

## APPENDIX A

# Discussion Board Writing Skeletons for Practicing What Skilled Readers Do

In Chapter Three, I listed what skilled readers do as they read. Here is that list again:

### **Skilled readers:**

- ▶ Set a purpose for their reading.
- ▶ Make use of text features and visuals to aid them in understanding the main text.
- ▶ Self-assess continually as they read. They check for understanding, reread, and use context clues to determine word meaning and make sense of complex text. They use word decoding strategies to determine the meanings of unknown words.
- ▶ Create a movie in their heads as they read. They make use of the author's language to visualize the text.
- ▶ Look for text patterns that aid in comprehension.
- ▶ Search for big ideas so they understand the author's message (main idea, purpose, and theme).
- ▶ Make connections between the text and their own lives, the text and the world, and the text and other texts. This constant synthesis of information while reading makes the reader actively engaged.
- ▶ Allow text to spark their natural intellectual curiosity, which leads to questions.
- ▶ Distinguish between essential and non-essential ideas in text.
- ▶ Separate fact from opinion. They are discerning consumers of textual information
- ▶ Make inferences, draw conclusions, and make predictions based on text evidence.
- ▶ Analyze an author's literary elements and techniques as a way to enhance understanding and appreciation of text.

*(Diamond, L., Honig, B. & Gutlohn, L. , 2013; Duke, N. & Pearson, P., 2002; Duke, N., Pearson, P., Strachan, S. & Billman, A., 2011; Wilhelm, 2001)*

This appendix gives a prompt for a thread, an example of a discussion board writing skeleton, and a writing example to align with each of these skills. A pdf of the writing skeletons and examples is available online; see page 154 for details on how to access.

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## SET A PURPOSE FOR READING

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*Prompt for discussion board thread:*

What is your purpose for reading [name story, article, or book]?

*Writing skeleton:*

My purpose for reading [name article, story, poem, or book] is to [state purpose or goal].

*Example:*

My purpose for reading “Turn on Creativity” is to learn ways to spark my own creativity. To do this, I will continually pause throughout the article and ask, “What are the significant ideas presented in the article and how can I apply these in my own life?”

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## USE TEXT FEATURES

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*Prompt for discussion board thread:*

Write about the text features of your story, article, or book. Connect them to your prior knowledge, and then predict what your story, article, or book will be about.

*Writing skeleton:*

Before I began reading today, I looked at the title, [name the title], and the headings, [name the headings]. Then, I looked at the illustrations, which depicted [describe the illustrations]. I connected the text features to my prior knowledge. [Explain the connection.] After analyzing the text features, I predicted that this story would be about [write about the prediction].

*Example:*

Before I began reading today, I looked at the title, *Through My Eyes* (Bridges, 1999), and the headings, “Born in the Deep South,” “One Year in an All Black School,” “November 14, 1960,” “The First Day at William Frantz,” “My First White Teacher,” “Riots in New Orleans,” and “The End of First Grade.” Then, I looked at the illustrations, which depicted protesters holding signs that read “We want segregation” and an African-American child walking between

deputy U.S. Marshalls. I also saw photographs of hooded Ku Klux Klan members standing in front of a burning cross. I connected the text features to my prior knowledge. From the headings, it is clear that the story takes place in the South in 1960 and has something to do with schools. The picture of Ku Klux Klan members shows me that this book is about racism. The illustrations show protesters fighting against integration and U.S. Marshalls protecting a child. After analyzing the text structures, I predict that this story will be about an African-American child who tries to go to a school for white children.

*Alternate text feature skeletons:*

As I [explain information you looked up or analyzed], I studied the [name text feature—glossary, table of contents, index, map, picture, margin guide, chart, diagram, table, graph]. This helped me [write about your discovery].

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## SELF-ASSESSMENT

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*Prompt for discussion board thread:*

How did you self-assess as you were reading, and what strategy or strategies did you use to improve your comprehension?

*Writing skeleton:*

As I was reading, I became confused when [explain what was happening in the text]. To help myself understand this confusing part, I [explain the strategy used to improve comprehension].

*Example:*

As I was reading *The Giver* (Lowry, 1993), I became confused when the announcer said that the training pilot would be released for making a mistake. I could not understand the meaning of the word “released” in this context. To help myself understand the confusing part, I reread the section that I did not understand. I read slowly, and I paused after each paragraph to make sure that I could make sense of every part of the text. After reading the text, I determined that the author did not intend for me to understand yet what the word “released” means. Instead, she wants for me to make guesses. I made a guess that whatever it means to be released is not something anyone would want. It can’t be positive because being released is the society’s reaction to behavior that was not in line with society’s expectations.

*Alternate self-assessment skeleton:*

Today, I lost my focus when [explain]. The way I got back on track was [explain].

## USE CONTEXT TO DETERMINE THE MEANING OF WORDS

*Prompt for discussion board thread:*

Explain how you used context clues to find the meaning of an unknown word.

*Writing skeleton:*

I encountered the interesting word, [insert word here]. I found its meaning by using context clues. The word is in the following sentence: “[Write the sentence].” I used a context clue to determine the meaning. [Explain the clue used]. That led me to understand that the word [insert word here] means [insert definition or synonym here].

*Example:*

I encountered the interesting word, “tenaciously.” I found its meaning by using context clues. The word was in the following sentence: “The dog sank his jaws into my knee and held on tenaciously until a gun fired, signaling the dog to give up and let go.” I used a context clue to determine the meaning of the word. Since it took something as intense as the firing of a gun to make the dog stop, that led me to understand that the word “tenaciously” means not giving up.

## USE WORD DECODING STRATEGIES

*Prompt for discussion board thread:*

Explain how you used a word decoding strategy to determine the meaning of an unknown word.

*Writing skeleton:*

I did not understand the word [write the word], so I broke it apart. The prefix, [write the prefix], means [write prefix definition]. The root, [write the root], means [write root definition]. Putting those definitions together, I can decode the word [write the word] to determine it means [write meaning].

*Example:*

I did not understand the meaning of the word *midfield*, so I broke it apart. The prefix, *mid-*, means *middle*. The root, *field*, means an area of open land. Putting these definitions together, I can decode the word, *midfield*, to mean the middle of a field. Because I am reading a book about soccer, I can determine that the word is about the middle point between goals.

## VISUALIZE TEXT

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*Prompt for discussion board thread:*

Explain how you visualized what you read.

*Writing skeleton:*

While I was reading, I created a movie in my head. In [name text] when [name author] [summarize portion of text], I imagined [describe what you imagined].

*Example:*

While I was reading, I created a movie in my head. In the excerpt from *The House on Mango Street* (Cisneros, 1991), when Sandra Cisneros compares Grandpa's fat feet to thick tamales, I imagined Grandpa struggling to push his plump feet into his brown leather shoes. I also imagined Grandma's awkward gait as I read Cisneros's descriptions of the character wearing high heels in which she could not walk without wobbling.

*Alternate visualization skeletons:*

Today, I created a picture in my head. When the author writes that "[provide quote]," I imagined this: [draw the picture, capture the image with a tablet or smart phone, and attach it to the discussion board post].

## FIND A PATTERN IN A TEXT

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*Prompt for discussion board thread:*

What pattern did you find in the text? Why do you think the author decided to use this pattern?

*Writing skeleton:*

In my reading of [name text], I noticed that [the author] arranged the events in [chronological order, order of cause/effect, order of most important to least important]. I think [he or she] decided on this arrangement because [explain why].

*Example:*

In my reading of "The Night the Bed Fell on Father" (Thurber, 1945), I noticed that Thurber arranged the events in chronological order. I think he decided on this arrangement because each event built on the one before it to cause mass confusion, which resulted in a household filled with hysterical people, even though a reason for hysteria did not exist. The hilarious story needed to

be organized chronologically so that the reader could understand how each character reacted to a misunderstanding about the actions of another character.

*Alternate pattern skeletons:*

In my reading today, I found an example of [chronological order, cause/effect, order of most important to least important]. [Write about that example].

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## DETERMINE MAIN IDEA

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*Prompt for discussion board thread:*

How did you determine the main idea of the passage?

*Writing skeleton:*

In the excerpt from [name the text], I determined the main idea. Throughout the passage, [write about the recurring idea]. [Give examples of the way the idea appears in the beginning, middle, and end of the passage.]

*Example:*

In the excerpt from *Bud, Not Buddy* (Curtis, 1999), I determined the main idea. Throughout the passage, the author, Curtis, writes that libraries have a hypnotizing smell. In the beginning of the passage, Curtis describes the smell of old books, using the adjectives “soft, drowsy, and powdery.” In the middle of the passage, he describes how people fall asleep from the smell when the smelly powder weighs down eyelids. At the end, he writes about “tossing out drooly folks,” who have been lured into a smell-induced sleep. Since the hypnotizing smell idea is in the beginning, middle, and end, I know it is the main idea.

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## INTERPRET THE AUTHOR’S PURPOSE

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*Prompt for discussion board thread:*

How did you determine the author’s purpose of the text?

*Writing skeleton:*

In my reading of [name the literature] today, the author’s purpose became quite clear. [Write about the part of the text that reveals the author’s purpose].

*Example:*

In my reading of *Eleanor Roosevelt* (Freedman, 1991) today, the author’s purpose became quite clear. The author writes about Eleanor’s difficulty

as a child. She had a mother who did not show her affection and who told her she was ugly. Yet, Eleanor loved her mother intensely, and she grieved over her mother's death. After this devastating childhood experience, even more tragedy would befall her. Her beloved father succumbed to the ravages of alcoholism-related disease, and he died, too. Not only did Eleanor endure the pain of losing both parents, but she then had to live with an abusive grandmother, who forced her to take cold baths and refrain from talking during meals. Despite all of this heartache, she remained strong and became a woman who would fight for the disenfranchised and economically marginalized. The author's purpose is to show that the human spirit is stronger than any of life's adversities.

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## IDENTIFY THEME

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*Prompt for discussion board thread:*

How did you determine the theme of the passage?

*Writing skeleton:*

One of the themes of [name story, poem, article, or novel] is [write the theme]. The author supports the theme with [provide textual evidence to support the theme].

*Example:*

One of the themes of "Tom Sawyer Whitewashing the Fence," a chapter from *The Adventures of Tom Sawyer* (Twain, 2008), is that people most desire the things most difficult to acquire. When Tom Sawyer hesitates to let his friend, Ben, try a few strokes of whitewashing, Ben becomes very interested in the task. Eventually, Ben begins to beg and finally, he offers Tom an apple for the chance to paint. When the other boys find out that Ben has paid for the opportunity, they want in on the action, too. Each one offers some form of payment, from a kite to a dead rat and a string to swing it with. At the end of the chapter, Twain cements the theme. If a task costs money, people desire to do it and consider it fun.

*Alternate theme skeletons:*

- A major theme of my [book/poem/article/story] is [write about theme]. In my reading today, I noticed that the character, [name of character], reinforced this theme by [write about what the character says or does to reinforce the theme].
- A theme of my [book/poem/article/story] is [write about theme]. I have encountered this theme before in [name text]. That multiple authors write about this same theme tells me that [explain what this means to you].

- During my reading today of [title], I learned a valuable lesson. I learned [explain the lesson]. Next time I encounter [explain a situation in which the lesson will be valuable], I will [explain what you will do] because [tell why].

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## MAKE TEXT-TO-SELF CONNECTIONS

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*Prompt for discussion board thread:*

What text-to-self connections did you make?

*Writing skeleton:*

The author of the autobiography I am reading has had life experiences to which I can relate. In [title of text], [describe the author's experience]. Like [author's name], I, too, have [explain your experience].

*Example:*

The author of the autobiography I am reading has had life experiences to which I can relate. In "Punch Brothers Punch" (Twain, 1876), Mark Twain describes how a jingle from an advertisement stuck in his head. He describes his torment as he tries unsuccessfully to break free of the annoying, but very catchy advertisement. In his head, he hears the jingle over and over until he is driven near to madness by it. I laughed at this because I guess a fine line exists between comedy and pain. Like Twain, I, too, have gotten a song stuck in my head. Once, I earned a bad grade on a test because I couldn't concentrate on the test while the words and music of the song, "Over There," played over and over in my brain. This connection makes me think: Is a painful experience always what is under the surface of writing that is funny?

*Alternate text-to-self skeletons:*

- A character in my [article, story, poem, or book] has life experiences to which I relate. In [name the text], [describe the character's or person's experience]. Like [character's/person's name], I, too, have [explain your experience].
- In my reading of [title] today, I identified with [name of character or person], who showed that [he or she] feels [explain feeling]. I identified with this because [explain]. This feeling is, in fact, universal because many people [explain why other people share this feeling].
- The character [name of character] reminds me of [person who shares characteristics]. First, [explain the similarity]. Also, [explain another similarity].
- Before reading [name text], I [write about prior knowledge that helped you understand the text]. This prior knowledge helped me understand the text because [explain why].



- My novel's character, [name], values [what he or she values]. I share this thinking because I feel that [explain why].
- My novel's character, [name], values [what he or she values]. I do [share/ do not share] this thinking because I feel that [explain why].
- The text I read today, [title], changed my perspective on [state the issue or idea]. Before, I believed that [explain prior belief]. Now, I believe [explain new belief].
- In the passage I read today from [title], the author, [author name], explores the theory of [explain theory]. A different author, [author's name], does not share this belief. Instead, [he or she] believes that [explain theory]. I agree with [author's name] because [explain why].
- The character I read about today in [title] experiences relationship problems because [explain]. I have had similar problems with [name the person]. The best way to solve these problems is [state idea]. The reason this will work is [explain why].

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## MAKE TEXT-TO-SOCIETY CONNECTIONS

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*Prompt for discussion board thread:*

What text-to-society connections did you make?

*Writing skeleton:*

Maybe it is true that art reflects life. As I read [title] today, I thought of a situation in the world that mirrors one in my book. Just like [describe the situation in the book], many people in [specific location in the world] also [describe the situation].

*Example:*

Maybe it is true that art reflects life. As I read *The Outsiders* (S. E. Hinton) today, I thought of a situation in the world that mirrors one in my book. Just like the battling Greasers and Socs, many people in the Middle East also find themselves as part of groups in conflict with other groups. The Israelis and the Palestinians represent large groups of people fighting for dominance over one another. Although the gangs in the book fight on a much smaller scale than the Israelis and Palestinians, the outcomes of the fighting are the same. The high cost of the conflict comes in the form of lost human lives and lost human spirit. Why do humans always fight with each other?

*Alternate text-to-society skeletons:*

One of the customs of the characters in my book is [name custom]. Like the characters in [name book], people in [name place] have similar customs. [Explain similarity].

## **MAKE TEXT-TO-TEXT OR TEXT-TO-MEDIA CONNECTIONS**

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*Prompt for discussion board thread:*

What text-to-text or text-to-media connections did you make?

*Writing skeleton:*

The excerpt from [name the article, story, poem, or book] that I read today reminds me of a scene from a movie [or play] that I saw. When [describe the situation in the text], I immediately thought of the scene from [name the movie or play]. In that scene, [describe the similar situation]. The difference was [describe the difference].

*Example:*

The excerpt from *The Watsons Go to Birmingham—1963* (Curtis, 1995) that I read today reminds me of a scene from a movie I saw. When Kenny earns the respect of his teenaged brother Byron by saving Joetta, I immediately thought about a scene from the movie *Home Alone*. *Home Alone*'s Kevin, like Kenny, suffers at the hands of a big brother who cannot see past his young age to realize that Kevin really has extraordinary inner strength. It is only after Kevin manages to protect the family home from a robbery by outwitting the bad guys that the older brother sees it. Making this connection makes me wonder: Is the dynamic between Kenny and his teenaged brother Byron typical? The difference is that Kenny saves a person and Kevin saves a thing.

*Alternate text-to-text or text-to-media connections:*

- The book excerpt that I read today made me think of another book [or story] that I have read. When [describe the situation in the book], I immediately thought of the scene from [name the second book or story]. In that scene, [describe the similar situation]. The one difference was [describe the difference].
- The character [name of character] in [title] reminds me of [name of character] from [name of book, movie, story, or play]. First, [explain the similarity]. Also, [explain another similarity].

## **ASK QUESTIONS**

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*Prompt for discussion board thread:*

What questions did you ask during your reading of the text?

*Writing skeleton:*

Today as I read [name the book], I thought of several questions. When I read about [describe the situation], I wondered, “[write a question].”

*Example:*

Today as I read *Where the Broken Heart Still Beats* (Meyer, 1992), I thought of several questions. It tells the story of Cynthia Ann Parker. When I read about her being captured as a child and taken in by Comanches after a raid, only to be recaptured and taken back into her old society as an adult, I wondered, “What type of person would enjoy reading this book?” Because of the content of the book, the type of person who would enjoy reading it would be someone who is curious about how early Americans struggled because this historical fiction reveals struggles not only of pioneers who traveled west, but also of Native Americans who tried desperately to hold on to their way of life.

## **DISTINGUISH BETWEEN ESSENTIAL AND NONESSENTIAL DETAILS**

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*Prompt for discussion board thread:*

Explain the central idea of the passage and then give examples of essential supporting ideas.

*Writing skeleton:*

In today’s reading [title], the author’s main point was [explain the central idea]. The author supports this point by [give examples of supporting ideas].

*Example:*

In today’s reading, “Environmental Toxins Harm Children,” the author’s main point was to expose the problems that occur when government does not regulate industrial plants that produce environmental pollution. The author supports this point by showing how the main character, Dahlia, suffers from asthma. It is no coincidence that she lives by an industrial plant known to release dangerous toxins. The author also supports this point in the part of the article in which the owner of the plant says, “I don’t care about children with asthma. They will eventually suffer from lung disease anyway because they will start smoking.”

*Other supporting detail skeletons:*

In today’s reading, [title], two details support the main idea. First, [write about the main idea and a supporting detail]. Also, [write about another detail]. Not all of the details directly supported the main idea. [Describe details that do not support the main idea, and tell why the author may have included these details even though they do not serve the purpose of supporting the main idea].

## **DISTINGUISH BETWEEN FACT AND OPINION IN TEXT**

*Prompt for discussion board thread:*

Describe a fact or opinion you found in your reading.

*Writing skeleton:*

I found a [fact or opinion] in [name of book or article]. [Write the fact or opinion]. I know it is a [fact or opinion] because [explain why].

*Example:*

I found an opinion in Edmund Morris's *Colonel Roosevelt* (2010). The opinion is that, in 1910, Theodore Roosevelt was the most famous man in the world. I know it is an opinion because Morris does not reveal that this statement has been tested or proven. Morris does not back the statement up with a world-wide survey comparing Roosevelt to other very famous people of the time, such as King George V, Thomas Edison, or the Wright Brothers. I have no doubt that Theodore Roosevelt was famous. No one would argue that. However, to claim that he was "the most famous" is simply an opinion.

*Writing skeleton:*

I found a fact in [name of article or book]. [Write the fact]. I know it is a fact because [explain why].

*Example:*

I found a fact in "Harry Potter Grows Up." The author writes that the Harry Potter series is "wildly popular" (Goldberg, 2014). I know it is a fact because around 400 million Harry Potter books have sold.

*Alternate fact/opinion skeletons:*

- Through his (or her) writing, [author's name] shows that [he or she] believes that [explain the author's opinion]. [Provide textual evidence to support the claim that you have made about the author]. I agree (or disagree) with this opinion because [explain why].
- The author of the passage I read today explicitly asserts that [state assertion]. [He or she] supports this assertion by [explain support]. I believe [or do not believe] this because [explain why].
- The author of the passage I read today implicitly asserts that [state assertion] when [explain character's words or actions that support this]. I believe (or do not believe) this because [explain why].

## MAKE INFERENCES/DRAW CONCLUSIONS SUPPORTED BY EVIDENCE

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*Prompt for discussion board thread:*

Make an inference or draw a conclusion supported by evidence from the text.

*Writing skeleton:*

In [name the article, story, poem, or book], [name of character or person] [describe action]. I think [he or she] does this because [explain why]. The action is morally right (or morally wrong) because [explain why].

*Example:*

In *Harry Potter and the Sorcerer's Stone* (Rowlings, 1999), Aunt Marge tells Harry that he hasn't been beaten hard enough because of the casual way he talks about the beatings. I think she does this because of her cold and heartless attitude toward this orphan. After all, despite Harry Potter's power, he is a victim of abuse. Her action is morally wrong because she should be his protector, not someone who permits him to suffer at the hands of another.

*Other inference skeletons:*

In [name the book], a character, [name of character], [describe action]. I think [he or she] does this because [explain why]. The action is wise (or foolish) because [explain why].

## MAKE PREDICTIONS

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*Prompt for discussion board thread:*

What ideas in the text caused you to make a prediction?

*Writing skeleton:*

I encountered some ideas that I feel I must keep in mind as I continue to read [title of text]. [Explain idea and its importance]. I must keep these ideas in mind because [write what you predict].

*Example:*

I encountered some ideas that I feel I must keep in mind as I continue to read "Kid Chefs at the White House" (Chambers, 2014). The author points out that all children who entered the contest must create recipes and prepare food that meets the My Plate guidelines, which encourage a healthy balance of protein, starches, vegetables, and dairy. I must keep these ideas in mind

because I predict that the winners, who will be discussed later in the article, will have prepared meals that include this healthy balance.

*Other prediction skeletons:*

Before I read this passage from my novel [title], I predicted that [prediction]. I made this prediction because [explain reason]. What actually happens is [write what happens in the passage].

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## **ANALYZE LITERARY ELEMENTS: SETTING**

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*Prompt for discussion board thread:*

What is the setting of the story and why is this setting important?

*Writing skeleton:*

[Name article, story, poem or book title] takes place in [name place]. It reminds me of [name real place in world] because [explain why]. The setting is important in the story because [explain importance].

*Example:*

*To Kill a Mockingbird* (Lee, 1960), takes place in a fictional place called Maycomb, Alabama. It makes me think of my grandparent's small town in Illinois because in Maycomb there are few newcomers and the people who live there typically have generations of ancestors who have lived there. This is true of my grandparent's small town, as well. No one new arrives because there is no big industry to attract them. People often stay, though, because of family businesses or just the simple fear of change. *To Kill a Mockingbird* is set during the 1930s. The setting is important in the story because it is a period before the Civil Rights Movement. It was a period in which racism was monstrous and unchecked. Because of the setting, the reader can understand the historical context behind the town's treatment of Tom Robinson.

*Alternate setting skeletons:*

Even though the author does not explicitly state the setting, I can tell it is in [place] during [time period] because of [textual evidence].

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## **ANALYZE LITERARY ELEMENTS: CONFLICT**

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*Prompt for discussion board thread:*

What is the conflict of the story?

*Writing skeleton:*

In [text I am reading], the main conflict [explain conflict].

*Example:*

In Gail Levine's novel, *Ella Enchanted* (1997), the main conflict occurs because the main character, Ella, was given a gift of obedience by a fairy, causing her to be unable to say no to anyone's command. This leads to conflict when her father remarries after her mother's death. Ella, a Cinderella-like figure, becomes the victim of a scheming stepmother and two ruthless stepsisters when they discover that she cannot refuse a command. Ella sees her only hope of resolving this conflict by breaking the spell.

*Skeletons for climax and resolution:*

- In [the text I am reading], the climax occurs when [explain].
- In [the text I am reading], the resolution of the conflict happens when [explain].

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## **ANALYZE LITERARY ELEMENTS: CHARACTER**

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*Prompt for discussion board thread:*

Describe the development of a character.

*Writing skeleton:*

One of my novel's characters, [name of character], has developed considerably. At the beginning of the book [title], [name of character] is [adjective]. [He or she] [provide textual evidence to support the descriptive word]. Slowly, though, I began to notice a change. For instance, [provide textual evidence to support the claim that the character changed]. In the chapter I have just read, [provide textual evidence to support further development of the character]. Because of [explain the cause of the change], [name of character] has developed into a character who [describe the character at your current point in the book].

*Example:*

One of my novel's characters, Ivan, has developed considerably. At the beginning of the book, *The One and Only Ivan*, the gorilla thinks he is happy with his life. Eating bananas and doing artwork is enough for him. Slowly, though, I began to notice a change. For instance, when he sees Ruby get abused, he realizes that the Big Top Mall is not a good place to be. In the chapter I just read, he starts thinking of ways he can use his finger paints to paint pictures for the billboard so that people will get mad about the

treatment of animals at the Big Top Mall. Because Ivan watches the suffering of Ruby, he has developed into a character who can't be happy with his current home and who wants to make a change.

*Alternate characterization skeleton:*

- In today's reading of [title], the author used the words, [write words], to describe the character, [name of character]. These words were very important because [explain importance of words].
- The main character of [title], [name], is [adjective]. I can see this when [he or she] says, "[Dialogue]."
- The main character of [title], [name], is [adjective]. [He or she] shows this when [he or she] [explain action].

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## ANALYZE LITERARY ELEMENTS

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*Literary techniques:*

(rhyme, repetition, alliteration, poetic meter, onomatopoeia, hyperbole, dialogue, tone, paradox, satire, imagery, figurative language, simile, metaphor, sensory detail, symbol, personification, pun, idioms, irony, foreshadowing, oxymoron, paradox, etc.)

*Prompt for discussion board thread:*

How did the author's use of a literary technique affect your reading?

*Writing skeleton:*

As I read [name of author and text], I noticed that the author uses specific words and phrases to [explain how the author's craft affects the reading experience]. When I read the words, "[write words here]," I created a picture [or movie] in my head of [describe your picture or movie].

*Example:*

As I read O'Dell's *Island of the Blue Dolphins* (1988) I noticed that the author uses specific words and phrases to help me create a mental image of text. When I read the words that described the ship changing from a small shell to a gull with folded wings, I created a movie in my head of the ship growing in size as it moved closer. Now, I see the power of the simile!