

# CRITICAL ANALYTICAL RESPONSE TO LITERATURE: PARAGRAPH WRITING STRUCTURE

GUIDING QUESTIONS		PARAGRAPH STRUCTURE		CONSIDERATIONS	
<i>What does it say?</i>	SAY?	<b>INTRODUCTORY PARAGRAPH</b>	<b>P—PULL YOUR READERS IN</b> <i>(Utilize a metaphor, rhetorical question, anecdote, shock statement, or fact)</i>	<b>THESIS STATEMENT FORMULA:</b>  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 MAIN IDEA</u> , <i>through / however</i> <u>PARAGRAPH #2 MAIN IDEA</u> , <i>to / consequently</i> <u>PARAGRAPH #3 MAIN IDEA</u> .	
	MEAN?		<b>O—OUTLINE THE TOPIC</b> <i>(Introduce topic or theme; provided by instructions or self-created)</i>		
	MATTER?		<b>I—INTRODUCE THE TEXT</b> <i>(Provide a concise plot summary of the text to be analyzed; introduce relevant characters who will be discussed throughout the response)</i>		
			<b>N—NARROW YOUR FOCUS</b> <i>(Select character of focus and plot their narrative arch in connection to the theme)</i>		
			<b>T—THESIS STATEMENT</b> → → → → → → → → → →		
<i>What does it mean?</i>	SAY?	<b>BODY PARAGRAPH(S) ~ TRADITIONALLY X3</b>	<b>V—VARIABLE (PARAGRAPH-DRIVING THEME WORD ESTABLISHED IN THE THESIS)</b> <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?		<b>E—EXPLAIN VARIABLE (IN RELATION TO TRANSITION OF CHARACTER)</b> <i>(Connect the topic / issue to the text; transition into providing concrete evidence)</i>		
	MATTER?		<b>C—CONTEXT, EVIDENCE, ANALYSIS</b> <i>(Provide quotations or specific evidence to support; repeat CEA process for each piece provided)</i>		<b>C</b> —the circumstances that form the setting for event, statement, or idea, and in terms of which it can be fully understood and assessed. <b>E</b> —information given personally, paraphrased from a source, or in direct quotation used to establish facts. <b>A</b> —detailed examination of the elements or structure of something as a basis for discussion or interpretation.
			<b>T—THESIS CONNECTION</b> <i>(Link your quotation / evidence to your thesis statement)</i>		
			<b>O—OFFER MORE SUPPORT</b> <i>(Repeat Context, Evidence, Analysis at least two more times)</i>		
			<b>R—RECAP / TRANSITION STATEMENT</b> <i>(Conclude your paragraph by transitioning to the next)</i>		
<i>Why does it matter?</i>	SAY?	<b>CONCLUDING PARAGRAPH</b>	<b>T—THESIS RECAP</b> <i>(Reiterate your thesis by consider rewording to make it more directing)</i>		
	MEAN?		<b>A—ARGUMENT RECAP</b> <i>(Summarize the essential elements of your argument)</i>		
	MATTER?		<b>R—RELATE THE IDEAS OF THE TEXT TO THE LARGER WORLD-CONTEXT</b> <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>		
			<b>G.E.T.—GET EVERYONE THINKING</b> <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		

**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.