

Assert the rhetorical or literary strategy

Comment on the author's purpose

Text Evidence

<p>Diction The connotation of the word choice. What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?</p>	<p>The author used those words instead of "cried" because they conveyed the macho attitude of the soldiers.</p>	<p>"repaired the leaks in their eyes"</p>
<p>Images Vivid appeals to understanding through the senses - concrete language. What images does the author use? What does he/she focus on in a sensory (sight, touch, taste, smell, etc.) way? The kinds of images the author puts in or leaves out reflect his/her style. Are they vibrant? Prominent? Plain? NOTE: Images differ from detail in the degree to which they appeal to the senses.</p>		
<p>Details Facts that are included or those that are omitted. What details does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of the choice of details? (NOTE: Details are facts or fact-lets. They differ from images in that they don't have a strong sensory appeal.)</p>		

This DIDLS approach to close reading can be used as a planning sheet as it suggests a variety of strategies that students may choose from to develop an analysis (ACT) chunk. They will weave in these chunks of analysis into their written analysis of the passage as they discuss it chronologically, rather than organizing their paper by devices, which makes for a much weaker essay, though some writers must start there.

Assert the rhetorical or literary strategy

Comment on the author's purpose

Text Evidence

<p>Language The overall use of language, such as formal, clinical, jargon. What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? Make sure you don't skip this step.</p>	<p>They used "grunt talk," military slang, peppered with understatements to mask the ugly face of war.</p>	<p>They said "zapped while zipping" or "greased" instead of the words shot or killed.</p>
<p>Sentence structure (syntax) How structure affects the reader's attitude. What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, and parallel construction? What emotional impression do they leave? If we are talking about</p>	<p>The long sentence mirrors the length of the ambush.</p>	<p>The entire first sentence is eight lines of action.</p>

This DIDLS approach to close reading can be used as a planning sheet as it suggests a variety of strategies that students may choose from to develop an analysis (ACT) chunk. They will weave in these chunks of analysis into their written analysis of the passage as they discuss it chronologically, rather than organizing their paper by devices, which makes for a much weaker essay, though some writers must start there.

Assert the rhetorical or literary strategy

Comment on the author's purpose

Text Evidence

poetry, what is the meter? Is there a rhyme scheme?		
---	--	--

This DIDLS approach to close reading can be used as a planning sheet as it suggests a variety of strategies that students may choose from to develop an analysis (ACT) chunk. They will weave in these chunks of analysis into their written analysis of the passage as they discuss it chronologically, rather than organizing their paper by devices, which makes for a much weaker essay, though some writers must start there.