NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PER \_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Annotations for (Title) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author (By) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What was Mr. Bah’s, the editor’s, or classmate’s introduction to this essay/document? What might you look for in this essay/document?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Number all paragraphs (If the document is standard style with indentations, every indentation is a paragraph.) For ease and speed, you may number every fifth paragraph. See the anthology as an example.)

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| 1. Vocab. Words you needed to learn to better understand the document and brief definitions. |  |  |
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1. In the essay/document, mark/post-it author’s thesis. What paragraph is it in? \_\_\_\_\_\_\_ Put it into your own words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Mark/post-it key ideas the author uses to support thesis. Analysis. How does the author support the thesis?

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1. What is the author’s purpose for this text? Did your idea of its purpose change after reading it?

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1. Mark/post-it evidence of author’s purpose? Brief analysis below:

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1. DICTION—WORD CHOICE. What word choices are significant (in support of your rhetorical analysis)?

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Write a brief claim about the author’s word choices:

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1. DICTION—LEVEL, STYLE. Characterize the level and/or style of the language used:

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1. TONE. Where do you find evidence to support a characterization of the author’s tone? Mark/post-it the document/essay?

Identify words and images that could be used to characterize this document/essay’s tone. Try using two tone words together to describe nuanced tone. Explain.

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1. FIGURES of SPEECH and DEVICES. What figures of speech and devices does the author use to support THESIS, TONE and PURPOSE?

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| Paragraph Number—Key words: | Figure Device/Name: | Analysis of how it is used: |
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