Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 20 and 21 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do not simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:
- Identify a central idea in the text
- Analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connnotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

For this task, you will need to write a 2-3 paragraph essay based on a given piece of literature. The prompt above will be the same on every test, every year. The only thing that changes is the text that must be read.

Notice the color coding above follows our standard format: Central Ideas and Strategies are blue, Text Based Evidence (TBE) is red and Reason/Analysis is green.

The prompt also encourages you to take notes in the margins (text code!) and to plan your response on scrap (use the outline!)

The last 3 bullet points under the guidelines tell us to organize, write professionally, and use grammar and punctuation.

Things you will need to know:
What is a Central Idea? –

What is a writing strategy? -

What are the “BIG FIVE” strategies? –
Rubric: Before we begin, let’s see how the essays are scored by NYS.

### Text Analysis: Exposition

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Responses at this Level:</th>
<th>3 Responses at this Level:</th>
<th>2 Responses at this Level:</th>
<th>1 Responses at this Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Analysis:</strong> the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text</td>
<td>• introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis</td>
<td>• introduce a clear central idea and a writing strategy that establish the criteria for analysis</td>
<td>• introduce a central idea and/or a writing strategy and/or</td>
<td>• introduce a confused or incomplete central idea or writing strategy and/or</td>
</tr>
<tr>
<td></td>
<td>• demonstrate a thoughtful analysis of the author’s use of the writing strategy to develop the central idea</td>
<td>• demonstrate an appropriate analysis of the author’s use of the writing strategy to develop the central idea</td>
<td></td>
<td>• demonstrate a superficial analysis of the author’s use of the writing strategy to develop the central idea</td>
</tr>
<tr>
<td><strong>Command of Evidence:</strong> the extent to which the response presents evidence from the provided text to support analysis</td>
<td>• present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis</td>
<td>• present ideas sufficiently, making adequate use of relevant evidence to support analysis</td>
<td>• present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant</td>
<td>• present little or no evidence from the text</td>
</tr>
<tr>
<td><strong>Coherence, Organization, and Style:</strong> the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td>• exhibit logical organization of ideas and information to create a cohesive and coherent response</td>
<td>• exhibit acceptable organization of ideas and information to create a coherent response</td>
<td>• exhibit inconsistent organization of ideas and information, failing to create a coherent response</td>
<td>• exhibit little organization of ideas and information</td>
</tr>
<tr>
<td></td>
<td>• establish and maintain a formal style, using precise language and sound structure</td>
<td>• establish and maintain a formal style, using appropriate language and structure</td>
<td>• lack a formal style, using language that is basic, inappropriate, or imprecise</td>
<td>• use language that is predominantly incoherent, inappropriate, or copied directly from the task or text</td>
</tr>
<tr>
<td><strong>Control of Conventions:</strong> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>• demonstrate control of the conventions with infrequent errors</td>
<td>• demonstrate partial control of conventions with occasional errors that do not hinder comprehension</td>
<td>• demonstrate emerging control of conventions with some errors that hinder comprehension</td>
<td>• demonstrate a lack of control of conventions with frequent errors that make comprehension difficult</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• are minimal, making assessment unreliable</td>
</tr>
</tbody>
</table>

- 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.
Rubric – Now let’s see what that means in more friendly terms.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Analysis Essay Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (30) Confused or no central idea or writing strategy</td>
<td>-confused or no central idea or writing strategy</td>
</tr>
<tr>
<td>2 (55) Almost There</td>
<td>-basic central idea and/or writing strategy</td>
</tr>
<tr>
<td>3 (75+) Meets Standard</td>
<td>- appropriate analysis between strategy and central idea</td>
</tr>
<tr>
<td>4 (95+) Excellent</td>
<td>-well-reasoned central idea and writing strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Analysis Essay Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- minimal or lack of analysis of connection between writing strategy and central idea</td>
</tr>
<tr>
<td>2</td>
<td>- inconsistent, not enough, or incorrect TBE</td>
</tr>
<tr>
<td>3</td>
<td>- sufficient and adequate TBE</td>
</tr>
<tr>
<td>4</td>
<td>- superior, clear and consistent TBE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Command of Evidence: TBE!</th>
<th>Coherence, Style and Organization: Organized into paragraphs and professional writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions: Capital letters, commas, periods, spelling, etc.</td>
<td></td>
</tr>
</tbody>
</table>

*If the essay is personal response, with almost no TBE, it is a 1.
*If the essay is totally copied from the text, with no original writing, it is a 0.
*If the essay is unreadable, not related to the task, blank, or unrecognizable as English, it is a 0.
Exemplar Essay – Here is an example of a high quality essay, with the Central Idea, Writing Strategy, TBE and Analysis color coded.

Introduction paragraph begins with the central idea clearly stated and the writing strategy/literary element clearly stated and defined.

Body paragraph repeats the central idea then introduces TBE and analysis. The paragraph concludes with a return to the central idea.

The conclusion restates the central idea and the writing strategy/literary element.
NYS Official Rating and Comments

Anchor Level 4. The response introduces a well-reasoned central idea (A central theme or idea in this excerpt from a diary entry focuses on the narrator’s feelings of despair or helplessness as the realization takes hold that he is being held prisoner in a desolate castle) and a writing strategy (The author effectively develops this idea through his use of tone) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of diction to develop the central idea (The author is able to convey the idea of desperation and despair through these gloomy quotes and create a tone, which also helps to develop the central idea). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis [The author describes the character’s surroundings as dull, dreary, grey, stoney, and overall very depressing. Words such as “stone stair”, “narrow darkness of the courtyard” and “the window … was tall and deep, stone-mullioned, and though weatherworn” reinforce this gloomy setting and The author is able to use his tone to convey the idea of despair through words and phrases like “desperate straits” (line 13), “prisoner” (line 1), “I was helpless” (line 5), and “I am, I know, either being deceived, like a baby by my own fears, or … (line 12)]. The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and identifying and defining the writing strategy of tone, and then exemplifying how the author uses tone to reinforce the central idea (One example of the author using tone to help develop the central idea of despair in the story is the way he describes the setting and The author also uses word choice to his advantage). The response ends with a concluding paragraph that reiterates the central idea and writing strategy (The author is able to utilize his dull and gloomy tone to help develop the central idea of despair in more way than one). The response establishes and maintains a formal style, using precise language and sound structure. The response demonstrates control of the conventions with infrequent errors.

Now let’s practice grading on your own…
Essay A

The central idea in this excerpt from Admiral Richard Byrd's diary is about survival when he was left alone at advance weather base in Antarctica. Imagery is used throughout the story as Byrd describes his experience when describing the choices and sacrifices that he had to make for his own survival. Byrd says that "to avoid further poisoning from the fumes, I must use the stove sparingly and the gasoline pressure lantern not at all." This quote shows Byrd's desperate situation. This is because the reader realizes even though Byrd is freezing, he will sacrifice his heat in order to not get poisoned, mentioning that "Cold I could feel, but carbon monoxide was invisible and tasteless." So, he says, "I chose the cold, knowing that the sleeping bag was a retreat." From this quote, the reader can visualize Byrd, cold and alone in his sleeping bag, fighting the odds to survive.

A second use of imagery is when Byrd illustrates how he tried to read Ben Ames Williams' All the Brothers Were Valiant, but after a page or two, the letters became indistinct, and my eyes ached— in fact they had never stopped aching. The image that these lines create is an image of sadness because, although he wants to try, Byrd can't enjoy leisurely activities in his situation of survival. The reason for this is that the dim light from the lantern was beginning to get on Byrd's "nerves." Because of his earlier decision not to use his lantern, the painting in the mind of the reader is dark because of how Byrd has no light.

A final use of imagery is when Byrd is describing himself in the shaving mirror. Byrd is debating with himself whether or not he should
Now look at your rubric and score the essay. Did this essay contain a central idea? Writing strategy? Strong TBE and Analysis?

This essay would be scored a ____ because

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Essay B

A central idea in Admiral Richard Byrd’s diary is his coping with isolation, desperation, and depression while he was alone at Advance Weather Base in Antarctica. The author’s use of point-of-view in the text develops this central idea. The author’s description of his actions and explanation of his thoughts and feeling while he was alone at Advance Weather Base in Antarctica reinforce this central idea in the text.

The author describes his removing of the mirror from the wall as he can’t stand the way he looks from months of isolation. This develops the central idea of Admiral Richard’s coping with isolation. The author also describes his choice of freezing over death from poisoning by the fumes from the stove. This shows the desperate choice Admiral Byrd had to make and develops the central idea of the text as well.
Again, look at your rubric and score the essay. Did this essay contain a central idea? Writing strategy? Strong TBE and Analysis?

This essay would be scored a ____ because

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Reading the Text

Be sure to MARK THE TEXT! It is important to underline, star and jot down notes in the margins so you can reference them later.

You do not need to text code as thoroughly as required in class; you don’t have enough time for that.

Look for examples of the BIG FIVE strategies – Characterization, Conflict, Imagery, Setting and Theme. Remember, every piece of literature has those! The BIG FIVE are available to help, but you are not limited to them. If another strategy is a better fit, use it! Choose ONE strategy and stick to it.

As you read, ask yourself, “What is the lesson this text is teaching about life?” This is your Central Idea. Remember, high quality Central Ideas apply to both the text and real life!

Choose 3 pieces of evidence (TBE) that are examples of your chosen strategy. TBE should be direct quotes from the text. When writing your essay, TBE must also be introduced with phrases like:

*The author writes, “*

*The character says, “*

*For example, the test says, “*
Writing the Essay

When you finish reading, OUTLINE your thoughts. Outlines help you organize your thoughts. A well-organized essay will score higher on the rubric!

Remember this organizer from class?

<table>
<thead>
<tr>
<th>Central Idea and Strategy</th>
<th>TBE 1</th>
<th>Analysis 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TBE 2</td>
<td>Analysis 2</td>
</tr>
<tr>
<td></td>
<td>TBE 3</td>
<td>Analysis 3</td>
</tr>
</tbody>
</table>

This will help us write the body paragraph of our essay. State the central idea and writing strategy. Include 3 pieces of TBE. TBE must be introduced. Use phrases like:

- The author writes, “
- The character says, “
- For example, the test says, “

Don’t forget analysis! This is essential to your essay. Your analysis explains how TBE supports the Central Idea. Like TBE, analysis must also be introduced with phrases like:

- This example shows...
- This means...
- When the author does this...

Of course, a well-organized essay is more than just a body paragraph. Be sure to include an introduction and a conclusion. For this essay, intro and conclusion paragraphs can be limited to the basics.

Let’s look at the organization of the entire essay
# Essay Outline

## Introduction
- **State central idea**
  
  *The central idea of this passage is...*

- **State writing strategy**
  
  *The author uses (strategy) to develop the central idea.*

- **Define strategy**
  
  *(Strategy) is defined as...*

## Body
- **Restate Central Idea and strategy**
  
  *The author shows (central idea) through (writing strategy).*

## TBE 1
- **Analysis 1**
  
  *For example, the author writes, “*

  *This means...*

- **Analysis 2**
  
  *The text also states “*

  *When the author does this, it shows...*

- **Analysis 3**
  
  *A final example is when “*

  *This means...*

## Conclusion
- **Restate Central Idea**
  
  *The author expresses the central idea of (central idea)...*

- **Summarize TBE in 1 sentence (optional)**

- **Restate Writing Strategy**
  
  *This is done through the effective use of (writing strategy)*
Practice Page

Introduction
State central idea

State writing strategy

Define strategy

Body
Restate Central Idea and strategy

TBE 1

Analysis 1

TBE 2

Analysis 2

TBE 3

Analysis 3

Conclusion
Restate Central Idea

Summarize TBE in 1 sentence (optional)

Restate Writing Strategy
Practice Page

Introduction
State central idea

State writing strategy

Define strategy

Body
Restate Central Idea and strategy

TBE 1

Analysis 1

TBE 2

Analysis 2

TBE 3

Analysis 3

Conclusion
Restate Central Idea

Summarize TBE in 1 sentence (optional)

Restate Writing Strategy