

DIDLS Chart

The author's tone is: *Mocking*

Complete the chart below using specific examples from the story which clearly help to construct the author's tone.

Stylistic Technique	Examples from text (include page number)
<u>D</u>iction: the connotation or associations of word choice.	
<u>I</u>mage: vivid appeals to understanding through the five senses.	
<u>D</u>etails: facts that are included or those that are omitted.	
<u>L</u>anguage: The overall use of language such as formal, colloquial, clinical, or jargon.	
<u>S</u>entence Structure: how the sentence structure affects the reader's attitude.	

“LOVE IS A FALLACY” TONE REVIEW

Analyze the tone of “Love is a Fallacy.” How does the author use stylistic techniques to create the mocking tone of this story? Choose two of the DIDLS, then write one paragraph for each which specifically analyzes how the author uses that technique to create the tone.

Each of your paragraphs should be written using the “sandwich” method:

- Claim**
Quote/Details
Explanation/Commentary

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<ul style="list-style-type: none"> • Explicitly establishes tone. (5) • Short quotations smoothly embedded in complete sentences. (5) • My writing makes the essential connections for my reader, linking my examples to the main idea. (5) • Clearly labels techniques provided as evidence of tone. (4) • Discusses text in present tense. (3) • My response is clearly written in complete and punctuated sentences. There are few distracting errors. (3) 	<ul style="list-style-type: none"> • Clearly understands tone and how it is developed in the story. (3) • Quotes are awkwardly incorporated (long, lacking transitions, isolated). (3) • My writing makes some of the essential connections for my reader. (3) • Discusses techniques as evidence of tone, but some may be labeled incorrectly. (2) • Mostly in present tense. (2) • My response is usually written clearly, with complete and punctuated sentences. A few errors may distract the reader. (2) 	<ul style="list-style-type: none"> • Confuses tone and mood. (1) • No quotations provided as support or they are awkwardly incorporated (possibly listed rather than developed in complete sentences with transitions). (1) • My writing makes none of the essential connections for my reader, assuming my readers can follow my thought process. (1) • Does not label techniques or does not provide techniques as evidence. (1) • Written in past tense. (1) • My response is confusing to read; I wrote in fragments, failed to include punctuation, or my errors consistently distract my reader. (1)

TOTAL _____ / 25