENRE FOCUS
Expository: Literary Analysis

NOTES
Even if you think you have the most impressive vocabulary and the most compelling message on the face of the earth, but you can't speak to people in their terms, you will never be able to most effectively be understood or make a difference. Ask any public speaker about what works best, and I'm sure you'll find out that speaking in the language that listeners understand is far better than using those five or ten dollar words that your father and mother always wanted you to use in your essays. Cut the complex fat, and lean down. Writing a literary analysis is better accomplished when those lofty ideas are broken down to their merest form. KISS is a great way to think about it. The acronym stands for *keep it simple stupid*. Cut the prepositions and adjectives that only lengthen the word count. Replace them with active verbs that move your piece along. Take out that gigantic word, and replace it with something simpler. Consider Truman Capote's words: "I believe more in the scissors than I do the pencil." More is said with less. William Zinsser continues Capote's thought. "Clutter is the disease of American writing. We are a society strangling in unnecessary words, circular constructions, pompous frills and meaningless jargon." Zinsser goes on to say, "But the secret of good writing is to strip every sentence to its cleanest components. Every word that serves no function, every long word that could be a short word, every adverb that carries the same meaning that's already in the verb, every passive construction that leaves the reader unsure of who is doing what— these are the thousand and one adulterants that weaken the strength of a sentence." (*On Writing Well*, Zinsser pg 9)

PATTERN STATEMENT
Relevance is spoken in the common language.

ADDITIONAL NOTES
The pattern, *Relevance is spoken in the common language*, can be illustrated by leading a discussion about how language has changed over time. Depending on the school, use a King James Version and New International Version of the Bible to see the clear differences in language. Or, take a document or text from 17th century England to notice the differences between old English literature and modern literature. For instance, reading John Milton's *Paradise Lost* to the students might open their eyes to recognize how language impacts communication greatly. The relevance of the King James Version or *Paradise Lost* is less today than when the texts were written. Then, ask students to come up with examples from life where language does not fit an audience. Language on a football field is much different than language on a tennis court. Instruct students to recognize the pattern, *Relevance is spoken in the common language*.

REVISION SKILL

10
grade

unit
FIVE

REVISION
SKILLS

Complexity and
Simplicity

■

GENRE

Expository:
Literary Analysis

COMPLEXITY and SIMPLICITY	
Objective	Checklist
With teacher prompting and support, student identifies sections of a draft that present complex material and revises such sections by using shorter sentences and more common terms (i.e., shorter words).	☐ Read the draft to identify passages that address potentially new or unfamiliar topics. ☐ Review the terminology and sentence lengths. ☐ Revise to simplify the presentation within these passages by defining necessary but new terms, using familiar terms instead of topic-specific ones, and shortening sentence lengths.

Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
‣ Writing features no sentences with either ineffective complex or simplistic topics/ terminology for the given audience, AND Writing features no examples of ineffective complex or simplistic topics/terminology for the given audience within sections or paragraphs. ‣ Additional revisions may improve some elements but issues of complexity or simplicity have been effectively addressed.	‣ Writing features no sentences with either ineffective complex or simplistic topics/ terminology for the given audience. ‣ Writing features few (two or fewer) examples of ineffective complex or simplistic topics/terminology for the given audience within sections or paragraphs. ‣ Additional revisions could strengthen the writing by further reducing ineffective complex or simplistic topics/terminology and revise to simplify the presentation within these passages by defining necessary but new terms, using familiar terms instead of topic-specific ones, and shortening sentence lengths.	‣ Writing features no sentences with either ineffective complex or simplistic topics / terminology for the given audience. ‣ Additional revisions could strengthen the writing by further reducing ineffective complex or simplistic topics/terminology and revise to simplify the presentation within these passages by defining necessary but new terms, using familiar terms instead of topic-specific ones, and shortening sentence lengths.	‣ Writing features sentences with either ineffective complex or simplistic topics/ terminology for the given audience. ‣ Significant revision could strengthen the writing by further reducing ineffective complex or simplistic topics/terminology and revise to simplify the presentation within these passages by defining necessary but new terms, using familiar terms instead of topic-specific ones, and shortening sentence lengths

GENRE

EXPOSITORY: LITERARY ANALYSIS	
Definition	Objective
Presents a thesis or argument regarding a work of literature or an author's collected works and supported by evidence from the text(s). For example, a writer may present a thesis regarding an author's use of symbolism within a specific work—e.g., *Laner's use of snow in* <u>*Blizzard Warning*</u> *represents the protagonist's methods of dealing with conflict*. It is NOT a book report, and any summarizing should only be used to support the writer's thesis. The emphasis is on the literary text—the writing itself, not the typical story elements. The only opinion should be the writer's thoughts regarding the thesis, not "I liked this book because…"	With teacher prompting and support, student writes a cohesive and coherent literary analysis of an excerpt from a literary text, analyzing aspects such as theme, text structure, and relevant literary elements.
(Rubric next page)	

10
grade

unit
FIVE

REVISION
SKILLS

Complexity and
Simplicity

■

GENRE

Expository:
Literary Analysis

EXPOSITORY: LITERARY ANALYSIS			
Rubric			
EXEMPLARY	**PROFICIENT**	**ADEQUATE**	**NOT YET**
‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. ‣ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end. ‣ All borrowed content is correctly attributed. ‣ Additional revision may minimally improve the analysis	‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. ‣ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end. ‣ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end. ‣ Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ‣ Additional development or revision may increase the analysis' accuracy in attribution.	‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis , examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. ‣ Analysis reads like a list of facts. Writing lacks flow and connection between ideas AND/OR Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ‣ Additional development or revision could significantly improve the analysis' flow and accuracy in attribution.	‣ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another. AND/OR Lacks material based on content gathered from three or more resources. ‣ Additional development or revision could significantly improve the analysis' conent and/or credibility (i.e., use more references).