**Alliteration**

**Alliteration is the repetition of the initial consonant sound in words.** An easier (though less exact) way to say this is that alliteration is when the first sounds in words repeat.  Alliteration often works with assonance and consonance to make phonetically pleasing arrangements.

***J****akia* ***j****umped in the* ***j****ar of* ***j****elly.*

*Despite their mother’s warnings, the* ***ch****ildren* ***ch****ose to* ***ch****ew with their mouths open.*

*The* ***g****rass* ***g****rew* ***g****reen in the* ***g****raveyard.*

 **Assonance**

**Assonance is the repetition of vowel sounds.** It is often used in combination with consonance and alliteration.

*He saw the cost and hauled off.*

*Will she read these cheap leaflets.*

*The snow in the rose garden groaned.*

**Consonance**

Also known as *near rhyme*, *off rhyme*, or *slant rhyme*, **consonance is the repetition of consonant sounds in the middle or at the end of words.** Using consonance is a sophisticated poetic technique that can create subtle yet beautiful lyrics or lines of poetry. Here is an example of consonance:

*Her finger hungered for a ring.*

*The satin mittens were ancient.*

*You could paddle through the spittle in the bottle.*

**Enjambment**

**Enjambment is when the writer uses line breaks meaningfully and abruptly to either emphasize a point or to create dual meanings.** When a poem is read, the reader will conventionally make a slight pause (shorter than a comma) when transitioning from line to line. When a writer uses enjambment, he or she uses this space to spread an idea over more than one line, either creating an alternate interpretation of the lines or drawing attention to the enjambed words.

*Rolling through the field in the*

*dead*

*of winter.*

**Imagery**

**Imagery is when the writer or speaker uses their descriptions to access the senses of the reader of listener.** Sometimes this is called, using *senso*ry details. When I say “senses” or “sensory,” I am referring to the five senses: sight, hearing, taste, touch, and smell.

*An old lump of snow melted in the corner.*

*The chirping crickets filled the empty night air.*

*I was awoken by the pleasing scent of the bacon as it wafted down the hallway.*

**Repetition**

**Repetition is when the writer or speaker knowingly repeats a word or group of words for effect.** This is a strong rhetorical technique that can also be used to build a theme in a speech or poem. It is important to note that it is not considered using repetition when a writer or speaker repeats essential articles, prepositions, pronouns, or conjunctions that are frequently used unintentionally as the mechanics of language dictate.

*Nobody, oh nobody can make it out here alone.*

*Free at last! Free at last! Thank God Almighty, we are free at last!*

*Love is a red, red rose.*

**Rhyme**

**Rhyme is when the end or final sound of two or more words are identical.** If the end sounds are not identical, then the speaker or writer is using consonance or assonance instead. Rhymes can also occur internally or on the inside of words or lines of poetry. A rhyme may also be monosyllabic (a one syllable rhyme) or polysyllabic (rhyme two or more syllables), such as in the following examples:

*I left my punch card on the lunch yard.*

*I drove a race car to the space bar.*

*We saw a butter fly flutter by.*

**Rhythm**

**Rhythm is when the arrangement of words creates an audible pattern or beat when read out loud.** A good way to check to see if a passage of text is using rhythm is to just hum the sounds that the words make rather than clearly pronouncing them. If you can hear a song or identify a form in the sounds, then the text is rhythmic.

*There once was a guy from Chicago / Who drank away all of his problems.*

*I know it is wet and the sun is not sunny / but we can have lots of good fun that is funny.*

*Shall I compare thee to a summer’s day?*