



ELA Virtual Learning

A.P. English Lit. and Comp.

May 5, 2020



Lesson: **May 5, 2020**

Objective/Learning Target:

Students will be able to use the PDIDLS strategy to effectively analyze text.

Success Starter Part 1

Directions:

On a sheet of paper, take 5 minutes to write about a particularly dramatic or funny story that has happened to you.

Success Starter Part 2

Directions:

Take a look at the story you just wrote. Now consider it from another person's point of view. Choose another person in the story or affected by the story, and spend an additional 5 or 10 minutes retelling the story from their point of view.

P.D.I.D.L.S.

When analyzing fiction, use the following strategy help you analyze items of importance throughout a text.

Point of View- point of view.

Diction – word choice

Images – specific sensory details / imagery

Details – facts that are included or those purposefully left out or not mentioned

Language – the overall use of language type: jargon, slang, clinical, how does the structure affect the meaning of the text or tone etc...

Setting – where does this take place? Time of day, location, season, weather...

Practice P.D.I.D.L.S.

Directions: Go back to the first version of your story. On a separate sheet of paper, take yourself through the P.D.I.D.L.S. strategy. Write P.D.I.D.L.S. vertically down the left margin of your paper. After this, take yourself through each letter of P.D.I.D.L.S. jotting down notes from your story regarding Point of View, Diction, Images, Details, Language, and Setting. You can do this in any order.

Example:

P : mine- a teenager, stressed out, scared of heights, trying to overcome a fear

D: “got to be kidding me!” “no, nope- not doing this”

I: “the vast space of nothing between me and the ground below” “my knuckles were white with tension and fear”

D: “vast space”, “sweating”, “tension”, .56

L: slang, jargon- the use of short, choppy sentences

S: on a bridge’s bungee jumping platform, summer, after a storm

More Practice P.D.I.D.L.S.

Directions: Go back to the second version of your story, and take yourself through the P.D.I.D.L.S. strategy again. Write P.D.I.D.L.S. vertically down the left margin of your paper. When you take yourself through each letter of P.D.I.D.L.S. this time, you are focusing on the new point of view.

Example:

P : worker- a twenty-something, frustrated, impatient, not knowing all the details of my situation

D: “You are holding up the line” “Are you going to do this?” “I can push you.”

I: “there are 5 people waiting, and a bus just pulled in our lot”, “the wind had slapped me in the face for hours”

D: “tourists”, “freezing”, “part-time summer job”, “sunglasses hiding my eye-rolling”

L: slang, jargon- the use of short, choppy sentences

S: on a bridge’s bungee jumping platform, summer, after a storm

Building the Picture

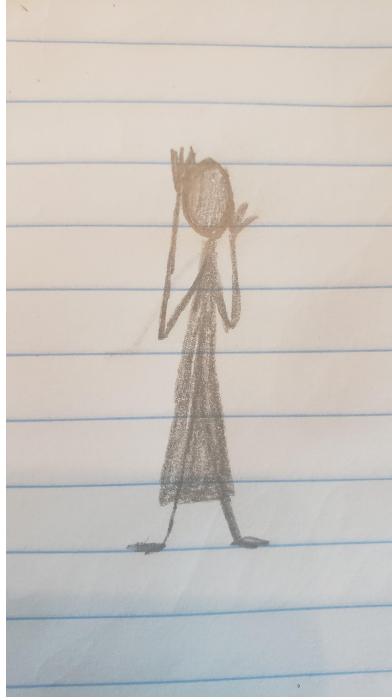
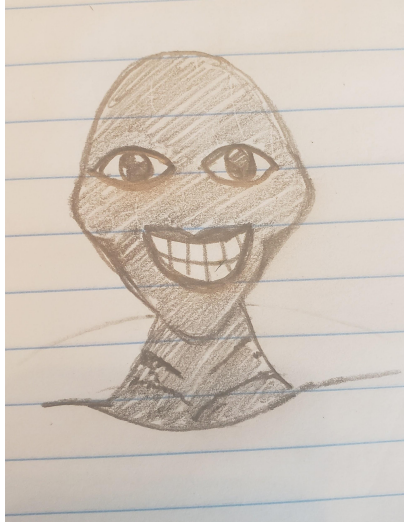
Directons: When you are using P.D.I.D.L.S., try building a picture in your mind of the situation. For this activity, you will read the excerpt below, and draw a picture of what you are seeing in the excerpt. Once you have read it and sketched, take yourself back through the P.D.I.D.L.S. process. Take note of the details in the excerpt and make sure you have included all the important details in your sketch.

A Long Way Gone excerpt:

“We arrived at Kabati, my grandmother’s village, around two in the afternoon. Mamie Kpana was the name that my grandmother was known by. She was tall and her perfectly long face complemented her beautiful cheekbones and big brown eyes. She always stood with her hands either on her hips or on her head. By looking at her, I could see where my mother had gotten her beautiful dark skin, extremely white teeth, and the translucent creases on her neck. My grandfather or kamor-teacher, as everyone called him-was a well-known local Arabic Scholar and healer in the village beyond.”

Building the Picture P.D.I.D.L.S. Example

Sketches:



A Long Way Gone excerpt example:

P: Grandson who has been travelling

D: cultural reference to “Kamor” a “teacher”, mostly descriptive- adjectives, repeats “beautiful”

I: “perfectly long face”, “translucent creases”, “beautiful dark skin”, “beautiful cheekbones”

D: all details are positive- no negative images or details are presented

L: elevated- positive language, no jargon or lang, cultural reference to “Kamor” a “teacher”

S: and African village at 2:00 p.m.

Additional Resource

- Our version “PDIDLS” is a modified version of the College Board version of DIDLS you will find below. If you are still confused on how to analyze “Detail, Images, Diction, and Language- the link below is a great resource.

Video: [**DIDLS: College Board Version**](#)