

CRITICAL ANALYTICAL RESPONSE TO LITERATURE: PARAGRAPH WRITING STRUCTURE

GUIDING QUESTIONS		PARAGRAPH STRUCTURE		CONSIDERATIONS
<i>What does it say?</i>	SAY?	I NTRODUCTORY PARAGRAPH	P —PULL YOUR READERS IN <i>(Utilize a metaphor, rhetorical question, anecdote, shock statement, or fact)</i>	THESIS STATEMENT FORMULA: In the <u>GENRE</u> , <u>TITLE</u> , <u>AUTHOR</u> develops the idea that <u>TOPIC</u> . This is shown <i>from / initially</i> <u>PARAGRAPH #1</u> , <i>through / however</i> <u>PARAGRAPH #2</u> , <i>to / consequently</i> <u>PARAGRAPH #3</u> .
	MEAN?		O —OUTLINE THE TOPIC <i>(Introduce topic or theme; provided by instructions or self-created)</i>	
	MATTER?		I —INTRODUCE THE TEXT <i>(Provide a concise plot summary of the text to be analyzed; introduce relevant characters who will be discussed throughout the response)</i>	
			N —NARROW YOUR FOCUS <i>(Select character of focus and plot their narrative arch in connection to the theme)</i>	
			T —THESIS STATEMENT → → → → → → → → →	
<i>What does it mean?</i>	SAY?	B ODY PARAGRAPH(S)	V —VARIABLE (PARAGRAPH-DRIVING THEME WORD ESTABLISHED IN THE THESIS) <i>(Establish the element, feature, or factor that is liable to vary or change for the main character; dependent on which paragraph in the essay is being produced)</i>	
	MEAN?		E —EXPLAIN VARIABLE (IN RELATION TO TRANSITION OF CHARACTER) <i>(Connect the topic / issue to the text; transition into providing concrete evidence)</i>	
	MATTER?		C —CONTEXT, EVIDENCE, ANALYSIS <i>(Provide quotations or specific evidence to support; repeat CEA process for each piece provided)</i>	
			T —THESIS CONNECTION <i>(Link your quotation / evidence to your thesis statement)</i>	
			O —OFFER MORE SUPPORT <i>(Repeat Context, Evidence, Analysis at least two more times)</i>	
			R —RECAP / TRANSITION STATEMENT <i>(Conclude your paragraph by transitioning to the next)</i>	
<i>Why does it matter?</i>	SAY?	C ONCLUDING PARAGRAPH	T —THESIS RECAP <i>(Reiterate your thesis by consider rewording to make it more directing)</i>	
	MEAN?		A —ARGUMENT RECAP <i>(Summarize the essential elements of your argument)</i>	
	MATTER?		R —RELATE THE IDEAS OF THE TEXT TO THE LARGER WORLD-CONTEXT <i>(Broaden the theme by connecting it to a universal understanding; something that will incite change not only in the text but the readers)</i>	
			G.E.T. —GET EVERYONE THINKING <i>(End with an insightful, observant, perceptive remark)</i>	

POINT = to direct someone's attention to the position or path of something.

VECTOR = a quantity having direction as well as magnitude, esp. as determining the position of one point in space relative to another.

TARGET = a person, object, or place selected as the aim of an attack.

CRITICAL ANALYTICAL RESPONSE TO LITERATURE: TRICKS & PITFALLS

	THINGS TO DO	THINGS TO AVOID
INTRODUCTORY PARAGRAPH		
BODY PARAGRAPH(S)		
CONCLUDING PARAGRAPH		

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