

Grade 7 Playlists for Reading: Literature

Craft and Structure

This resource bundle aligns with the Craft and Structure standards of the Common Core State Standards for Grade 7 Reading: Literature. We have included four of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for the literature reading strands of English Language Arts.

Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate.

Standard Coverage Notes:

- Standard RL.7.4 is covered across two playlists: one focuses on figurative language; the other focuses on rhymes and repeated sounds.

The accompanying Student Editions include additional passages on which students can practice their reading skills, including the ability to analyze craft and structure. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

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Grade 7 Playlist: Figurative Language

Aligns with *CCSS.ELA-LITERACY.RL.7.4*:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Welcome

Writers often use **figurative language** in their texts. Figurative language is a word or phrase that means something different from what it actually says. Some people may wonder why writers use figurative language instead of simply saying what they mean. One way to understand this is by thinking of an artist painting a picture. Which is more interesting: a picture that is only one color and one shape, or a picture that uses multiple colors and shapes to show a person or a place?

All the types of figurative language are like the shapes and colors that an artist uses to paint a picture. Instead of using actual paints and canvases to create a picture, writers use figurative language to create a picture in the reader's mind.

Watch!

Watch this video to understand how figurative language differs from literal language:

- <https://www.opened.com/video/figurative-and-literal-screencast/490459>

Objectives

In this playlist, students will learn and practice how to:

- identify different types of figurative language.
- determine the meaning of figurative language in a text.

Review

Key Words

- **Figurative language:** words and phrases that mean something other than what they say
- **Simile:** a comparison using the words *like* or *as*
- **Metaphor:** a direct comparison that does not use the words *like* or *as*
- **Hyperbole:** an exaggerated statement



- **Idiom:** a phrase whose meaning is not based on the meaning of the individual words
- **Connotation:** an idea or feeling associated with a word

Listen!

Listen to this rap song about different types of figurative language to understand how each is used:

- <https://www.opened.com/video/figurative-language-rap-song/64173>

In the play *Pygmalion*, a language professor named Henry Higgins meets a lower-class flower girl named Eliza Doolittle. Higgins bets a friend that he can teach Eliza to be a proper lady by making her speak with a proper English accent.

Major Characters in *Pygmalion*

- Eliza Doolittle: A flower girl from a lower economic class who does not speak what is considered proper English.
- Henry Higgins: A professor who studies languages and accents of people in different parts of the world. He teaches people how to speak proper English.
- Colonel Pickering: A language scholar who wants to learn more about Higgins' work and persuades him to teach Eliza.
- Mrs. Higgins: Henry Higgins' mother
- Freddy Eynsford Hill: Falls in love with Eliza, writes letters to her, and becomes a marriage option for her by the end of the play

Exploring the Standard

When analyzing the meaning of figurative language in a text, it helps to think about these questions:

- Who is using the figurative language? What is that speaker's point of view?
- What is the figurative language describing?
- Are there any context clues that help to show the meaning of the phrase?



Grade 7 Playlist: Structure of a Drama

Aligns with CCSS.ELA-LITERACY.RL.7.5:

- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Welcome

Novels, poems, and plays each have unique structures, or ways that they are organized. These structures help tell the stories and convey the writer's messages. For example, most plays contain **scenes** that are grouped together to form **acts**.

The play *Pygmalion* by George Bernard Shaw is divided into five acts with one scene in each act. Each scene contains interactions between the characters that reveal the play's themes and move the story forward.

Objectives

In this playlist, students will learn and practice how to:

- explain that plays are divided into acts and scenes.
- explain how dialogues and monologues contribute to the meaning of a play.

Review

Key Terms

- A **scene** is a part of a play that occurs in one specific time or place (e.g., someone's house). Scenes usually change when the location changes or when the characters exit the stage.
- An **act** in a play is made up of one or more scenes and contains major plot points that move the story forward.
- Dialogue** is when two or more characters speak to each other.
- A **monologue** is when one character speaks for an extended period of time in the presence of other characters.
- A **soliloquy** is when one character speaks for an extended period of time to him- or herself.



Teacher Notes: Structure of a Drama

The goal of RL.7.5 is for students to be able to explain how the structure of a text contributes to its meaning. This play-ist focuses on the structure of plays in particular. The following information contains ideas that teachers can incorporate into their classroom instruction.

“Applying the Standard” Matching Answers

1. d; 2. c; 3. e; 4. a; 5. b

“Applying the Standard” Paragraph Sample Answer

In this monologue, the main character is worried and rushed because she is late for work. She did not have time to eat or fix her hair before arriving at work, so she wonders if she has time to do both before her boss arrives. As the monologue continues, she reveals her thoughts about Miss Malcahey and shows that she does not like to stay angry with people, but she also will not go out of her way to talk to someone who does not want to talk to her. In general, the character has strong opinions about what traits are good or bad. This reveals that she has strict expectations about how she should look and behave. However, her society also expects her to follow the same rules. She hints several times that the boss is coming soon and if she does not meet his expectation, she might get in trouble.

Activities

1. If students have trouble understanding the difference between monologue and dialogue, explain that *mono* means “one” for just one character and *di* means “two” for two characters. Have them identify monologues and dialogues in these *Pygmalion* passages or in other parts of the play.
2. Show students a few minutes of the *Pygmalion* film and ask them to analyze what the scene, dialogue, and/or monologue reveals about the play’s larger themes.
<https://archive.org/details/Pygmalion>
3. Many of Shakespeare’s plays, such as *Hamlet* and *A Midsummer Night’s Dream*, include monologues, asides, and soliloquies. Find examples of these dramatic structures to analyze as a class. First work with students to understand what the speaker is saying. Then discuss why Shakespeare might have chosen to use each structure to convey certain information.
4. Have students compare the structure of dramas to the structure of poems. If necessary, review terms related to poetic structure, such as *stanza*, *sonnet*, and *couplet*. Then read examples of poems with different structures. Discuss how the structure of the poem helps convey the author’s message.

Writing Prompt

1. *Pygmalion* is based on a Greek myth. As an extended project, ask students to write their own play based on a myth or folktale. The play must include acts, scenes, dialogue, and monologues. Have students give short presentations about their plays in which they explain why they chose the structure they did.

