Complexity Progression for Literary Analysis
SOL 8.5c Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.

Please note: All assignments are given to all students. This example demonstrates how the 8th grade English department challenges all students by increasing the complexity of assignments throughout the school year.

Early assignments (quarter 1):
- Students make a single assertion about a single text and support it with one relevant quote.
- Students make a single assertion about a single text, support it with a relevant quote, and explain how the quote supports the assertion (commentary).
- Students who selected the honors level may be asked to move on to commentary earlier than grade level students.

Intermediate assignments (quarters 2-3):
- Students make multiple assertions about a single text, support each assertion with a relevant quote, and use commentary to explain how the quotes support the assertions.
- This assignment is given at least twice to help students to reach this complex target.
- Students who selected the honors level will be asked to make assertions that address more difficult rhetorical strategies/ figurative language.

Advanced assignments (quarters 3-4):
- Students make and support assertions about multiple texts that demonstrate the ways in which those texts are similar and/ or different.
- Students use multiple assertions to support a single thesis about a single text.
- Students who selected the honors level will be required to develop theses of more complexity (for example, grade-level students will develop and support a thesis which we have discussed in class, while honors-level students may develop an original thesis with teacher support).