LMS ELA 7 Unit 4 (2026)

Content Area: **ELA**
Course(s): **ELA Grade 7**
Time Period: **MP4**
Length: **45 Days**
Status: **Published**

Overview

Grade 7 English Language Arts

Unit 4

Theme: Choices, Consequences, and Change

Reading Focus: Literature

Writing Focus: Narrative

Language Focus: Narrative Sentence Craft and Style

Speaking and Listening Focus: Literary Discussion, Performance, Debate, and Presentation

Overview

In Unit 4, students deepen their analysis of literature by examining how character, conflict, perspective, structure, and important events interact to develop meaning and theme. Short stories serve as common mentor texts, while Kwame Alexander's The Crossover provides an ongoing independent or partner reading experience through which students transfer and apply their learning. Students also develop their own narrative writing, progressing from focused scenes to a complete narrative while applying sentence-level strategies for voice, pacing, description, and revision. Speaking and listening experiences become increasingly student-driven through discussion, dramatic reading, debate, and a culminating literary showcase.

Essential Questions

1. How do characters' choices and conflicts reveal who they are and shape what happens?
2. How does perspective influence the way readers understand characters and events?
3. How do authors use structure, language, and pacing to shape a reader's experience?
4. How do literary elements work together to develop a theme?
5. How can writers and speakers make purposeful choices to communicate a story or interpretation

effectively?

Enduring Understandings

1. Characters are revealed through their actions, decisions, conflicts, and responses to important events.
2. Perspective shapes what information readers receive and influences how they interpret characters and events.
3. Authors make purposeful choices about structure, language, pacing, and detail to create meaning and effect.
4. Theme develops through the interaction of characters, conflicts, perspectives, and significant events rather than through a single detail.
5. Effective writers and speakers make deliberate choices about organization, voice, language, evidence, and delivery to communicate with an audience.

Core Skills Bridge

Essential Question	Core Skills	
How do characters' choices and conflicts reveal who they are and shape what happens?	Analyze how incidents, actions, and decisions reveal character. (Weeks 1–2) Analyze how conflict and character decisions propel a narrative. (Weeks 1–2) Develop a focused narrative scene with characters, situation, and sequence. (Weeks 1–2)	Cha Ma The Che Nar (We
How does perspective influence the way readers understand characters and events?	Analyze how a narrator's perspective shapes the reader's understanding. (Weeks 3–4) Establish and maintain point of view and narrative voice. (Weeks 3–4) Analyze and use word choice to create voice and tone. (Weeks 3–4)	Nar 3–4 Per Sce Dra Per
How do authors use structure, language, and pacing to	Analyze how structure and important incidents	Sus

shape a reader's experience?	create tension and move a story forward. (Weeks 5–6) Use dialogue, description, and pacing to develop conflict and a turning point. (Weeks 5–6) Vary sentence structure to control pacing and emphasis. (Weeks 5–6)	(We Cor 5–6 Mar 6)
How do literary elements work together to develop a theme?	Analyze how character, conflict, perspective, and significant incidents develop theme. (Weeks 7–8) Organize a complete narrative toward a meaningful resolution. (Weeks 7–8) Use precise description and purposeful sentence construction. (Weeks 7–8)	The Cor Cor Stu 7–8
How can writers and speakers make purposeful choices to communicate a story or interpretation effectively?	Synthesize ideas and author choices across literary texts. (Weeks 9–10) Revise narrative writing for organization, pacing, voice, clarity, and effect. (Weeks 9–10) Present a supported literary interpretation using an effective format and delivery. (Weeks 9–10)	Cro 9–1 Fin Ber Lite

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.

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.

Writing

W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.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 Standards

Visual and Performing Arts — Theatre

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience.

Visual and Performing Arts — Media Arts

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

Comprehensive Health and Physical Education

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

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

Short Stories:

- Langston Hughes, "Thank You, Ma'am"
- Piri Thomas, "Amigo Brothers" — optional companion/transfer text
- Edgar Allan Poe, "The Tell-Tale Heart"
- Roald Dahl, "Lamb to the Slaughter"
- Walter Dean Myers, "The Treasure of Lemon Brown"
- Selected earlier Unit 4 short stories for comparison and synthesis

Ongoing Novel:

- Kwame Alexander, *The Crossover*
  - Independent/partner reading throughout the unit
  - Character and Conflict Checkpoint
  - Perspective Checkpoint
  - Turning Points and Structure Checkpoint
  - Developing Theme Checkpoint
  - Cross-Text Synthesis Checkpoint

Informational Companion Texts:

- Short informational text related to **perception, fear, memory, or guilt**
- Short informational text related to **forensic evidence, deception, or decision-making under stress**
- Additional teacher-selected informational texts that support connections to the literary texts

Writing Resources

- *The Writing Revolution*

- Model Narrative Scenes
- Model First-Person Narratives
- Narrative Voice Models
- Model Dialogue Scenes
- Narrative Planning Organizer
- Model Narratives
- Unit 4 Writing Prompts
- Dialogue and Pacing Checklist
- Narrative Checklist
- Narrative Revision Checklist
- Peer Conference Protocol
- Model Revised Narratives
- Unit 4 Writing Rubric
- Unit 4 Narrative Writing Pre-Assessment / Baseline
- Unit 4 Narrative Writing Benchmark

Language and Vocabulary Resources

- Unit 4 Academic Vocabulary
- Word Wall
- Language Dives
- Sentence Expansion
- Appositive Practice
- Because, But, So
- Connotation and Word Choice Practice
- Sentence Imitation
- Sentence Combining
- Sentence Deconstruction and Reconstruction
- Pacing Revision
- Modifier Repair
- Sentence Revision / Sentence Surgery
- Precision and Concision practice

Speaking and Listening / Performance Resources

- Conversation Stems
- Discussion Rubric
- Selected passages for performance
- Performance Rubric
- Claim / Evidence Organizer
- Debate or Mock Trial Rubric
- Mary Maloney Mock Trial materials
- Student-Generated Discussion Questions
- Literary Showcase Guidelines
- Presentation Rubric
- Dramatic Reading, Character Interview, Book Talk, Literary Talk Show, Podcast, and Multimedia Presentation formats

Digital / Instructional Platforms

- 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 4 Pre-assessment and Wr	
	Reading / **Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3 / W.NW.7.3; W.RW.7.
Core Skills	Analyze how particular incidents, actions, and decisions reveal aspects of a character. (RL.IT.7.3) Analyze how conflict and character decisions propel the action or provoke further decisions. (RL.IT.7.3) / Establish a situation, c of view appropriate to (W.NW.7.3) Develop a focused sce events and selecting r than simply summariz (W.NW.7.3)
Resources	Anchor Texts Langston Hughes, "Thank You, Ma'am" Piri Thomas, "Amigo Brothers" — optional / The Writing Revoluti

	companion/transfer text Ongoing Novel Kwame Alexander, The Crossover Independent/Partner Reading: approximately pp. 1–50 Checkpoint Focus: Character and Conflict	Model Narrative Scen Unit 4 Writing Promp Narrative Planning Or
Suggested Lessons	Literature Skills Review: Evidence, Inference, and Theme Characterization Through Actions and Dialogue Internal and External Conflict How Incidents Reveal Character How Character Decisions Move a Story Forward	Scene vs. Summary Establishing Characte Situation Sequencing Events Cl Zooming In on an Imp
Suggested Activities	Character Evidence Chart Conflict Map Character Decision / Result Chart The Crossover Character and Conflict Checkpoint ELA Station Activities	Scene / Summary Sor Narrative Quickwrites Expand a Summarized Sequence the Scene TWR Sentence Expan

		ELA Station Activitie
Assessment	Read a new short literary text and answer 5–7 multiple-choice/short-answer questions about character, conflict, theme, textual evidence, and inference. Complete a short constructed response explaining how a particular incident reveals character or moves the story forward.	Unit 4 Narrative Writi Baseline: Write a shor narrative scene that es and characters and de sequence of events.

Module 2: Weeks 3 and 4

		Weeks
	Reading	**Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.PP.7.5; RI.CR.7.1; RI.CI.7.2	W.NW.7.3; W.WP.7.4
Core Skills	Analyze how an author develops a narrator's perspective through the details and information the narrator provides. (RL.PP.7.5) Analyze how a narrator's perspective shapes the reader's understanding of characters and events, including conclusions the reader can draw beyond the narrator's interpretation. (RL.PP.7.5)	Establish and maintai view throughout a nar Select details and lang narrator's perspective purposeful narrative v
Resources	Anchor Text Edgar Allan Poe, "The Tell-Tale Heart" Informational Companion Text Short article related to perception, fear, memory, or guilt Ongoing Novel	The Writing Revoluti Model First-Person Narratives Unit 4 Writing Promp Narrative Voice Mode

	Kwame Alexander, The Crossover Independent/Partner Reading: approximately pp. 51–100 Checkpoint Focus: Josh's Perspective	
Suggested Lessons	Point of View vs. Perspective Reliable and Unreliable Narrators Narrator Says / Reader Infers Central Idea and Supporting Details in Informational Text Connecting Informational Reading to Literary Perspective	Choosing a Point of V Maintaining Point of Developing a Narrato Selecting Details Thro Perspective
Suggested Activities	Narrator Says / Reader Infers Chart Reliable / Unreliable Narrator Evidence Sort Informational Text Evidence Chart Literature / Informational Connection The Crossover Perspective Checkpoint ELA Station Activities	Rewrite an Event fron Same Event / Differer Narrator Detail Sort Sentence Imitation Voice Revision ELA Station Activitie
Assessment	Read a new first-person literary passage and answer 5–7 multiple-choice/short-answer questions about perspective, theme, evidence, and inference. Write a short response explaining how the narrator's perspective shapes the reader's understanding of an event.	Write a short narrative point of view using de that establish a consis

Module 3: Weeks 5 and 6

	Weeks
NOTE: During the Week 5 of the unit, one day will be needed to administer the Unit 4 Mid-marking Period As	
	Reading / **Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.TS.7.4; RI.CR.7.1; RI.CI.7.2 / W.NW.7.3; W.WP.7.4
Core Skills	Analyze how an author organizes events and information to build tension or suspense. (RL.TS.7.4) Analyze how particular incidents propel the action or provoke a character's decision. (RL.IT.7.3) Explain how structural choices contribute to the meaning and effect of the text as a whole. (RL.TS.7.4) / Use dialogue, descript actions to develop eve (W.NW.7.3) Control pacing by exp moments and moving less important events.
Resources	Anchor Text Roald Dahl, "Lamb to the Slaughter" Selected passages from "The Tell-Tale Heart" for comparison Informational Companion Text Short article related to forensic evidence, deception, or decision-making under stress Ongoing Novel Kwame Alexander, The Crossover Independent/Partner Reading: approximately pp. 101–150 Checkpoint Focus: Turning Points and Structure / The Writing Revoluti Model Dialogue Scen Unit 4 Writing Promp Dialogue and Pacing (

Suggested Lessons	How Authors Build Suspense Pacing and Sequence Identifying a Turning Point Central Idea and Supporting Details in Informational Text Using Informational Knowledge to Reconsider a Literary Text	Writing Dialogue Tha Formatting and Integr Building Conflict Tov Slowing Down an Imp
Suggested Activities	Suspense Timeline Turning Point Analysis “The Tell-Tale Heart” / “Lamb to the Slaughter” Structure Comparison Informational Text Evidence Chart Fact / Fiction Evidence Comparison Apply Informational Evidence to the Mary Maloney Case The Crossover Turning Point Checkpoint ELA Station Activities	Dialogue / Not Just Ta Add Dialogue to a Sce Slow It Down / Speed Conflict-to-Turning-P Sentence Combining ELA Station Activitie
Assessment	Read a new suspenseful literary passage and answer 5–	Draft a narrative scene

	7 multiple-choice/short-answer questions about structure, important incidents, theme, and textual evidence. Write a short response analyzing how the author uses structure to create tension or move the story forward.	conflict and turning p dialogue, description, controlled pacing.

Module 4: Weeks 7 and 8

	Weeks	
	Reading	**Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.PP.7.5	W.NW.7.3; W.WP.7.4
Core Skills	Analyze how character, conflict, and significant incidents interact to develop a theme. (RL.IT.7.3; RL.CI.7.2) Analyze how a character's or narrator's perspective contributes to the development of a theme. (RL.PP.7.5; RL.CI.7.2)	Organize events into a sequence that develop conflict toward a reso Use transitions, descri techniques to connect satisfying conclusion.
Resources	Anchor Text Walter Dean Myers, "The Treasure of Lemon Brown" Selected earlier stories for comparison Ongoing Novel Kwame Alexander, The Crossover Independent/Partner Reading: approximately pp. 151–200 Checkpoint Focus: Developing Theme	The Writing Revoluti Narrative Planning Organizer Model Narratives Unit 4 Writing Promp Narrative Checklist
Suggested Lessons	Topic vs. Theme	Planning a Narrative A

	Writing a Strong Theme Statement Tracing Theme Through a Story Character + Conflict + Theme How Important Incidents Develop Theme Perspective and Theme Tracing Theme Across a Longer Text	Beginning, Turning P Connecting Events wi Writing an Ending Th
Suggested Activities	Topic / Theme Sort Theme Evidence Ladder Character → Conflict → Theme Chart Short-Story Theme Comparison The Crossover Theme Checkpoint ELA Station Activities	Narrative Arc Planner Strong Beginning / W Ending Revision Small-Moment Narrat Partner Narrative Con ELA Station Activitie
Assessment	Read a new short story and answer 5–7 multiple-choice/short-answer questions about theme, character, perspective, conflict, and textual evidence. Write a short response explaining how particular literary elements work together to develop a theme.	Plan and draft the narr the Unit 4 culminating including a clear situa characters, coherent se turning point, and resc

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 4 Benchmark in Rea		
	Reading	**Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.PP.7.5; RL.TS.7.4	W.NW.7.3; W.WP.7.4
Core Skills	Compare how authors use character, conflict, perspective, and structure to develop related ideas or themes. (RL.IT.7.3; RL.PP.7.5; RL.TS.7.4) Analyze how different author choices lead readers toward similar or different understandings of a theme. (RL.CI.7.2; RL.IT.7.3)	Strengthen a narrative revision of organizatio description, and voice W.NW.7.3) Revise and edit writin purpose, audience, cla effectiveness. (W.WP
Resources	Anchor Texts Selected texts from throughout Unit 4: "Thank You, Ma'am" "Amigo Brothers" "The Tell-Tale Heart" "Lamb to the Slaughter" "The Treasure of Lemon Brown" Ongoing Novel Kwame Alexander, The Crossover Independent/Partner Reading: approximately pp. 201–end Final Checkpoint Focus: Cross-Text Synthesis	Student Narrative Dra Selected Unit 4 mento The Writing Revolutio Narrative Revision Ch Peer Conference Proto Model Revised Narrat Unit 4 Writing Rubric
Suggested Lessons	Identifying a Common Idea Across Texts Comparing How Authors Develop Theme	Revising the Story, No Revising Dialogue and

	Comparing Character and Conflict Across Texts Comparing Perspective Across Texts Comparing Author Choices Selecting the Best Cross-Text Evidence Synthesizing Rather Than Summarizing Preparing for the Reading Benchmark	Revising Pacing and N Preparing a Final Nar
Suggested Activities	Cross-Text Theme Matrix Character / Conflict Comparison Evidence from Text A / Text B Sort The Crossover Partner Discussion Literature Synthesis Stations ELA Station Activities	Narrative Revision St Highlight the Craft Cut / Add / Move Rev Peer Writing Confere Sentence Surgery Final Editing ELA Station Activitie
Assessment	Week 9: Using The Crossover and one short story from the unit, write a short constructed response explaining how both texts develop a related theme through character, conflict, perspective, structure, or important events.	Week 9: Revise and p narrative demonstratir character, conflict, po description, pacing, ar

	Week 10: Unit 4 Reading Benchmark.	Week 10: Unit 4 Narr Benchmark.

Academic Vocabulary

Unit 4 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 fist-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