

## SLOB Stylistic Analysis Tips and Group Work Help

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As I've looked through some sample rough drafts, your "Questions to Prompt Thinking" worksheet as well as addressed questions that have come up, I've recognized some general confusion in the following areas:

- Quotation selection for stylistic analysis piece
- Forming the "Questions to Prompt Thinking" into a paragraph
- Strengthening the worksheet above for deeper commentary
- Academic paragraph structure and format (in need of review)

Thus, this group activity should help strengthen the above three bullets, and then, before the final draft is due, I will show you, through a student sample, how to make sure you've followed the academic paragraph structure, *and* placed ideas into your own words.

### Directions:

#### Part 1

With the chart below, list your lit device you are studying/ working on. Then, write in quotations you have used (or plan to use) for your writing piece. Discuss these quotations with your group, verbally explaining *why* you chose them, how they relate to the "Questions to Prompt Thinking" and how they help shape the mood of calmness at this point in the story for the reader. You may find that your quotations don't fit at all, and that's okay. You can "steal" from others and select better quotations that work for you.

Lit Device:

Quotation #1	How does it fit?

Quotation #2	How does it fit?

### Part 2

Now, each member in your group should open the “Questions to Prompt Thinking” worksheet pertinent to the device you are discussing.

In groups, examine the pair of quotations selected for *each person*, and determine which questions in the “Questions to Prompt Thinking” worksheet relate to which quotation. Mark them, on each individual worksheet, in two separate colors (use the highlighter feature).

### Part 3

Finally, on your own, write down a sentence about each quotation, explaining where in the story plot the quotation exists, and very briefly summarizing that quotation, beginning with a *transition word* (a suggestion of transitions are included with this packet). For instance, if your first quotation you plan to use describes a bit of Rosaleen’s dream about Martin Luther King Jr., you might say something like, “**As soon as** Rosaleen awakes from a night of restful sleep by the creek side, she recounts a dream she had to Lily.”

1.

2.

## So...then what????

In basic steps, making sure you follow the TS, CX, CD, CMx2, CX, CD, CMx3, CD format, you will

- 1) create your own topic sentence or sentences (If this is hard, you can paraphrase/ put in your own words the first *four* sentences of my model, changing words to fit your own lit device)
- 2) Provide context to your first quotation (from Part 3 above).
- 3) Blend the quotation (tips given from the first worksheet we went over today, and quotations from Part 1 above)
- 4) Provide commentary (organized from Part 2 above, ideas from your “Questions to Prompt Thinking” worksheet, and possibly from group discussion (part 1)).
- 5) Provide a transition+ context to your second quotation (from Part 3 above).
- 6) Blend the quotation (tips given from the first worksheet we went over today, and quotations from Part 1 above)
- 7) Provide commentary (organized from Part 2 above, ideas from your “Questions to Prompt Thinking” worksheet, and possibly from group discussion (part 1)).
- 8) Add a concluding sentence, which should reword your overall claim/ TS.