

## Short Story Extended Response Paragraphs

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In Core B, an extended response (ER) paragraph is a single, formal, AEC paragraph that answers a specific analysis question about a work of literature.

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### Short Story ER Prompts:

#### Extended Response: “The Ransom of Red Chief”

Topic: Allusions

Authors use allusions to add depth to their writing. In a single word or phrase they connect the plot and characters to sources outside the story enabling readers to understand their story more fully. “The Ransom of Red Chief” contains several allusions. Pick two and explain how they add to the reader’s understanding of the story’s plot and/or characters.

#### Extended Response: “The Most Dangerous Game”

Topic: Imagery

Authors use imagery for a variety of reasons. For example, Richard Connell uses vivid imagery to create suspense. Find two examples of imagery in “The Most Dangerous Game” that you believe create the strongest suspense. Then, prove how these two examples effectively build suspense for the reader.

#### Extended Response: “The Necklace”

Topic: Irony

Authors use irony for a variety of reasons. Sometimes they intend to surprise the reader with a plot twist (situational irony). Sometimes they want to make the reader laugh at, become frustrated with, or feel empathy for a particular character. Irony can also be used to shock, persuade, create suspense, or simply make the reader feel smart. Find two examples of irony in “The Necklace” and prove what effect these examples of irony have on the reader.

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### How to Write an Extended Response:

1. Thoroughly read the prompt and make sure you identify all of its parts. What exactly are you being asked to prove? Follow the prompt to **draft a strong topic sentence** that contains the author’s name, the story’s title, the paragraph’s topic (main subject) and a controlling idea (the focus, opinion, or argument you will prove about the topic).
2. Next, begin looking through the story for quality **quotes to use as evidence**. You may find it helpful to write a quick key word outline at this point to get your thoughts in order.
3. Write a **rough draft** paragraph and **print it out or save your handwritten copy**. You will turn in this rough draft with your final draft.
4. **Edit your paragraph**. Look for ways to eliminate be verbs, improve sentence structure, and strengthen the clarity of your ideas.
5. **Work with a parent** to continue editing and revising the paragraph following the rubric on the last page.
6. When you are finished revising, **upload** your final paragraph to Turnitin. **Print** a paper copy and **staple** the rough draft and a completed and signed rubric BEHIND it.

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## **ER Paragraph Requirements**

- Creative title that hints at paragraph's topic but does not give it away. Not the story's title nor "Extended Response"
- Minimum of 8 sentences: topic, two proofs (A-E-C), and concluding. (see outline below)
- All evidence is direct quotes with proper formatting and in-text citations.
- Strong word choice; descriptive language. No contractions.
- Limit of 2 "be" verbs per paragraph.
- Add transitions to guide the reader from one idea to the next.
- Avoid awkward, vague, or repetitive wording.
- Third person voice only.
- Literary present tense for discussing the author and events/characters in the story.
- The first time the author is named, use the full name. After that, use last name only.
- MLA formatted.
- A works cited page is NOT required.

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## **ER Paragraph Structure:**

Each ER should have a title and contain a minimum of 8 complete sentences as follows:

- I. Topic Sentence: a broad statement of the main idea of the paragraph. In an ER, the topic sentence must mention the author and title and directly address *all parts* of the prompt. You may include wording drawn from the prompt.

(Proof #1)

- A. Assertion 1: expand on the topic by making a more specific claim related to the topic AND give *brief* story context to set the stage for the upcoming quote. Do not include evidence or begin to explain. Just *tell* your idea or opinion as a fact.
  1. Evidence: *show* support for the assertion using a direct quote from the story. Must be strong reinforcement for what you claimed above. Include an in-text citation.
  2. Commentary: provide your own analysis that *explains* how or why the evidence (the example from the quote) supports your claim in the assertion and ultimately proves the argument. (Do not simply restate or summarize the assertion.)

(Proof #2)

- B. Transition and Assertion 2: Add an opening word or phrase that shows the shift from the 1<sup>st</sup> to the 2<sup>nd</sup> proof. Then, expand the topic again by making a second claim with *brief* story context. This second claim must be different from the first but still related to the broader paragraph topic.
  1. Evidence: see above
  2. Commentary: see above
- C. Concluding Sentence: wrap up the whole paragraph (not just the second proof) with a final, impactful thought. Consider answering, "So what?" Why should the argument you presented in the paragraph matter to the reader. A concluding sentence is NOT a paraphrase or repeat of the topic sentence.

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[T] Topic Sentence: contains author, title, and the main idea the writer will prove – that the author uses the story’s conflict to reveal his primary lesson or theme.

Sample Extended Response

[T] Through the conflict between the two characters in *Green Eggs*

and *Ham*, Dr. Seuss reveals his valuable theme: the importance of trying

new things. [A1] Sam’s many and varied attempts to convince his friend to

taste some unusual green eggs steadily intensify the tension as the pages

turn. [E1] Relentlessly, Sam offers thirteen different suggestions such as

“Would you eat them in a box? Would you eat them with a fox?” to help

ease his friend’s anxiety and encourage him to take the first bite (Seuss 22).

[C1] Sam’s perseverance reinforces Seuss’s message of the value of different

experiences since Sam appreciates it enough to withstand his friend’s angry

refusals. [A2] Furthermore, when the conflict reaches its climax and Sam’s

friend finally tastes the green eggs, he realizes his reluctance was foolish.

[E2] With surprise he cries, “Say! I like green eggs and ham” (59). [C2] Since

the conflict over whether or not to eat the atypical eggs has a positive

outcome, Seuss clearly emphasizes the positive value of embracing new

things. [C] Although Seuss reveals his theme through a simple children’s

story, readers of all ages can appreciate his beneficial message of taking a

chance on the unfamiliar.

[E1] Evidence is a direct quote that shows some of the “many and varied attempts” claimed in the assertion.

[C1] Commentary explains how this example, Sam’s perseverance, offers proof of Seuss’s message that new experiences = good.

[C2] Again, commentary explains how the specific example from the story proves the larger claim about Seuss’s message or theme.

[C] End with a final, conclusive thought that wraps up the narrative flow of the paragraph and answers “So what?” Why should the reader care?

[A1] The 1<sup>st</sup> assertion expands the topic sentence by making a more specific claim about the conflict while also providing story context to set up the quote.

[A2] Transition word indicates the start of the 2<sup>nd</sup> proof and a 2<sup>nd</sup> assertion that expands the topic again with both context and a claim.

[E2] Quote blends strengthen your evidence by providing even more context and description for the quote.

\*\*Notice that this paragraph is written in literary present tense. All actions attributed to the characters and the author are present tense verbs.