LMS ELA 7 Unit 2 (2026)

Content Area: **ELA**
Course(s): **ELA Grade 7**
Time Period: **MP2**
Length: **45 days**
Status: **Published**

Overview

Grade 7 English Language Arts

Unit 2

Theme: How We See the World

Reading Focus: Literature

Writing Focus: Informative/Explanatory

Language Focus: Author's Craft and Analytical Language

Speaking and Listening Focus: Discussion and Presentation

Overview

In this unit, students explore how writers use voice, perspective, structure, and language to create meaning in poetry and drama. Students begin by analyzing poetic form, speaker, diction, figurative language, and perspective before transitioning into dramatic texts, where they examine dialogue, character decisions, conflict, and structure. Informational texts are used throughout the unit to provide background on authors, literary movements, and historical or cultural contexts.

Writing instruction focuses on introducing literary analysis through a gradual progression from analytical sentences to paragraphs and eventually a multi-paragraph composition using a Transition Outline. Students also strengthen their ability to discuss texts, listen and respond to others, present ideas, analyze spoken claims, and compare written texts with staged or multimedia versions. Language instruction is embedded in the literature through vocabulary study, sentence work, and Language Dives that help students analyze author choices and develop the language needed for literary analysis.

Essential Questions

1. How do writers use voice and perspective to shape the way we understand a text?

2. How do an author's choices about structure and language contribute to meaning, tone, and character?
3. How do the different elements of a literary text work together to develop ideas and themes?
4. How can readers use evidence and analysis to explain an interpretation of literature?
5. How can discussion, performance, and multimedia deepen or change our understanding of a literary text?
6. How does understanding an author's background, culture, or historical context help us better understand a work of literature?

Enduring Understandings

1. Writers use voice and perspective to influence how readers understand characters, events, and ideas.
2. Authors make intentional choices about structure, word choice, figurative language, and sentence construction to create meaning and shape a reader's response.
3. Literary elements such as character, conflict, dialogue, structure, and perspective interact to develop a text's ideas and themes.
4. Strong literary interpretations are supported by relevant textual evidence and clear analysis that explains how the evidence supports an idea.
5. Discussing, hearing, performing, and viewing a text can reveal new perspectives and highlight different aspects of its meaning.
6. Knowledge of an author's background and the cultural or historical context of a work can deepen a reader's understanding of its ideas, language, and perspective.

Core Skills Bridge

Essential Question	Core Skills	
How do writers use voice and perspective to shape the way we understand a text?	Analyze the speaker's perspective in poetry. (Weeks 3–4) Analyze how an author develops perspective through contrasting speakers, narrators, or characters. (Weeks 5–6) Analyze how diction contributes to voice and perspective. (Weeks 3–4)	Autho Compa Langu from t

	Analyze how dialogue reveals character and relationships. (Weeks 5–6)	Reade Langu (Week
How do an author's choices about structure and language contribute to meaning, tone, and character?	Analyze poetic form and structure. (Weeks 1–2) Analyze word choice, figurative language, rhyme, repetition, and sound devices. (Weeks 1–2) Analyze diction and connotation. (Weeks 3–4; Weeks 7–8) Analyze phrases, clauses, and sentence structures. (Weeks 5–6; Weeks 7–8) Analyze the structure of drama. (Weeks 7–8; Weeks 9–10)	Poetry Poetry Langu poem. Decon the Dr Scene
How do the different elements of a literary text work together to develop ideas and themes?	Analyze how poetic elements interact. (Weeks 1–2; Weeks 3–4) Analyze how dialogue, incidents, and character decisions interact. (Weeks 5–6) Analyze how dialogue and incidents propel action, reveal character, and provoke decisions. (Weeks 7–8) Analyze how the structure of drama contributes to meaning. (Weeks 7–8; Weeks 9–10)	Poetry Reade Charac Scene
How can readers use evidence and analysis to explain an interpretation of literature?	Select relevant textual evidence. (Weeks 1–2) Explain an idea using analytical sentences. (Weeks 1–2)	Releva (Week Model

	Develop a literary-analysis topic sentence. (Weeks 3–4)	Expan
	Explain how evidence supports an idea. (Weeks 3–4)	Whole
	Develop analysis that explains how and why evidence supports an interpretation. (Weeks 5–6)	Revisi
	Develop a thesis. (Weeks 7–8)	
	Organize ideas and evidence in a TO. (Weeks 7–8)	
	Draft and revise a literary-analysis composition. (Weeks 9–10)	
How can discussion, performance, and multimedia deepen or change our understanding of a literary text?	Participate in collaborative discussions. (Weeks 1–2)	
	Ask questions that encourage elaboration. (Weeks 1–2)	Small-
	Analyze information presented orally or through media. (Weeks 3–4)	Poet/A
	Acknowledge and build on others' ideas. (Weeks 3–4)	Reade
	Present ideas clearly and adapt speaking to task and audience. (Weeks 5–6)	Charac
	Evaluate a speaker's claim and evidence. (Weeks 7–8)	Text v
	Compare a written text with a staged, filmed, audio, or multimedia version. (Weeks 9–10)	Text-t

	Use multimedia to clarify ideas. (Weeks 9–10)	
How does understanding an author's background, culture, or historical context help us better understand a work of literature?	Determine a central idea and explain how details develop it in an informational text. (Weeks 3–4; Weeks 7–8; Weeks 9–10) Make connections among individuals, events, and ideas in an informational companion text. (Weeks 5–6) Connect an author's life and context to literary works. (Weeks 3–4)	Autho Compa Poet/A Inform poet o 8; We

Core Standards

Reading:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Writing:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Speaking and Listening:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cross-disciplinary Connections

Social Studies:

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Theater:

1.4.8.Cn11a: Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

Media Arts:

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Career Readiness, Life Literacies, Key Skills

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Resources

District-approved secondary ELA instructional resource list

Core Knowledge:

- William Carlos Williams, “This Is Just to Say”
- William Carlos Williams, “The Red Wheelbarrow”
- Alfred, Lord Tennyson, “The Charge of the Light Brigade”

Poet / Author Study:
Select a poet and pair literary works with informational texts about the author, cultural context, or historical context. Suggested poets include:

- Langston Hughes
- Pat Mora
- Naomi Shihab Nye
- Joy Harjo
- Rita Dove
- Gary Soto
- Li-Young Lee
- Margarita Engle
- Nikki Grimes
- Jimmy Santiago Baca

Texts and author resources may be selected from **CommonLit, Newsela ELA, and Poetry.com**.

Drama:

- Rod Serling, “The Monsters Are Due on Maple Street”
- “Squid Game” — selected classroom-appropriate dramatic text/adaptation
- Selected dramatic texts from CommonLit
- Selected dramatic texts from Newsela ELA
- Selected dramatic texts from Scholastic Scope and Action
- Filmed, staged, audio, or multimedia adaptations of selected dramatic texts

Informational Companion Texts:

- Informational texts connected to selected poets, authors, dramatic works, literary movements, and relevant historical or cultural contexts
- Informational texts from district-approved resources, including CommonLit and Newsela ELA

Writing Resources

- *The Writing Revolution*
- Single Paragraph Outline (SPO)
- Transition Outline (TO)

- Model Literary-Analysis Paragraphs
- Model Paragraph Sort / Color-Coding
- Relevant Evidence Sort
- Analytical Sentence Practice
- Literary-Analysis Writing Prompts
- Revision Stations / Revision Resources
- Unit 2 Writing Pre-Assessment
- Unit 2 Literary-Analysis Composition
- Unit 2 Writing Benchmark

Language and Vocabulary Resources

- Unit 2 Academic Vocabulary
- Unit 2 Academic Vocabulary Spanish Cognates
- Word Wall
- Language Dives
- Vocabulary study through diction, connotation, figurative language, and word relationships
- Sentence work focused on phrases, clauses, syntax, and sentence structure

Digital / Instructional Platforms

- CommonLit
- Newsela ELA
- Poetry.com
- Scholastic Scope
- Action
- Quill.org
- IXL
- Vocabulary.com

Additional instructional resources:

  - Comprehension microskills
  - Tier I instructional practices
  - Engagement toolkit
  - Ways to Read Connected Text with a Small Group

Lexia Aspire and PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Writing Graphic Organizers

Pacing Guide

Module 1: Weeks 1 and 2

	Weeks	
NOTE: During the first week of the unit, 2 days will be needed to administer the Unit 2 Pre-assessment and Wr		
	Reading	**Writing**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.TS.7.4	W.IW.7.2; W.RW.7.7
Core Skills	Analyze how a poem's form and structure contribute to meaning. (RL.TS.7.4) Analyze how poetic elements such as speaker, imagery, repetition, and important shifts contribute to the text. (RL.IT.7.3)	Write a focused statement about a (W.IW.7.2) Select relevant textual evidence to idea. (W.IW.7.2) Explain an idea about a text using analytical sentences. (W.IW.7.2)
Resources	From CoreKnowledge: Williams, "This is Just to Say" Williams, "The Red Wheelbarrow" Tennyson, "The Charge of the Light Brigade" Unit 2 Academic Vocabulary	The Writing Revolution Unit 2 Academic Vocabulary
Suggested Lessons	Poetic Form and Structure How Structure Shapes Meaning Tone in Poetry	From Observation to Analysis Using Because, But, So to Explain Selecting Relevant Evidence

	Annotate a Poem	
Activities	Poetry Annotation Poetry Structure Sort ELA Station Activities	Relevant Evidence Sort / Analytic Practice ELA Station Activities
Assessment	Annotate a new poem and/or answer 5–7 multiple-choice/short-answer questions	Write 2–3 analytical sentences abo using relevant textual evidence

Module 2: Weeks 3 and 4

	Weeks	
	Reading	**Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.PP.7.5; RI.CR.7.1; RI.CI.7.2	W.IW.7.2; W.WP.7.4
Core Skills	Analyze how different elements of a poem interact to develop meaning. (RL.IT.7.3) Analyze how the speaker's perspective is developed in a poem. (RL.PP.7.5) Determine a central idea and explain how details develop it. (RI.CI.7.2)	Develop a clear topic to a literary-analysis p Support an idea with r details from the text. (Explain how evidence idea. (W.IW.7.2)
Resources	Poet Study. Pick an poet from the list below and have students work with informational texts on the author and poems. Authors listed have works in CommonLit, Newsela ELA, and Poetry.com Possible Poets: Langston Hughes Pat Mora Naomi Shihab Nye	The Writing Revoluti Unit 2 Academic Voc

	Joy Harjo Rita Dove Gary Soto Li-Young Lee Margarita Engle Nikki Grimes Jimmy Santiago Baca	
Suggested Lessons	• Understanding the Speaker Perspective in Poetry Connecting an Author's Life and Work	Writing a Literary An Evidence vs. Analysis Building an Analytica
Activities	Author Study Stations Compare Poems by the Same Poet ELA Station Activities	Model Paragraph Sort ELA Station Activitie
Assessment	Read a new poem by the studied poet and answer 5–7 multiple-choice/short-answer questions	Complete an SPO and analysis paragraph ab

Module 3: Weeks 5 and 6

	Weeks	
NOTE: During the Week 5 of the unit, one day will be needed to administer the Unit 2 Mid-marking Period As		
	Reading	**Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.PP.7.5; RI.CR.7.1; RI.IT.7.3	W.IW.7.2; W.WP.7.4
Core Skills	Analyze how an author develops perspective through contrasting speakers, narrators, or characters. (RL.PP.7.5)	Develop analysis that why textual evidence interpretation. (W.IW

	Analyze how dialogue, incidents, and character decisions interact and begin to move a dramatic text forward. (RL.IT.7.3) Make connections among individuals, events, and ideas in a short informational companion text. (RI.IT.7.3)	Organize more than o literary text. (W.IW.7 Use transitions and va structures to clarify re ideas. (W.IW.7.2)
Resources	Selected dramatic text from Commonlit, Newsela ELA, Scope or Action	The Writing Revoluti Unit 2 Academic Voc
Suggested Lessons	From Speaker to Character Introduction to Drama: Dialogue and Stage Directions How Character Decisions Move a Text Forward	Moving Beyond "This Connecting Evidence From SPO to Transiti
Activities	Poetry vs. Drama Sort/Comparison Reader's Theater ELA Station Activities	Expand Weak Analys ELA Station Activitie
Assessment	Read a short dramatic scene and answer 5–7 multiple-choice/short-answer questions	Literary-Analysis Para Supported TO

Module 4: Weeks 7 and 8

	Weeks	
	Reading	**Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.TS.7.4; RI.CI.7.2	W.IW.7.2; W.WP.7.4
Core Skills	Analyze how dialogue and incidents propel the action, reveal character, and provoke decisions. (RL.IT.7.3) Analyze how the form and structure of a drama contribute to meaning. (RL.TS.7.4) Determine a central idea and explain how details develop it. (RI.CI.7.2)	Develop a thesis that a analysis prompt. (W.I Organize main ideas a evidence into a logica Organize connected ar a TO. (W.IW.7.2)
Resources	Rod Serling, "The Monsters Are Due on Maple Street" "Squid Game" — selected classroom-appropriate dramatic text/adaptation Selected dramas from CommonLit and Newsela ELA	The Writing Revoluti Unit 2 Academic Voc
Suggested Lessons	How Dialogue Reveals Character How Incidents Propel the Action Structure of a Drama	From Topic Sentence Organizing a Transiti Planning Evidence Be
Activities	Reader's Theater Character/Conflict Tracking ELA	Whole-Class TO / Par ELA Station Activitie

	Station Activities	
Assessment	Read a new dramatic scene and answer 5–7 multiple-choice/short-answer questions about character, dialogue, and structure	Complete a Literary-A

Module 5: Weeks 9 and 10

	Weeks 9	
NOTE: During the last two weeks of the unit, 2 days will be needed to administer the Unit 2 Benchmark in Rea		
	Reading	**Writi**
Standards	RL.CR.7.1; RL.CI.7.2; RL.TS.7.4; RL.MF.7.6; RI.CR.7.1; RI.CI.7.2	W.IW.7.2; W.WP.7.4;
Core Skills	Analyze how the structure of a drama contributes to the text as a whole. (RL.TS.7.4) Compare a written literary text with a staged, filmed, audio, or multimedia version and analyze what each medium contributes. (RL.MF.7.6) Determine a central idea in a short informational companion text and explain how details develop it. (RI.CI.7.2)	Draft a coherent literary composition from a TO Use textual evidence ar develop the central idea Revise and edit a comp organization, and precis
Resources	Selected dramas from CommonLit and Newsela ELA. For CommonLit, look at "Other Resources" for filmed adaptations.	The Writing Revolution Unit 2 Academic Vocal
Suggested Lessons	From Page to Performance	Drafting from a Transit

	Comparing Text and Multimedia Choices Made in an Adaptation	Revising Evidence and Preparing for the Writi
Activities	Text vs. Performance Comparison Chart Scene Analysis Stations ELA Station Activities	Revision Stations ELA Station Activities
Assessment	Compare a written scene with a filmed/staged version and complete 5 multiple-choice questions plus a short constructed response	Week 9: Literary Analy from a TO Week 10: Unit Writing

Academic Vocabulary

Unit 2 Academic Vocabulary

1. allusion, n. reference to another work of literature or piece of art or a historical event
2. audience, n. the readers of a text
3. ballad, n. narrative, rhythmic verse that may be sung
4. character, n. a person in a story or poem
5. conflict, n. a struggle between characters or a problem characters are trying to overcome; opposing actions between people or forces
6. connotation, n. feelings or ideas suggested by a word
7. couplet, n. two corresponding lines of verse
8. dialect, n. a particular form of language that is specific to a certain region or social group
9. diction, n. choice of words

10. didactic, adj. intended to teach
11. event, n. an important occurrence
12. figurative language, n. language that goes beyond the literal meaning to get a message or point across
13. form, n. method of arrangement
14. free verse, n. poetic verse without regular meter or rhythm
15. genre, n. a category of literature, music, or art
16. iamb, n. one short, unstressed syllable followed by one long, stressed syllable
17. line, n. one row of poetry
18. literary device, n. a technique an author uses to produce a specific effect
19. metaphor, n. a figure of speech that makes a comparison by directly relating one thing to another
20. meter, n. repeating rhythmic pattern
21. mood, n. the overall feeling of a text, usually created by the author's use of figurative language and imagery
22. narrator, n. a person who tells a story
23. personification, n. the act of giving human qualities to a nonliving or nonhuman object
24. point of view, n. the position from which a narrative is told; what the narrator sees in relation to the events of the story; a story can be told from the first-person, second person, or third-person point of view
25. repetition, n. the act of presenting again
26. resolution, n. the part of a story where the conflict or problem is resolved
27. rhyme, n. shared end sound between two words
28. rhyme scheme, n. repeated pattern of shared end sounds among words at the ends of poetic lines
29. rhythm, n. established pattern
30. setting, n. the time and place in which a story occurs
31. simile, n. a figure of speech comparing two unlike things, using the words like or as
32. speaker, n. narrative voice of a poem
33. stanza, n. grouping of lines that focuses on one idea
34. structure, n. arrangement of words, lines, and stanzas in a poem; the characters, setting, and events that make up a story

35. symbol, n. an object that stands for an idea
36. theme, n. the main subject of a piece of writing; a message or lesson that the author wants to convey to the readers
37. tone, n. the author's attitude toward a subject in a text
38. verse, n. line of patterned or metrical writing

Spanish Cognates for Academic Vocabulary

alusión

audiencia

balada

conflicto

metáfora

personificación

repetición

rima

símil

tema

verso