

# NONFICTION ANALYSIS

SELECTION'S TITLE:

STUDENT'S NAME:

WHAT THE AUTHOR DOES		WHAT THE TEXT DOES	
<b>Author and Characteristics</b>		<b>Audience</b> Who does the author want to read this selection?	
<b>Subject</b> (What is it about?)		<b>Those Affected</b> To whom does the subject matter?	
<b>Tone</b> (the author's attitude towards the subject) Use an adjective and provide quotation to prove your description.	<b>Tone:</b> <b>Proof:</b>	<b>Pathos Appeal</b> How does the selection make the audience feel? How does the author achieve this feeling?	<b>Emotion:</b> <b>Way Achieved:</b>
<b>Location</b> (Where the author wrote it and reason this location matters)	<b>Location:</b> <b>Significance:</b>	<b>Ethos Appeal</b> What values do the audience and author share? How does the author show us his/her credibility?	<b>Shared Values:</b>  <b>Author's Credibility:</b>
<b>Circumstances</b> (What drove the author to write this piece)		<b>Logos Appeal</b> What makes the audience believe that the claims or points make sense?	
<b>Main Claim</b> (If rhetoric/argument: What is the author arguing?) State as an opinion. If stuck, put the word "should" or "must" in your phrasing. You may use a quotation from the selection. <b>OR</b> <b>Expository Point</b> (No author opinion) State what author is explaining		<b>Opposition Address</b> (Use for any rhetoric/argument, not for exposition) State the counterargument (what those opposed to the main claim believe) and the way the author addresses this dissension. Circle which: concession or refutation and explain it.	<b>Counterargument:</b>  <b>Concession OR Refutation:</b>
<b>Intention</b> (Why is the author writing this piece?) What does he/she want the audience to do/think after reading?		<b>Result</b> How does the audience respond to the text?	
<b>Evidence</b> Quote two statements that provide factual (observable, measurable, testable) support for the main claim or that develop the expository point	1.  2.	<b>Illustrative Support</b> Quote two examples, definitions, others' views, imagery, first-hand accounts, or something else from the Illustrative Content list in your Toolkit	1.  2.
<b>Rhetorical Devices</b> Specify type and quote two rhetorical devices the author uses to make his/her claim point	1. <b>Quoted device:</b>  • <b>Type:</b> 2. <b>Quoted device:</b>  • <b>Type:</b>	<b>Your Response to Text</b> What do you think about the information the author has presented?	
<b>Genre</b> (Circle the ONE most appropriate form/type)	speech, letter, essay, editorial, history, news article, informational article, retrospective, reflection, biography, autobiography, memoir, travelogue, diary, excerpt from _____	<b>Subject Connections</b> What else do you know about the author's topic?	
<b>Abstract/Concrete Diction</b> (Quote 5 words that explain the intention and circle "a" for abstract or "c" for concrete)	1. <b>A C:</b> 2. <b>A C:</b> 3. <b>A C:</b> 4. <b>A C:</b> 5. <b>A C:</b>	<b>Theme Connection</b> How does this selection fit the unit's theme?	