

Literary Elements

<p><u>*ALLUSION</u></p> <p>A reference to a well-known person, thing, event, literary work, or work of art</p> <p><i>World Trade Center</i> <i>Martin Luther King</i> <i>Romeo and Juliet</i></p>	<p><u>*ALLITERATION</u></p> <p>The repetition of initial <u>consonant</u> sounds</p> <p><i>The rushing roar of the rapids raced to engulf a rickety canoe.</i></p>	<p><u>*SYMBOL</u></p> <p>Anything that stand-represents something</p> <p><i>The flag, a cross, a Star of snakes</i></p>
<p><u>DYNAMIC CHARACTER</u></p> <p>A character that undergoes a change in actions or beliefs during the course of a story</p> <p><i>Zero in Holes</i> <i>Spiderman</i></p>	<p><u>*METAPHOR</u></p> <p>A figure of speech in which a comparison is made between two unlike subjects without the use of like or as</p> <p><i>The sparkling stars were diamonds in the sky.</i></p>	<p><u>STATIC CHARACTER</u></p> <p>A character that does not grow or change throughout the story... one that stays the same</p> <p><i>Harry Potter</i> <i>The Joker</i></p>
<p><u>*IDIOM</u></p> <p>A group of words whose meaning as a group cannot be understood from the meaning of the individual words. A figure of speech</p> <p><i>It's raining cats and dogs.</i> <i>We're up a creek without a paddle.</i></p>	<p><u>*PROTAGONIST</u></p> <p>The central character and focus of interest that is trying to accomplish or overcome an adversary and has the ability to adapt to new circumstances</p> <p><i>Harry Potter</i> <i>Stanley Yelnats</i></p>	<p><u>*CONFLICT</u></p> <p>A struggle between opposing forces</p> <p><i>Man vs. Man</i> <i>Man vs. Nature</i> <i>Man vs. Society</i> <i>Man vs. Self</i></p>
<p><u>*ANTAGONIST</u></p> <p>The character opposing the protagonist... can be a person, idea, or force</p> <p><i>The Warden in Holes</i> <i>Scar in The Lion King</i></p>	<p><u>*THEME</u></p> <p>A central message or insight into life revealed through the literary work... lessons about life.</p> <p><i>It takes a friend to be a friend.</i> <i>Good always wins out in the end.</i></p>	<p><u>*POINT OF VIEW</u></p> <p>The perspective from which the story is told</p> <p><i>1st or 3rd Person</i></p>
<p><u>*MOOD</u></p> <p>The feeling created in the reader by a literary work or passage</p> <p><i>Suspenseful, Scary, Happy, Sad</i></p>	<p><u>*REPETITION FOR EFFECT</u></p> <p>The repetition of carefully chosen words or phrases that make a point or stress certain ideas for the reader</p> <p><i>Like in a commercial and they repeat a slogan, line, and price.</i></p>	<p><u>*SETTING</u></p> <p>A time and place of action of a literary work</p> <p><i>1882 in London</i></p>
<p><u>*FORESHADOWING</u></p>	<p><u>*IMAGERY</u></p>	<p><u>*OXYMORON</u></p>

Literary Elements Guide Sheet For Elementary Students

Brenda Rollins



Literary Elements Guide Sheet For Elementary Students:

Essential Skills Reading & Writing! Grade 6 Teacher Created Resources, Teacher Created Resources Staff, 2009-01-14 *Resources in Education*, 2000-10 **Class List of the Books in the Reference Library** Nottingham (England). Free Public Reference Library, 1892 Literary Devices Gr. 5-8 Brenda Rollins, 2010-01-01 Explore the language of storytelling and discover the meaning and purpose of literature with Literary Devices Definitions of important terms and many opportunities to practice the skills being taught make our resource user friendly and easy to understand Examine the fundamental devices that make up any story starting with characterization Break down a character into their simple parts dialog appearance thoughts actions and reactions Take a look at the time place and conditions of a story Learn how setting can help establish the mood or atmosphere Use graphic organizers to map out the plot Find out how a story unfolds with the rising action climax and resolution Next dissect a story's main purpose by identifying its theme and point of view Aligned to your State Standards and written to Bloom's Taxonomy reproducible writing tasks crossword word search comprehension quiz and answer key are also included **The It Factor: What Makes a Teacher Great?** Holly J. Thornton, 2018-05-16 The impact a teacher has on students may be profound and lasting Thus teacher preparation is grounded in standards to assure that all teacher candidates know the content and have the skills needed to become good teachers What makes a teacher great The answer is not clear cut or easily measured with tests But we all know a great teacher when we see one The best teachers have an It Factor that sets them apart from others It is seemingly intangible and unteachable as it's often said that Some people are just born to be teachers This book challenges that assumption and uncovers the It Factor Teacher and student voices helped to develop language and tools to examine how teachers are disposed to think and act and how this affects student learning If we can identify what makes teachers great we can teach it Students have a sea of information opinions and messaging at their fingertips They find themselves navigating through a myriad of facts and alternative facts Opinions beliefs and fallacies share the same platform and status as well grounded information and vetted ideas fueling tensions among individuals and distance between groups Developing students who are caring critical thinkers and problem solvers may be more important now than ever The teachers who are right for this challenge have more than content knowledge and teaching skills To meet this challenge teachers need to have It that something inside that makes them not just good teachers but great ones *Problems in Classroom Method* Douglas Waples, 1927 *Handbook of Research on Classroom Diversity and Inclusive Education Practice* Curran, Christina M., Petersen, Amy J., 2017-05-30 As classrooms are becoming more diverse teachers are now faced with the responsibility of creating an inclusive classroom community As such researching classroom pedagogies and practices is an imperative step in curriculum planning The Handbook of Research on Classroom Diversity and Inclusive Education Practice is an authoritative reference source for the latest scholarly research on ways to effectively teach all students and further refine and strengthen school wide inclusive pedagogy methods and policies

Featuring extensive coverage on a number of topics such as special education online learning and English language learners this publication is ideally designed for professionals educators and policy makers seeking current research on methods that ensure all students have equal access to curricular content and the chance for growth and success **Classic Middle School Literature Mystery** Nancy Garrity, 2000-03 Educational resource for teachers parents and kids *An Analysis of Some Aspects of Elementary Education in Thailand* Vannee Ratarasarn, 1965 Biennial Report Minnesota. School for the blind, Faribault, 1892 **Report** Minnesota Institute for Defectives, 1889 Executive Documents of the State of Minnesota for the Year ... Minnesota, 1893 **Reference Catalogue of Current Literature** ,1913 Educational Research Document Summaries Educational Research Information Center (U.S.), 1966 *Do I Really Have to Teach Reading?* Cris Tovani, 2004 Do I really have to teach reading This is the question many teachers of adolescents are asking wondering how they can possibly add a new element to an already overloaded curriculum And most are finding that the answer is yes If they want their students to learn complex new concepts in different disciplines they often have to help their students become better readers Building on the experiences gained in her own language arts classroom as well as those of colleagues in different disciplines Cris Tovani author of *I Read It but I Don't Get It* takes on the challenge of helping students apply reading comprehension strategies in any subject In *Do I Really Have to Teach Reading* Cris shows how teachers can expand on their content expertise to provide instruction students need to understand specific technical and narrative texts The book includes examples of how teachers can model their reading process for students ideas for supplementing and enhancing the use of required textbooks detailed descriptions of specific strategies taught in context stories from different high school classrooms to show how reading instruction varies according to content samples of student work including both struggling readers and college bound seniors a variety of comprehension constructors guides designed to help students recognize and capture their thinking in writing while reading guidance on assessing students tips for balancing content and reading instruction Cris's humor honesty and willingness to share her own struggles as a teacher make this a unique take on content reading instruction that will be valuable to reading teachers as well as content specialists **Current Index to Journals in Education** ,2001 **Wisconsin Journal of Education** ,1928 The Reference Catalogue of Current Literature ,1902 **The Analysis of Classroom Discourse** Mary Jane McCue Aschner, 1959 Supporting Reading in Grades 6-12 Sybil M. Farwell, Nancy L. Teger, 2012-06-11 This book presents a curricular framework for students grades 6-12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork *Supporting Reading Grades 6-12* A Guide addresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal

activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today s constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL s Standards for the 21st Century Learner

Unveiling the Power of Verbal Art: An Emotional Sojourn through **Literary Elements Guide Sheet For Elementary Students**

In a world inundated with screens and the cacophony of instant conversation, the profound energy and emotional resonance of verbal beauty often fade into obscurity, eclipsed by the regular barrage of sound and distractions. Yet, situated within the musical pages of **Literary Elements Guide Sheet For Elementary Students**, a captivating perform of literary splendor that impulses with raw thoughts, lies an unforgettable journey waiting to be embarked upon. Penned by way of a virtuoso wordsmith, that interesting opus instructions visitors on a mental odyssey, softly exposing the latent possible and profound influence embedded within the complex internet of language. Within the heart-wrenching expanse of this evocative evaluation, we can embark upon an introspective exploration of the book is key subjects, dissect its interesting writing type, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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