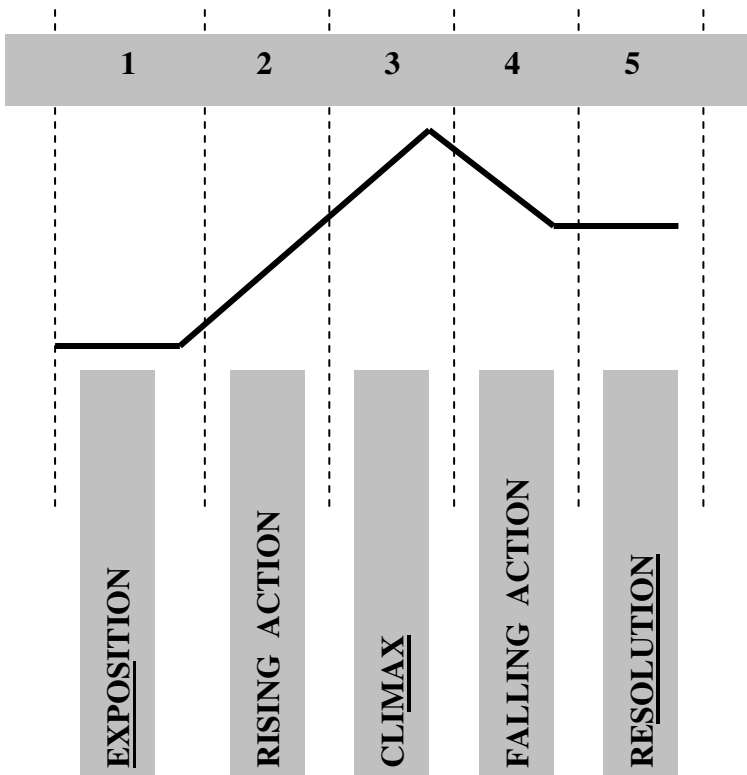


Elements of Literature



Story Slice

- Goal:**
1. Write a narrative (story)
 2. Learn writing techniques
 3. Utilize the writing process
 4. Read to learn Writing
 5. Write to learn Reading

Requirements:

1. Word-processed final
2. Pre-writing in composition book
3. Writing outside of class (HW)
4. Apply learned skills to writing
5. First draft due at semester one end

Note:

1. This is an on-going project
2. You will draft it in about a month, but revise all year

EMPHASIS

- A. One-word sentence
- B. One-sentence paragraph
- C. One-word paragraph
- D. Italics
- E. Expanded Moment

FRAGMENTS

- F. Subordinate Conjunction
- G. Gerund phrase
- H. Appositive
- I. Preposition

FIGURATIVE LANGUAGE

- J. Simile
- K. Metaphor
- L. Personification

PUNCTUATION

- M. Ellipsis
- N. Hyphen
- O. Dash

POETIC SOUND

- P. Repetition for Effect
- Q. Magic Three
- R. Verb series
- S. Hyphenated Modifier
- T. Onomatopoeia

DIALOGUE

- U. Beginning
- V. Split
- W. End
- X. Known
- Y. Extra
- Z. Slang/Dialect

- Pre-writing
 - Drafting
 - Revising
 - Editing
 - Publishing
- Simple Sentence
 - Complex Sentence
 - Compound Sentence
 - Declarative, Imperative, Interrogative, Exclamatory
- Antagonist
 - Protagonist
- 5 Senses & Imagery
- Flashback
 - Foreshadow
 - Foreboding
- Hook
 - Cliff Hanger / To Be Continued
 - 4 Elements of Story
- 1st Person Point of View
 - 2nd Person Point of View
 - 3rd Person Omniscient POV
 - 3rd Person Limited Omniscient POV
- Word-processing
 - Computer Use
 - Format Change

Exposition

Introduce characters, setting, and conflict

| Writing Process | Story Elements | Techniques | Extension |
|------------------------------------|---|--|---|
| Pre-writing Drafting Editing | Hook Setting Development Character Development Problem exposed | Dialogue Figurative Language Punctuation | Teacher Conference Reflection Word-processing Present to Class |

Rising Action

Move the story along; plot gets more complicated; minor characters introduced

| Writing Process | Story Elements | Techniques | Extension |
|--|---|---------------------------------------|--|
| Pre-writing Drafting PQS: Peer Feedback Revising Editing | Plot Speed up Slow down Point of No Return Complex Character(s) | Emphasis Dialect/Slang Dialogue | Teacher Conference + - Δ Reflection Word-processing |

Climax

Highest part of action; twist of the story; theme is discovered

| Writing Process | Story Elements | Techniques | Extension |
|---|------------------------|---|---|
| Pre-writing Drafting Revising: Buried/Bury Editing | Plot Twist Theme | Fragments for Flair Format Change Details | Present to Group Reflection Word-processing |

Falling Action

Conflicts start to resolve; plot moves toward “completion”

| Writing Process | Story Elements | Techniques | Extension |
|--|---|---------------------------------------|---|
| Pre-writing Drafting Revising Editing | Tie up loose ends Theme Shorter chapter | Poetic Effect Preposition at Start | Cover Reflection Word-processing SF Analysis |

Resolution

Plot “resolves” and reader is left to think about story or want more

| Writing Process | Story Elements | Techniques | Extension |
|--|--|---------------------------------|------------------------------------|
| Pre-writing Drafting Revising Editing Publishing | Cliff Hanger To Be Continued Theme | Expanded Moment Onomatopoeia | Reflection Reading Day Theme |

| Name: | | Period: | Semester: | |
|--|-----------------|----------------|-------------------|-----------------|
| Reading Skills | Emerging | Basic | Proficient | Advanced |
| R1. Make inferences | | | | |
| R2. Analyze theme | | | | |
| R3. Analyze character development | | | | |
| R4. Analyze word choice | | | | |
| Writing Skills | Emerging | Basic | Proficient | Advanced |
| W1. Analysis | | | | |
| W2. Organization | | | | |
| W3: Imagery and specific details | | | | |
| W4. Appropriate style for purpose | | | | |
| Language Skills | Emerging | Basic | Proficient | Advanced |
| L1. Syntax (sentence fluency; variety and flow of sentences) | | | | |
| L2. Capitalization, punctuation, and spelling | | | | |
| Speaking and Listening Skills | Emerging | Basic | Proficient | Advanced |
| SL1. Discussion participation | | | | |
| SL4. Presentation | | | | |

Click, Clack, Moo...Cows That Type

Two Were Left

PLOT

- **Exposition**
- **Rising action**
- **Climax**
- **Falling Action**
- **Resolution**

SETTING

- **When**
- **Where**

CHARACTER(S)

- **Main**
- **Minor**

THEME

Pre-Writing

Hook (Opening)

Cliff Hanger / To Be Continued (Closing / Stinger)

Imagery

HOOK:

CLOSING:

Question

HOOK:

CLOSING:

Suspense

HOOK:

CLOSING:

Quote

HOOK:

CLOSING:

Exposition

Hook:

| | |
|---|-------|
| <ul style="list-style-type: none">• Imagery• Quote• Suspense• Question | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

Setting:

| | |
|---|--|
| Time: Year | |
| <ul style="list-style-type: none">• Past• Present• Future• Summer• Fall• Winter• Spring | |
| Place: describe | |
| Event | |
| | |
| | |
| | |

Character:

| | |
|-----------------------|--|
| Name: | |
| Describe with details | |
| Minor character(s) | |

Problem:

| | |
|---|-------|
| Theme | |
| What is the main conflict be? | _____ |
| | _____ |
| | _____ |
| Describe the problem that starts the story. | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

RISING ACTION

| | |
|---|---|
| <p>Event 1</p> <p>Suggestions</p> <ul style="list-style-type: none">• Add a character• Create a new setting | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>...and then Event 2</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>...and then Event 3</p> <p>Suggestions</p> <ul style="list-style-type: none">• Add a character• Create a new setting | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>...and then Event 4</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>...and then Event 5</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Resolution

| | |
|--------------|---|
| Ending | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Cliff hanger | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

COMPUTER LAB ACTIVITY: When you word-process your story in the computer lab, start by adding the 5 stages as headings and word-process your writing under the heading that best fits. Use the following headings: Exposition, Rising Action, Climax, Falling Action, Resolution. * * * If you want to add Hook at the beginning and Cliff Hanger at the end, that would be a strong writing skill.

Dialogue

Excerpt from story, Z-minus

By second period my head was swimming with questions, and not the geometry I was supposed to be focusing on. I came slowly out of a daze and realized that the whole class was looking at me.

“Mr. Millings. We are waiting for the next step of the second proof.” Perspiration collected at the nape of my neck. Desperately, I went through my mind to figure out where in the lesson I had faded off. No luck.

“I’m sorry, Mr. Gilford. I wasn’t paying attention,” I said, feeling the eyes of the class on me.

“*I can see that.* Does anyone have the next step? Yes—Thank you, Sally. I am sure Mr. Millings appreciates you saving him.”

“Sorry.” I looked down and Mr. Gilford’s voice trailed off and I was once again concentrating on the lone figure from this morning. I could tell that Mr. Gilford would be one of those teachers that did not hesitate to put you on the spot. Noted.

Beginning

Ending

Split

Known

+Extra

FIGURATIVE LANGUAGE

SIMILE:

An **indirect**, non literal comparison between two unlike objects using “like” or “as”

METAPHOR

A **direct**, non literal comparison between two like objects (not using like or as)

PERSONIFICATION

Where human characteristics are given to inanimate objects.

HYPERBOLE

Exaggeration or overstatement (bordering on impossible)

UNDERSTATEMENT

A statement that is underplayed or lessened. The truth of the matter is reduced.

METONYMY

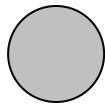
Using the **WHOLE** to represent the **PART**; using something closely related to represent

SYNECDOCHE

Using **PART** of something to represent the **WHOLE**

The Writing Process

| 1 PRE-WRITING | 2 DRAFTING | 3 SHARING | 4 REVISING | 5 EDITING | 6 PUBLISHING | 7 ASSESSING |
|---|---|---|--|---|--|--|
| <p>Explore Your Topic</p> <p><i>Pre-writing helps you figure out what to write about. It's the time to put all of the ideas in your head on paper. The most difficult step.</i></p> | <p>Put it Down on Paper</p> <p><i>Drafting is where the formal writing begins. Use your pre-writing material as inspiration. Write, write, and write some more.</i></p> | <p>Get Some Advice</p> <p><i>Sharing your writing is often the most valuable and enjoyable step in the writing process.</i></p> | <p>Take Another Look</p> <p><i>Revision comes easier after effective sharing.</i></p> | <p>Make Corrections</p> <p><i>Reading your writing out loud and/or listening to someone read your writing out loud helps you catch many mistakes.</i></p> | <p>Polish for Presentation</p> <p><i>The point of publishing is having someone read your work.</i></p> | <p>Reflect on the Work</p> <p><i>Reflecting on your own writing helps you become a better writer.</i></p> |
| <p>Strategies:</p> <ul style="list-style-type: none"> Brainstorming Clustering Trident Free-writing T-Chart Looping <input type="checkbox"/> Journalist's Questions | <p>Setting up Paper:</p> <ul style="list-style-type: none"> Write on every other line Write on one side of your paper Number all your pages Date each page <p>Writer's Block?!</p> <ul style="list-style-type: none"> Use your pre-writing Share Re-read Request a conference Work on something else | <p>Methods:</p> <ul style="list-style-type: none"> Whole class Small group Partner Teacher conference <p>Useful Feedback:</p> <ul style="list-style-type: none"> Use the criteria Questions only Ask "why" and "how" questions | <p>Criteria:</p> <ul style="list-style-type: none"> Ideas Organization Voice Word Choice <input type="checkbox"/> Sentence Fluency | <p>Check List:</p> <ul style="list-style-type: none"> Punctuation Capitalization Grammar Spelling Formatting <input type="checkbox"/> Personal goals | <p>Audience:</p> <ul style="list-style-type: none"> Teacher Self Outside school Classroom newspaper School newspaper Portfolio <p>Formats:</p> <ul style="list-style-type: none"> MLA (for formal writing) Typed Neatly handwritten. If I can't read it, I can't assess it. | <p>Assessment:</p> <ul style="list-style-type: none"> Formal criteria-based teacher assessment RUBRIC Formal criteria-based self-assessment RUBRIC <input type="checkbox"/> Student written reflection |



| Literary Term | Example from text | Why is it an example of the literary term? |
|------------------------|--------------------------|---|
| Simile | | |
| Metaphor | | |
| Personification | | |
| Hyperbole | | |
| Understatement | | |
| Irony | | |
| Foreshadow | | |