

English 7/8: Academic Paragraph Stylistic Analysis



The following is a simple, easy-to-follow structure for writing academic paragraphs, particularly while analyzing literature. Make sure to follow this format to assure that you have included all important components of information in your academic paragraphs.

TS: **TOPIC SENTENCE:** This is where you introduce the main idea of your paragraph. As you write a stylistic analysis paragraph, you present the thesis (claim) you are proving, which includes which literary device(s) you are discussing, which element it is shaping (for your first, this will be the mood in ch 28), and for what purpose.

CX: **CONTEXT:** The context leads the reader into your concrete detail (usually a quotation) fluidly. This is where you let the reader know what is happening in that particular part of the story. It may also be a place to briefly paraphrase the quotation itself, if it makes sense in your writing at that point.

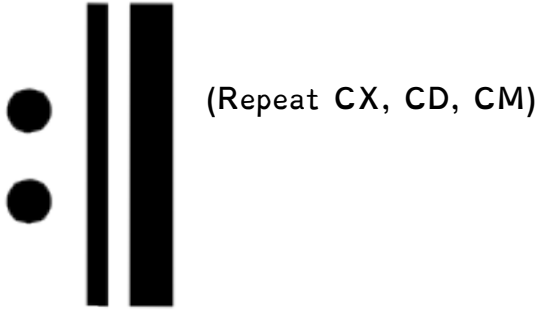
CD: **CONCRETE DETAIL:** This is the evidence—the quotation you have found to help you prove your theory/ thesis. Before we present the actual quote, we must use a lead-in. Here are some examples:


- Brother indeed notices that “ . . .”
- Most would not remember the weather from years ago with such vivid detail, but Brother describes it as “ . . . “
- When Doodle cries, “Don’t leave me Brother!” he seems . . .
- We as readers notice how much detail is left out and in fact, when we hear of Doodle’s most fantastic lie, that of “ . . .”

We also must place the page number in parenthesis **AFTER** the quotation marks, “like this” (3).

CM: **COMMENTARY:** This is your analysis. We want to think deeply about this, asking ourselves the following questions: What does this quote mean? How does it help prove what you

are theorizing? What *literary device* does it show, and how does this specifically help move forward the fact that your theory is correct? (Why, specifically, did the author use such a literary device? What impact does it have on you, the reader?)?



 **CONCLUDING SENTENCE:** Tie it all together here. This is where we present the main idea, remind readers of how the story proves the theory, and what techniques the author specifically used.