

11/12

Name: _____ Date: _____

GRADE 11/12: Literary Analysis Checklist

| STRUCTURE | | YES! | STARTING TO | NOT YET |
|--------------|---|------|-------------|---------|
| Overall | I presented a nuanced analysis of the text(s) by developing a thesis, theory, or claim that illuminates complexity in the text. | | | |
| | I developed my argument across my piece, not only with compelling reasoning and evidence but also by considering pacing and tone. | | | |
| | I have illuminated the significance of the text and/or my argument in terms of its social and/or historical and/or literary relevance. | | | |
| Lead | I made deliberate decisions about how to provide information in my introduction that orients the reader and interests the reader in the text and in my thesis, theory, or claim. | | | |
| | I provided context to help my reader understand either the whole text and its significance or the part of it which I mostly closely explore, as well as how the text is situated historically or in a literary or social context. | | | |
| | I may raise questions in my introduction or introduce a sense of urgency or tension around an issue, question, claim, or theory. | | | |
| Transitions | My transitions connected examples to reasons and evidence and help the reader follow my lines of thinking. | | | |
| | I used transitions which make clear the relationship of these sources to each other and to my own claim or theory. | | | |
| | I used phrases such as <i>in accordance with</i> , <i>in conjunction with</i> , <i>similar to</i> , <i>by contrast</i> . | | | |
| Ending | In the conclusion, I acknowledged the complexity of the argument and either argued for the significance, impact, or potential of my claim or considered additional insights gathered through this exploration. | | | |
| | I was careful to balance my introduction and conclusion so they are not repetitive but they are related. | | | |
| Organization | I have a purpose for how I chose to organize each part of my piece, what I chose to include, exclude (including citations and acknowledgement of other views), and where I chose to include each detail in my piece. | | | |
| DEVELOPMENT | | | | |
| Elaboration | I supported my theories and ideas by delving deeply into parts of the text, attending to subtle details as well as significant quotes, excerpts, and scenes. | | | |
| | I connected parts of the text to each other and/or to the text as a whole. | | | |
| | I attended to plot, dialogue, actions, and details when developing my thinking, theory, thesis, or claim. | | | |
| | I related evidence back to my claim, situated it contextually, and explained its relevance and significance. | | | |
| | The content is appropriate for the expertise of my audience. | | | |
| | I highlighted complexity, acknowledging the possibility of multiple themes, issues, and character complexity. | | | |
| | I considered the author's craft, attending to literary language, metaphor, symbolism, repetition, structure, and so on when relevant to my overall argument. | | | |

11/12

Name: _____ Date: _____

GRADE 11/12: Literary Analysis Checklist continued

| DEVELOPMENT | | YES | STARTING | NOT YET |
|----------------------|--|-----|----------|---------|
| Description | I used analogies, comparisons, symbolism, and allusions to make my points and considered how word choice and the content of my piece will have an effect on my reader. | | | |
| | I considered how the tone might affect the reader. I may have mirrored the tone of the text in my own writing. | | | |
| | I used words precisely and/or figuratively and/or symbolically to strengthen a particular tone or meaning. | | | |
| | I angled evidence and represented precise perspectives to support and situate my claim or theory. | | | |
| | My tone is appropriate for the purposes of each part of my piece and in keeping with the discipline within which I am writing and the audience I am trying to reach. | | | |
| LANGUAGE CONVENTIONS | | | | |
| Spelling | My spelling was accurate throughout, including cited text and citations. | | | |
| | I double-checked for technological mishaps. | | | |
| Punctuation | I used punctuation to emphasize connections, strengthen tone, and clarify relationships and meaning. | | | |