

9/10

Name: _____ Date: _____

GRADE 9/10: 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 highlights complexity in the text. I clarified my argument and developed it with compelling reasoning and evidence. I may have illuminated the significance of the text and/or my argument in terms of its social relevance.			
Lead	I made deliberate decisions about how to provide information in my introduction that orients and engages the reader to the text and to 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.			
Transitions	I may raise questions in my introduction or introduce a sense of urgency or tension around an issue, question, claim, or theory.			
	My transitions connected examples to reasons and evidence and help the reader follow my lines of thinking.			
	I also used transitions which make clear the relationship of these sources to each other and to my own claim or theory.			
Ending	I used phrases such as <i>in accordance with</i> , <i>in conjunction with</i> , <i>similar to</i> , <i>by contrast</i> .			
	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.			
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 attended not only to plot but also to dialogue, actions, and details when developing my thinking.			
	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.			
Description	I considered the author's craft when relevant to my thesis, theory, or claim.			
	Not only did I use 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 also considered how the tone might affect the reader.			
	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.			