

Alphabet Soup

Acronyms to Aid Analysis

OPTIC^{*}: Analyze visuals and graphics.

Overview	Conduct a brief overview of the visual or graphic.
Parts	Key in on the parts of the visual by noting any elements or details that seem important.
Title	Read the title of the visual so that you are clear on the subject it is covering.
Interrelationships	Use your title as your theory and the parts of the visual as your clues to detect and specify the interrelationships in the graphic.
Conclusion	Draw a conclusion about the visual as a whole.

LEAD: Analyze language in a literary work.

The acronym, **LEAD**, will help students to remember a method for analyzing how an author's word choices convey effect and meaning in a literary work.

Low or informal diction (dialect, slang, jargon)

Elevated language or formal diction

Abstract and concrete diction

Denotation and connotation

DIDLS: Remember the elements of tone in prose or poetry.

Diction The connotation of the word choice

Images Vivid appeals to understanding through the senses

Details Facts that are included or those omitted

Language The overall use of language, such as formal, clinical or jargon

Sentence Structure How structure affects the reader's attitude

*** Adapted from The College Board Pre-AP, *The AP*Vertical Teams Guide for English*. 2e. The College Board. n.d., n.p.

SIFT: Help young readers “sift” through parts of a literary work to understand the theme of the whole work.

- Symbol: Examine the title and text for symbolism
- Images: Identify image and sensory details
- Figurative language: Analyze figures of speech and other devices
- Tone and Theme: Discuss how all devices reveal tone and theme

TWIST: Create a thesis in response to a prompt that refers to a selection of prose or poetry.

- Tone The attitude of the author or speaker toward the subject
- Word choice or diction: The connotations, associations or emotional impact of specific words or clusters of words in the selection.
- Imagery Sense impressions created by the writer, including sound, touch, smell, taste or sight.
- Style The author’s characteristic use of language and the tools of a writer, such as figurative langue, point of view, literary techniques, etc.
- Theme The meaning of the passage, the insight that an author has to offer about life or the impact of a piece of writing.

SOAPSTone: Identify the Dramatic Situation in Poetry.

Identify the dramatic situation (SOAPStone) in a poem by addressing the following questions:

- Speaker:** Who is the speaker? What is his or her age, gender, and/or relationship to the subject or audience? Do not assume that the poet is the speaker.
- Occasion** Is the poem responding to a specific occasion? Or, perhaps, not?
- Audience** Who is the audience? This may be an individual, group, type of person, inanimate object, or the speaker himself or herself?
- Purpose** Is the speaker's purpose the same as the poet's purpose?
- Subject** What is the poem about, explicitly or implicitly?
- Tone** What is the speaker's attitude towards the subject?

TP-CASTT: Remember the concepts to consider when examining a poem.

Title	Ponder the title before reading the poem.
Paraphrase	Translate the poem into your own words
Connotation	Contemplate the poem for meaning beyond the literal.
Attitude	Observe both the speaker's and the poet's attitude (tone).
Shifts	Note shifts in speakers and in attitudes.
Title	Examine the title again, this time on an interpretive level.

SMELL: Analyze a persuasive or argumentative speech or essay.

The acronym SMELL helps students remember the five questions.

S sender-receiver relationship
M message
E emotional strategies
L logical strategies
L language

1. What is the sender-receiver relationship? Who are the images and language meant to attract? Describe the speaker of the text.
2. What is the message? Summarize the statements made in the text.
3. What is the desired effect?
4. What logic is being employed? How does it (or its absence) affect the message? Consider the logic of the images as well as the words.
5. What does the language of the text describe? How does it affect the meaning and effectiveness of the writing? Consider the language of the images as well as the words.

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