

Name: _____ Text: _____ Date: _____

LHS AP English Literature: Explanatory Paragraph of AP Exam Multiple-Choice Passage

Compose a well-developed and logically-organized paragraph in which analyze the theme of an AP Exam multiple-choice passage and support that meaning by focusing upon a specific literary device(s) the author employs. Provide multiple pieces of well-integrated and apt evidence from throughout the passage and clearly explain how each piece of evidence contributes to meaning. Use appropriate language of literary devices and precise college-level vocabulary throughout your response.

ELAGS1a. Cite strong and thorough textual evidence to support an analysis of the text, determining explicit and implicit meanings. (GSER1)
ELAGS1b. Determine the central ideas of the text and provide an objective summary. (GSER2)
ELAGS1d. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone of a text, including words with multiple meanings or language that is particularly effective for a desired purpose. (GSER4)
ELAGS1e. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (GSER5)
ELAGS2b. 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. (GSEW2)
ELAGS2d. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with a focus on what is most effective for a specific purpose and audience. (GSEW5)
ELAGS6a&b. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. (GSEL1& GSEL2)
ELAGS6e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (GSEL5)
ELAGS6f. Accurately use general academic and domain-specific vocabulary, sufficient for writing at the college- and career-readiness level. (GSEL6)

9-8 (95/90)

- Response effectively analyzes how literary elements contribute to the complexity of theme.
- Focus on theme is maintained and clearly reinforced throughout paragraph.
- Writer cites copious and aptly selected textual evidence for support and insightfully explains how evidence bolsters theme.
- Writer uses precise language to describe varied yet directly linked literary elements and effectively explains how the literary elements are employed by the author.
- Response is thoroughly developed and logically organized.

7-6 (85/80)

- Response adequately analyzes how literary elements contribute to theme.
- Focus on theme is maintained throughout paragraph.
- Writer cites clear and focused textual evidence for support and explains how evidence fits theme.
- Writer uses precise language to describe literary elements and explains how literary elements are employed by the author.
- Response is clearly developed and coherently organized.

5 (70)

- Response plausibly but superficially analyzes how literary elements contribute to theme.
- Theme is directly stated but may be simplistic and not maintained.
- Writer cites textual evidence for support, but explanations may be limited and/or not clearly linked to theme.
- Writer accurately identifies literary elements employed by the author, but explanations of how literary elements are used may be uneven or limited.
- Response is sufficiently developed and organized but may be inconsistent or contain some lapses in logic.

4-3 (60/50)

- Response inadequately analyzes how literary elements contribute to theme.
- Theme may be overly simple, may not be directly stated, or may not be the clear focus of the response.
- Writer cites insufficient and/or unfocused textual evidence for support, and explanations are simplistic or inaccurate and not directly linked to theme.
- Writer attempts to identify literary elements employed by the author, but explanations of how literary elements are used is unconvincing.
- Response is deficiently developed and/or ineffectively organized and may involve more summary than analysis.

2-1 (40/30)

- Response is unacceptably brief, undeveloped, and unsupported.