

3. Writing the introduction. An introduction contains:
- a) HOOK: begin by grabbing the readers' interest with an introduction or opener;
 - b) LIT: identify the title and author of the story, and give a very brief summary of the content;
 - c) THESIS: answer the question by making your argument about the story;
 - d) PLAN: provide an overview of the analysis to follow by introducing the points to be developed in the body of the essay.
4. Writing the body. The body consists of two to four paragraphs that give support. Each body paragraph has:
- a) INTRO: begins with an introduction to the point you are going to make;
 - b) TOPIC: gives a topic sentence stating the argument used to prove the thesis statement;
 - c) SUPPORT: gives evidence from the story in the form of specific instances, quotations, and devices. Selected use of quotes from the story help to make the interpretation believable;
 - d) TRANSITION: moves to the next idea.
5. Writing the conclusion. The conclusion contains:
- a) THESIS REPHRASED: give a restatement of the thesis;
 - b) SUMMARY: summarize in a sentence each the body paragraphs in the order discussed;
 - c) CLINCHER: end by suggesting the significance and implications for a particular character or for a more universal audience.
6. TITLE: After the analysis is finished, select a title for the composition that clearly reflects the ideas of the analysis. Do not just call your essay "an essay" or by the title of the work. Try to reflect the topic and your thesis in the title. Titles are typically short.



Literary Essay Rubric

Grade	Thought and Understanding (7.5 marks)	Supporting Evidence (7.5 marks)	Form and Structure (5 marks)	Matters of Choice (5 marks)	Matters of Correctness (5 marks)
Excellent 5	Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.	Support is explicit, precise, and deliberately chosen to reinforce the student's ideas in an effective and judicious way. A strong connection to the student's ideas is maintained.	An effective arrangement of ideas and details contributes to a fluent and shaped discussion that is developed skillfully. The unifying effect or controlling idea is consistently sustained and integrated.	Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to the creation of a skillful composition with a convincing voice.	This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.
Proficient 4	Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible.	Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student's ideas in a logical and clear way. A clear connection to the student's ideas is maintained.	A purposeful arrangement of ideas and details contributes to a competent and controlled discussion that is developed capably. The unifying effect or controlling idea is coherently sustained and presented.	Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to the creation of a considered composition with a capable voice.	This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.
Satisfactory 3	Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.	Support is appropriate, general, and adequately reinforces the student's ideas but occasionally may lack persuasiveness and/or consistency. A straightforward connection to the student's ideas is maintained.	A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.	Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to the creation of a conventional composition with an appropriate voice.	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors. However, the communication remains clear.
Limited 2	Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.	Support is repetitive, contradictory, inaccurate, and/or ambiguous, and may be inappropriate or merely a restatement of what was read. The connection to the student's ideas is vague and/or unclear.	A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is not deliberately developed. A unifying effect or controlling idea is inconsistently maintained.	Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward and/or ambiguous. Inadequate language choices contribute to the creation of a vague composition with an undiscerning voice.	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.
Poor 1	Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated.	Support is irrelevant, over-generalized, and/or lacking. The support, if present, is largely unrelated to any idea(s) that may be present.	A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. A unifying effect or controlling idea is absent.	Diction is over-generalized and/or inaccurate. Syntactic structures are uncontrolled and/or unintelligible. A lack of language choices contributes to the creation of a confused composition with an ineffective voice.	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.