

Steps to Analysis

- 1) Read the piece.
- 2) What else have you read or seen that the piece reminds you of? Write it down. Allusion - a passing reference*
- 3) Read the piece.
- 4) Circle the words you don't know.
 - a) Look up and define the words you don't know.
 - b) Pay close attention to the denotation and connotation of the words.
 - i) Denotation - the dictionary definition of the word*
 - ii) Connotation - the feeling or ideas a word invokes*
 - iii) If reading a Shakespearean piece, use a Shakespearean dictionary.*
 - iv) If reading a period piece or piece from another culture/country, realize words may have a different meaning than you attribute to them.*
- 5) Write notes on how the new words enhance your understanding.
- 6) Read the piece.
- 7) Highlight repeated words and phrases.
- 8) Write notes on how repeated words are used differently throughout the piece. Writers write, so they use words intentionally. Meanings of repeated words and phrases often shift from the beginning of the piece to the end.*
- 9) Read the piece.
- 10) Place a box around words that invoke the piece's mood.
 - a) Mood - how you are made to feel when reading the piece, atmosphere, emotional feel*
- 11) Define the mood of the piece using a short phrase.*
 - a) Mood Words*
- 12) Read the piece.
- 13) Place a star next to words or phrases that evoke the piece's tone.
 - a) Tone - author's attitude toward the piece*
- 14) Define the Tone of the piece.*
 - a) Tone Words*
- 15) Read the piece.
- 16) Underline the capitalization, punctuation and take notice of the line breaks, and paragraph or stanza breaks*
- 17) Write notes on how the grammar usage and spacing changes your understanding.
- 18) Record yourself reading the piece aloud.
- 19) Play the recording of you reading the piece while you read along.
- 20) Write notes on your reactions how your reading aloud and the listening of your reading have changed your understanding.
- 21) *(For song lyrics only)* Listen to the musical accompaniment for the words of the piece. Write notes on the interaction of the musical and word.*
- 22) Using all of your notes, write the piece out in your own words.
- 23) Apply your analysis and your summary to your design or performance.

Other lenses: Director's concept, Historical Context...

* You may need to dig into these concepts with your students. They are a part of the English curriculum, but may need review.