

have not experienced a lifetime. The author uses the day to make it easier to understand a lifetime for readers. Also, he uses ~~symbolism~~

things in nature to symbolize something greater.

For example, mud and slush represents the unfair or hard nature of human beings such as opinions, prejudice, or tradition. These things can be compared to walking through mud and slush, and can be a tough ~~obstacle~~ obstacle to overcome. In life, peoples opinions, prejudice and traditions can also be some things that could be tough to overcome.

The author's message of the passage is to continue learning in life no matter what is put in front of you, or no matter what challenges can throw you off. The author uses literary

elements like symbolism to put this point across.

These symbols only give readers something to refer to as they try to understand the authors message, and represent a bigger meaning.

Anchor Level 4-B

The response introduces a well-reasoned central idea (The author of this passage is trying to get readers to find something in their life that they can learn from and appreciate) and a writing strategy (Symbolism is used to enhance the quality of an authors work) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of symbolism, stating that "nut shells" and "mosquito's wings" are distractions that we should ignore in order to look at the bigger picture. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (The author's "day" symbolizes ... a lifetime in perspective for readers and mud and slush represents the unfair or hard nature of human beings such as opinions, prejudice, or tradition). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and the writing strategy, then explaining how specific symbols from the text support the main idea, and concluding by stating that symbols give readers something to refer to as they try to understand the authors message, and represent a bigger meaning. The response establishes and maintains a formal style, using appropriate language and structure (For example, our dinner or evening should be something that gets us back to reality, or wakes us up). The response demonstrates partial control of the conventions with occasional errors (their life, your view, ignore, through out, obstical, over come, authors message) that do not hinder comprehension.

Another example from text

How the literary element develops the theme

how examples relate to

the theme or central idea

back to

generalization about the use of this element when developing a central idea/theme