

Explaining Stylistic Devices

Toolkit # _____

Stylistic Device	<p>Sentence Frames –When discussing the reason why the author has used the stylistic device, consider the whole SCENE and not just the line you have quoted.</p>
Personification giving human or living qualities to objects, animals or anything else not human or alive	<p><u>Author's name/name of speaker</u> is personifying _____. Describing (<u>name of object, animal, idea, etc. here</u>) as having qualities like _____ and _____ make it appear as if _____ is <u>human / alive</u>. The word “_____” brings to mind _____ and only <u>people / living creatures</u> _____. The author’s intention in doing this is to suggest _____</p>
Hyperbole a huge exaggeration	<p>Here (<u>the author / the narrator/ name of speaker</u>) exaggerates _____. In reality _____. The purpose is to _____ (<u>be sarcastic, show an irony, emphasize a truth, express the humor around a truly awful thing, point out an absurdity, create shock, etc.</u>) about / that _____.</p>
Metaphor & Simile – both are comparisons between two seemingly unlike things but similes use like or as	<p><u>Name of author/speaker</u> makes the unlikely comparison of _____ with _____. Even though they seem very different, both _____. The speaker makes this comparison to imply that _____.</p>
Symbol an object, animal, plant, setting, color, etc. that represents something else	<p><u>Name of object, animal, event, place, action, etc.</u> is a symbol for _____. They are similar in that both _____. By using this symbol, <u>Author's last name</u> is trying to suggest _____.</p>
Diction: Word Choice & Connotations ideas and images that come to mind that most people associate with a specific word	<p>In this passage, word “_____” brings to mind _____. The author also uses the word “_____” which is associated with _____. Even though it is not stated, these words help to suggest _____.</p>
Imagery & Sensory Language Language that appeals to our sense of smell, sound, sight, touch or taste	<p>The (<u>author/speaker</u>) uses words like “_____” and “_____” to describe the <u>smell / image/ sound / taste / sensation</u> of _____. The word “_____” brings to mind _____ and “_____” makes us think of _____. _____ is described in such a/an _____ (<u>add an adjective like cold, negative, grotesque, delicious, beautiful, ferocious, innocent, violent, monstrous, shocking, horrific, helpless, compassionate, childlike, powerless, powerful, tragic, worthless, cleansing, rejuvenating, oppressive, etc.</u>) way to show the reader _____.</p>
Contrasting Language / Opposites	<p>The words “_____” and “_____” are opposites. The word “_____” means _____ and brings to mind _____. On the other hand, “_____” means _____, which reminds us of _____. The author uses contrasting language to show _____ (it is better to _____ than to _____ because _____, the difference between _____ and _____ is _____, even though _____ it is possible to _____, we often want/think _____ but in reality _____, on the surface it appears that _____ but in reality _____, the irony of _____ is that _____, that one would expect _____ but the truth is _____, we might expect that _____ yet _____).</p>

<p>Absolutes words that indicate no exception (always, never, only, none, all, everyone, etc.)</p>	<p>The <u>author/speaker</u> uses the absolute (<i>always, never, only, none, all, nothing, must, everyone, etc.</i>) in order to create a feeling of (<i>urgency, permanence, certainty, unity, isolation, loneliness, hopelessness, emptiness, etc.</i>). The intent of the <u>author/speaker</u> is to show that _____.</p>
<p>Repetition of words, ideas or images</p>	<p><u>Name of speaker</u> repeats the phrase “_____” to _____ (<i>warn, encourage, convince, reassure, indicate concern, anxiety or paranoia, express an act of determination, etc.</i>) about _____. The reason for this is _____. The effect is to show (<i>on those listening/ on the audience</i>) is _____.</p> <p>TIP: Sometimes repetition is designed to show something about the speaker or situation (more typical in novels). In informational or expository text (speeches, etc.) repetition is used more to make a point about the consequences if we don’t listen.</p>
<p>Short Sentences</p>	<p>The shortness of this sentence makes the speaker sound (<i>severe, commanding, childlike, urgent, physically weak, tired, hopeless, angry, emotionless, etc.</i>). The cause of why <u>the author / Name of Speaker</u> speaks this way is that _____. <u>The author/name of speaker</u> is trying to make the point that _____</p>
<p>Ellipsis ... The ellipsis (...) indicates an omission of words usually because the speaker trails off or pauses.</p>	<p>The reason <u>identify speaker</u> (<i>trails off/ pauses</i>) is to indicate _____ (<i>an unwillingness to reveal his/her thoughts, a disturbing realization, confusion, disapproval, hesitation, his/her inability to continue speaking, dismay / sadness, etc.</i>). The cause of this is _____</p>
<p>Punctuation used in an unusual way (beyond just following the rules of grammar)</p>	<p>The author’s unique use of _____ (<i>an exclamation point, dashes, a comma after the word _____, commas around the word/phrase _____, a colon after the word _____, parenthesis around the phrase _____, italics, quotation marks around the word _____, no punctuation, grammatically incorrect punctuation, etc.</i>) is designed to _____</p>
<p>Allusions An indirect reference in a text to a well-known person, place, event or another text</p>	<p>The phrase/words “_____” tell the reader this is an allusion to _____ (the <u>historical event of _____, Hitler, Stalin, Shakespeare, The Bible, The Constitution, The Declaration of Independence, The Emancipation Proclamation, a famous speech by Name of Speaker, etc.</u>). The reason the speaker is making this allusion is to _____ (<i>remind the reader _____, to prove _____, to see the similarity between _____ and _____, to show that _____</i>).</p>
<p>Rhetorical Questions Questions that are not meant to be responded to because the answer is implied</p>	<p>The speaker’s tone is _____ (<i>angry, hopeful, puzzled, confused, demanding, shocked, saddened, serious, etc.</i>). <u>Name of speaker</u> phrases this as a question because <u>he/she</u> is _____ (<i>suggesting it is foolish to _____, attacking the idea that _____, implying that it is obvious that _____, in disbelief that _____, trying to persuade others to _____, pointing out the absurdity of _____</i>).</p>