**Formal Literary Paragraph Checklist**

**Introduction**

 Hook (catch the reader's attention; tie into your topic sentence)

 Topic Sentence (title, author, main idea)

**Point # 1**

 Assertion (your point)

 Citation (quote with author’s name and paragraph or line number)

 Explanation

 Transition word or sentence

**Point 2**

 Assertion (your point)

 Citation (quote with author’s name and paragraph or line number)

 Explanation

 Transition word or sentence

**Point 3**

 Assertion (your point)

 Citation (quote with author’s name and paragraph or line number)

 Explanation

**Conclusion**

 A final statement that sums up your points and refers back to the prompt.

**Other**

 I **have used** *transition word*s to connect together my ideas.

 I have **not used** *personal pronouns* (I, me, we)

I have **not used** *contractions* (can't, won't, etc.)

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| **Final Thoughts and Suggestions** |
| **2 things the writer did well** | 1.2. |
| **2 things to work on next time** | 1. 2. |

6, 6- This is superior writing that shows maturity and depth. The writer uses skillful control of language, effective use of literary and rhetorical devices, and a strong imagination. This writer engages with the text (when appropriate) in an insightful way, showing sophisticated understanding of the meaning. Despite its clarity and precision, the writing need not be error-free.

Suggestions for improvement: Increase clarity of sentence structure, make more explicit references to the text and eliminate excessive wordiness.

5+, 5, 5- This is proficient writing that shows a strong grasp of the topic and a clear understanding of the text at an interpretive level. This writer refers to the text either using quotations or appropriate summarization. The writing is thoughtful and interesting, with strong command of the conventions of language. Errors may be present, but are not distracting.

Suggestions for improvement: Pay specific attention to word choice, increase your vocabulary while also maintaining clarity and practice effective use of figurative language.

4+, 4, 4- This is competent writing that displays simplistic sentence structure and word variety. The format of this writing is formulaic and mechanical. Understanding of the text (when appropriate) is literal as opposed to interpretive. This writing may rely heavily on paraphrasing, and references are present but may be limited to only part of the text. Conventions of language are usually followed, but some errors are evident.

Suggestions for improvement: Use specific examples in writing rather than vague assertions, add descriptive, sensory language, and take risks.

3+, 3, 3- This is barely adequate writing that features underdeveloped or simplistic ideas. Reference to the text (when appropriate) tends to contain listed details or may not be connected to a main idea. This writing may show some sense of purpose, but errors may be distracting.

Suggestions for improvement: Read a variety of writing in English- novels, magazine articles, newspapers- to view effective and correct writing.

2+, 2, 2- This is inadequate writing. There may be an attempt to address the topic, but understanding of the task or text may be seriously flawed. This writing may be inappropriately colloquial. Language errors are recurring, distracting and may impede meaning.

Suggestions for improvement: Read a variety of writing in English- novels, magazine articles, newspapers- to view effective and correct writing. Read the topic and text thoroughly to increase understanding, and ask questions for clarification (with the exception of written exams).

1 This is unacceptable writing that may attempt to address the topic, but is too brief or may reflect a complete lack of control in the writing. This writing may be compromised by its deficiency of composition, content, vocabulary, structure and conventions of English language.

Suggestions for improvement: Read the topic and text thoroughly to ensure understanding, make better use of the time allotted.