**General Notation Directions:**

*Assignment created by Jennifer Cullen, Beth Priem, and Elizabeth Davis – Westwood High School*

*Note: all notations must be written in blue or black ink; do not use pencil. For any step that requires highlighting on the passage, highlight your corresponding marginal comments in the same color. (Remember that the highlighters listed below are required supplies for the class; failure to come to class prepared may result in a reduced grade.)*

On the passage copy, complete (***and clearly label***) the following:

1. In the space at the top of the passage (or on the back), clearly answer the following: What is happening at this point in the text? (Provide the context. Make sure to include the 5 Ws [**who, what, where, when, why**].)
2. In **pink**, highlight meaningful diction (nouns, verbs, adjectives, and adverbs) in the passage. Comment marginally on at least five of these highlighted words, considering: (1) What connotations do you glean from specific word choices? (2) What conflicts or connections (similarities) do you understand through specific word choices? (3) What significance (regarding character, event, etc.) do you understand through specific word choices? [Hint: Consult your Yellow Pages. In general, marginal comments will take the form of a phrase such as: “conveys \_\_\_\_\_\_\_\_”, “shows \_\_\_\_\_\_\_\_\_”, “suggests \_\_\_\_\_\_\_\_\_”, “fitting because \_\_\_\_\_\_\_\_\_” , or “significant because \_\_\_\_\_\_\_\_\_.”]
3. In **green**, highlight evidence of at least two narrative strategies AND two rhetorical devices. (Devices are listed in the chart below; the list is not comprehensive.) Label the strategy or device marginally and briefly comment on its effect. Pay particular attention to figurative language under rhetorical strategies. [See “hint” of #2.]
4. In **blue**, draw brackets around two 5-10 line blocks of text within the passage; for each, choose an appropriate tone word from your Yellow Pages. Be as precise as possible in choosing tone words. In the space at the bottom of your passage copy, briefly justify these two tone words.
5. Consider the number of passage divisions indicated by the teacher. First, determine where the passage could logically break into sections, based on tone and content. Place brackets around each section. For each section, discern a Level Two abstract concept that emerges from the text. [Hint: Yellow Pages 12, 14] **With a red pen**, record the Level Two word (for each section) in the margin.

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| **Narrative Strategies** | **Rhetorical Devices** |
| Point of viewFlash forwardFlashbackEvents/actions/thoughtsPacing Conflicts / Tension / Suspense Voice (of narrator)Verb tense | Sentence length or type (rhythm, pacing)IronyLanguage (colloquial, informal, jargon, etc.)HumorRepetitionsFocus (of a chapter, of a paragraph, etc.) | alliteration assonanceallusion **analogy** apostrophe antithesis **extended metaphor**  | imagery**metaphor** **metonymy**onomatopoeiaoxymoronparallelism | **personification**rhetorical questionparadox**simile****synecdoche** |