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Elements of poetry worksheet pdf

1) Fill the gap: Stanzas as c 2) What is the missing word? Fill in the gap: cinquain stanzas has th lines.3) Keep a quick dream if dreams die life is a broken winged bird that can't fly.-Langston Hughes Fill the Gap: The aforementioned example of a stanza from a short poem by Langston Hughes Dream. Since this stanza has a line, it is called quatrain.4) To bring words in order: the narrative tells a story. poem A5) What is the most common type of rhyme? Start Rhym's End rhyme rhyme6) What is a rhyme scheme here? (A recurring letter means that the last word rhymes with the last word of another line in the stanza). A, B, A, B, A, A, B, B, B, C, BPage 2 Poetic devices are literary techniques, not limited solely to poetry. Poetic devices are used by good writers in all professions, from writers, journalists, advertisers. This is because poetic devices are nice to hear. The use of poetic devices is separated from the study of poetic devices. For example, someone might have an extended perception that words sound good next to each other without knowing the technical terms applied to these methods (perhaps you can think of a musician to whom this description can be applied). Conversely, technical terms could be mastered without any ability to create original poetic assemblies. Poetic devices are often combined with figurative language techniques (simultaneously, metaphor, impersonation, understatement). Often government tests evaluate both skills simultaneously, but I find it best to teach these skills in individual units as the material is more digestible if taken in small bites. I will define each poetic device and give an example or two, and offer some sheets and activities to help you or your students review. Alliteration of alliteration is a repetition of the original consonant sound in words. A simpler (albeit less accurate) way of saying that alliteration is when the first sounds in words repeat. Alliteration often works with assonance and combination to make phonetically pleasant arrangements. Yakia jumped into a jar of jelly. Despite the mother's warnings, the children decided to chew with their mouths open. The grass was laid in the cemetery. Notice the repetition of the j sound in the first example? Alliteration is not always so jarringly obvious. Sometimes it's very thin, for example, in the following example: It keeps the kitchen clean. Although this example is still quite obvious, it shows that even when one word starts with a k and another word starts with c, it is still considered an example of alliteration. When we study alliteration, we are concerned about the sounds of words, not just letters. Assonance Assonance is a repetition of vowel sounds. It is often used in and alliteration. He saw the cost and halted off. Will she read these cheap flyers. The snow in the rose garden was moaning. Notice the repetition of awe sounds in the first example, e sounds in the second example, or o sounds in the third example? Assonance can be subtle and can go unnoticed if you don't scan for it. Consonance Also known as near rhyme, from rhyme, or sloping rhyme, consonance is the repetition of consonant sounds in the middle or at the end of words. The use of consonants is a complex poetic technique that can create subtle but beautiful texts or strings of poetry. Here's an example of consonants: her finger craved rings. The satin mittens were ancient. You can paddle through spitting in a bottle. While the first example is also an example of impersonation, we are interested in repeating the sounds of nger and ng. If there's no one around you right now, say aloud, Hungry and evil. Notice how similar the words sound? What you hear is the consonance, or the repetition of ngr consonant sounds. Enjambment Enjambment is when a writer uses a line to break down meaningfully and dramatically either emphasize the point or create a double value. When a poem is read, the reader usually pauses (short for a comma) as they move from line to line. When a writer uses enjambment, he or she uses this space to spread ideas to more than one line, either creating an alternative interpretation of lines or drawing attention to enjambed words. Riding the field during the winter. When the word dead is placed on a line in isolation, it invites the reader to focus on the idea. Surrounded by empty space, the idea can resonate greatly. Although enjambment can be used during speech, the term enjambment usually applies to the study of poetry. Images images when a writer or speaker uses their descriptions to access the reader's feelings. Sometimes it's called using sensory details. When I say feelings or sensory, I mean five senses: sight, hearing, taste, touch and smell. An old piece of snow melted in the corner. The chirping of crickets filled the empty night air. I was woken by the pleasant smell of bacon as it wafted down the hall. If you are reading the first example, you can visualize the melting of snow because the description gets access to your sense of vision. When you read the second example, you can imagine the noises that produce crickets, since the images in the text refer to that sound. And as you come across the third example, you may recall the flavor of bacon based on the images in the sentence. Good writers don't just tell you things, they show you things using images. Repetition when a writer or speaker is consciously word or group of words for effect. It is a strong rhetorical method that can also be used to create a theme in a speech or poem. It is important to note that it is not viewed using repetition when a writer or speaker repeats a major article, preposition, pronoun, or compound that is often used inadvertently as a mechanics language to dictate. No one, oh, no one can do it here alone. Free, finally! Free, finally! Thank God Almighty, we are free at last! Love is a red, red rose. In the first example, only one word in the sentence is repeated: no one. However, this is still considered a repetition. A poet, writer or speaker may also repeat more than one word to have a greater influence or emphasize the importance of an idea, for example in the second example. In the second example, a whole group of words is repeated: Finally free. Each repetition method can effectively encourage the message. Rhyme rhyme when the end or final sound of two or more words are identical. If the end sounds are not identical, the speaker or writer uses consonance or assonance instead. Rhymes can also occur inside or on the inside of words or lines of poetry. Rhyme can also be monosyllabic (one syllable rhyme) or multi-complex (rhyme two or more syllables), for example, in the following examples: I left my business card for a backyard lunch. I drove up in a race car to a space bar. We saw a fly and oil flutter past. This is a method that students most often associate with poetry, but I encourage my students to try to write a free or empty verse, as it takes a lot of poetic skills to freely maneuver within the rhyme scheme. Rhythm Rhythm is when the location of words creates a sound pattern or beat while reading aloud. A good way to check if the passing text uses a rhythm is simply to hum the sounds that words make rather than clearly pronouncing them. If you hear a song or determine the shape in the sounds, the text is rhythmic. There used to be a guy from Chicago/Who drank all his problems. I know it's wet and the sun isn't sunny/but we can have a lot of good fun, which is funny. Will I compare you to a summer day? Instead of just reading these examples, trying to hum them. Do you hear them kind of bounce? It's a rhythm. Poetic Devices Video Games Poetic Devices Review Game - This is a fun free game that you can play on tablets or computers to help you consider poetic devices. Play like a cat and try to collect the balls of yarn. When you get hit by an enemy, you have to answer the question to continue. This game is fun and educational. Poetic Devices Sheets Poetic Sheet Devices - Help students strengthen their skills with onmatopei, rhyme, rhythm, repetition, alliteration, and Students define methods and explain their response. 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Poetic Devices Illustration Project RTF Poetic Devices Illustration Project PDF Preliminary Poetic Devices Illustration Project in your web browser Anchor Standards CCSS. ELA-Literacy.CCRA.R.4 - Interpret the words and phrases used in the text, including the definition of technical, connotative and figurative meanings, and analyze how specific word variants shape meaning or tone. CCSS. ELA-Literacy.CCRA.L.5 - Demonstrate an understanding of figurative language, word relationships and nuances in the meaning of words. Expand to view all common core government standards related to CCSS poetic devices. ELA-Literacy.RL.3.4 - Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literature. CCSS. ELA-Literacy.RL.4.4 - Identify the meaning of words and phrases as they are used in text, including those that refer to significant symbols found in mythology (e.g. herculean). CCSS. ELA-Literacy.RL.5.4 - Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and comparisons. CCSS. ELA-Literacy.RL.6.4 - Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a particular word choice on meaning and tone. CCSS. ELA-Literacy.RL.7.4 - Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the effect of rhymes and other repetitions of sounds (such as alliteration) on a particular verse or stanza of a poem or a section of history or drama. CCSS. ELA-Literacy.RL.8.4 - Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative effect of specific word variants on meaning and tone (e.g. how language evokes a sense of time and place; how it sets a formal or informal tone). CCSS. ELA-Literacy.RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word variants on meaning and tone, including words with multiple meanings or language, which is particularly fresh, interesting or beautiful. (Include Shakespeare as well as other authors.) CCSS. ELA-Literacy.L.3.5 - Demonstrate an understanding of figurative language, the relationship of words and nuances in the meaning of words. CCSS. ELA-Literacy.L.4.5a - Explain the meaning of simple analogies and metaphors (e.g. as beautiful as a picture) in context. CCSS. ELA-Literacy.L.4.5b - Recognize and explain the meaning of common idioms, proverbs and proverbs. CCSS. ELA-Literacy.L.5.5a - Interpret figurative language, including comparisons and metaphors, in context. CCSS. ELA-Literacy.L.5.5b - Recognize and explain the meaning of common idioms, proverbs and proverbs. CCSS. ELA-Literacy.L.6.5a - Interpret speech shapes (e.g. impersonation) in context. CCSS. ELA-Literacy.L.7.5a - Interpret speech figures (e.g. literary, biblical and mythological allusions) in context. CCSS. ELA-Literacy.L.8.5a - Interpret speech figures (e.g. verbal irony, puns) in context. CCSS. ELA-Literacy.L.9-10.5a - Interpret speech figures (e.g. euphemism, oxymoron) in context and analyze their role in the text. CCSS. ELA-Literacy.L.11-12.5a - Interpret speech figures (e.g. hyperbole, paradox) in context and analyze their role in the text. View the general core lesson and plans of the Unit Understanding Common Core Government Standards looking for more reading sheets? Figurative Language Sheets Theme Sheets All Reading Sheets Sheets

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