**Text – Analysis Response Graphic Organizer (CCS Regents Part 3)**

**Consider the grid below your pre-writing. As you read and take notes, organize your annotations into the following rows, identifying the elements and discussing what they prove.**

|  |  |  |
| --- | --- | --- |
| Literary Element | Textual Evidence | What effect does it achieve / What it proves  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Now, go back through your chart and see if there are any repeated / similar ideas in the final column. If so, then that should be worked out to establish your central idea.

Finish this sentence:

|  |
| --- |
| **A central idea of this passage is** |

Now, write a few lines elaborating on the central idea / explaining what you mean:

|  |
| --- |
|  |

Lastly, tell me what literary element / technique the author uses to help show what you’ve already said

|  |
| --- |
|  |

^^^The above three boxes make up your first (introductory paragraph).

Now, take the examples of the literary element you plan on using occurring in the first half of the story, and make them into a paragraph:

|  |  |
| --- | --- |
| Example of literary element | How it connects to central idea |
|  |  |
|  |  |
|  |  |

^^^The above boxes make up your second paragraph.

Lastly, take the examples of the literary element you plan on using occurring in the second half of the story, and make them into a paragraph:

|  |  |
| --- | --- |
| Example of literary element | How it connects to central idea |
|  |  |
|  |  |
|  |  |

^^^The above boxes make up your third paragraph.