

In this document, you will find the key words and their associated definitions for **English Language Arts 10 B**.

| Unit 2: Discussion and Debate | |
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| Lesson 2 | **active listening** – giving full attention to a speaker and responding in a way that improves mutual understanding  **adjudicator** – a judge in a competition  **argumentation** – the process of using logical reasoning to move from a thesis statement to a conclusion  **brevity** – an economical use of words  **claim** – a statement that is the main argument  **clarity** – clearness of expression  **collaborate** – working together with one or more people to achieve something  **collaboration** – the process of working together with one or more people in order to achieve something  **collegial discussion** – mutually respectful conversations between student colleagues in a group or classroom environment  **consensus** – a general agreement or majority opinion  **counterclaim** – a statement that refutes or contradicts a previous claim  **debate** – a formal contest on a set issue with two sides taking opposing viewpoints  **discussion** – a group communication where ideas and information are shared  **empathy** – understanding the feelings of other people  **evidence** – the facts, documentation, or testimony used to strengthen a claim  **facilitator** – a person who keeps the group on task and verifies their contributions  **inference** – a conclusion drawn from evidence or reasoning  **materials manager** – a person who picks up, distributes, and collects materials used in a discussion  **propel** – to move forward  **reason** – statements of support for claims  **recorder** – a person who takes notes on important thoughts or decisions in the group |
| Lesson 3 | **active listening skills** – giving full attention to a speaker and responding in a way that improves mutual understanding  **assertions** – a strong statement that something is true  **blanket statements** – generalized statements that tend to include “always” or “never”  **challenged** – to doubt, question, or dispute the truth of a statement  **clarify** – to make something clearer  **conclusion** – a decision based on facts  **diverse perspectives** – viewpoints informed by different background, experiences, information, and cultures  **empathy** – understanding the feelings of others  **evidence** – the facts, documentation, or testimony used to strengthen a claim  **flexible** – able to adapt to new situations  **justify** – to make something seem reasonable, or to explain something  **justifying** – making something seem reasonable or explaining something  **probing** – investigating something completely  **rational conclusion** – a decision based on facts and/or logic  **reason** – statements of support for claims  **refuted** – to prove that a statement is incorrect  **superlatives** – highest in degree of comparison, i.e. –er, -est  **verify** – check whether something is true |
| Lesson 4 | **active listening skills** – giving full attention to a speaker and responding in a way that improves mutual understanding  **ad hominem appeal** – a rhetorical fallacy that uses a personal attack as an argument  **appeal to authority** – a rhetorical fallacy that misuses ethics to claim an authority that is not valid  **audience** – the intended group of listeners  **bandwagon appeal** – a rhetorical fallacy that argues that something is true simply because many people believe it  **collegial discussion** – mutually respectful conversations between student colleagues in a group or classroom environment  **critique** – feedback and constructive criticism, received from others  **diction** – the choice and use of words and phrases in speech or writing  **diverse perspectives** – viewpoints informed by different backgrounds, experiences, information, and cultures  **ethos** – an argument that appeals to the speaker’s knowledge or trustworthiness  **evidence** – the facts, documentation, or testimony used to strengthen a claim  **logical fallacy or fallacious reasoning** – unsound arguments that can be proven wrong with logic and reason  **logos** – an argument that focuses on logic and reason  **pathos** – an argument that impacts the emotions  **perspective** – an evaluation or assessment of a situation or facts  **persuade** – to convince someone to do or believe something  **purpose** – the reason for writing or speaking, such as to persuade or inform  **reasoning** – statements of support for claims  **rhetorical strategies** – words or word phrases used to convey meaning, to provoke a response or persuade a listener or reader  **summarize** – providing a shortened version of something said or written, including the main points  **syntax** – the arrangement of words and phrases to create well-formed sentences |

| Unit 3: Analyzing Informational Text | |
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| Lesson 3 | **lede** – the introductory section of a news article  **print media** – forms of printed communication such as newspapers and magazines  **tone** – the attitude an author shows toward their subject  **visual media** – forms of pictorial communication such as photographs and videos |
| Lesson 4 | **claim** – an assertion that something is true  **counterclaim** – a claim that opposes an existing claim or argument  **evidence** – the facts and information that support an idea or analysis  **explanatory** – serving to explain how or why something happens  **text structures** – how texts are organized  **topic** – the general subject of a text |
| Lesson 5 | **allusion** – a reference to a familiar person or thing  **anaphora** – the repetition of a word or phrase at the beginning of sentences  **antithesis** – the stating of two opposite ideas using the same grammatical structure  **assonance** – the repetition of vowel sounds  **epistrophe** – the repetition of a word or phrase at the end of clauses or sentences  **evidence** – the facts and information that support an idea or analysis  **hyperbole** – exaggeration  **hypophora** – posing a question and then immediately supplying the answer  **metaphor** – a figure of speech that compares two unlike things  **mood** – the emotional response a writer or speaker evokes  **parallelism** – the use of grammatically similar phrases or sentences  **personification** – giving an inanimate object the qualities of animate objects  **rhetoric** – the art of using language to persuade  **rhetorical question** – asking a question for effect rather than for an answer  **rhetorical techniques** – stylistic or literary devices or language used to convey a point or convince an audience  **syntax** – the arrangement of words and phrases |
| Lesson 6 | **allusion** – a reference to a familiar person or thing  **connotations** – the ideas or feelings a word invokes in addition to its literal meaning  **ellipsis** – the omission of words from a sentence  **point of view** – an author’s perspective on a topic or idea  **rhetoric** – the art of using language to persuade  **rhetorical techniques** – stylistic or literary devices or language used to convey a point or convince an audience |
| Lesson 7 | **affix** – a morpheme added to a base word or root  **base word** – a morpheme that has meaning on its own  **connotation** – the idea or feeling a word invokes in addition to its literal meaning  **context** – the parts of a text before and after a word that clarify its meaning  **denotation** – the literal meaning of a word  **morphemes** – the smallest meaningful units in a language  **part of speech** – how a word is used in syntax; as a noun, pronoun,adjective, adverb, verb, preposition, conjunction, or interjection  **roots** – the morphemes that give a word its principle meaning  **shades of meaning** – subtle differences in the meanings of words  **syntax** – the arrangement of words in a sentence  **tone** – the attitude an author shows toward their subject |
| Lesson 8 | **argumentative** – serving to persuade or convince  **claims** – assertions that something is true  **counterclaim** ­– an argument opposing a claim  **evidence** – the facts and information that support an idea or analysis  **reason** – a statement that explains or justifies a point of view  **valid** – based in logic or fact  **warrant** – justifying principles or underlying beliefs that explain why evidence is relevant to a claim |
| Lesson 9 | **ad hominem** – an argument that attacks someone’s character or motives  **appeal to authority** – an argument that relies on a so-called “expert’s” opinions  **bandwagon** – an assumption that something is good or true because it is popular  **bias** – a personal judgment  **claim** – an assertion that something is true  **evidence** – the facts and information that support an idea or analysis  **fallacy** – an unsound argument based on false or illogical evidence  **false analogy** – an argument that because things are alike in one way, they are alike in others  **false dichotomy (or dilemma)** – an argument that limits options to two opposite choices  **objective** – not influenced by personal opinion  **premise** – statement that provides reasons or support for a conclusion  **premise** – statement that provides reasons or support for a conclusion  **red herring** – an argument in which irrelevant information distracts from relevant information  **slippery slope** – an argument that suggests wrongly that one event will lead to a chain of calamitous events  **straw man** – the distortion of an argument into a misrepresentation of itself  **valid** – based on logic or fact |
| Lesson 10 | **claim** – an assertion that something is true  **counterargument** – when an author presents reasons that counter their own claim to show weaknesses in the opposing argument  **diction** – an author’s choice of words and phrases in their writing  **rhetorical question** – a question asked for dramatic effect, not to gather information  **rhetorical strategy** – a way in which an author appeals to an audience through the use of reasoning (logos), emotional entreaties (pathos), or the establishment of authority or credibility (ethos)  **seminal document** – a document, such as a speech, law, treaty, or legal decision, that has influenced or helped shape the nation’s culture  **syntax** – how an author arranges words and phrases to create well-formed sentences |
| Lesson 11 | **seminal document** – a document, such as a speech, law, treaty, or legal decision, that has influenced or shaped a nation’s history or culture |

| Unit 4: Writing Argumentative Text | |
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| Lesson 3 | **argument** – a written discussion in which reasons and evidence are given to support an opinion  **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence  **audience** – the person or group who will read the writing  **bias** – a personal feeling in favor of or against something  **claim** – a statement of a writer’s position on a topic  **compare and contrast** – to consider the similarities and differences between two or more things  **counterargument** – the part of an argument in which the writer addresses opposing viewpoints  **hook** – an introductory element (e.g., anecdote, question) that captures the reader’s attention  **opening statement** – the main argument of an argumentative essay or text  **purpose** – the reason a text is written |
| Lesson 4 | **claim** – the writer’s main point, position, or stance; the idea the writer must support with evidence and reasoning  **counterclaim** – a claim that is the opposite of the main argument of an argumentative text  **evidence** – facts, details, statistics, observations, quotations from experts that support the claim or show why the claim is true or believable  **reasoning** – the thinking behind the evidence; why the writer believes the evidence supports or proves the claim  **reasons** – statements that explain or justify a point of view  **refute** – to disprove an opposing argument |
| Lesson 5 | **argument** – a written discussion in which reasons and evidence are given to support an opinion  **claim** – an argument or assertion that something is true  **concession** – a writer’s admission that an idea or piece of evidence has limitations and could be stronger  **counterclaim** – an opposing argument or assertion  **evidence** – the facts or ideas that support an idea or analysis  **limitations of evidence** – weaknesses in evidence that might influence the outcome of research |
| Lesson 6 | **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence  **claim** – the argument you’re making; the position to take on an issue, with reasons and evidence to support the claim  **counterclaim** – the opposite of the point you’re arguing, plus evidence to support it  **evidence** – facts, details, statistics, observations, or quotations from experts that support the claim or show why the claim is true or believable  **rebuttal** – a response to a counterclaim that further supports your claim |
| Lesson 7 | **adverbial clause** – a clause that modifies the verb in the independent clause  **clause** – a group of words that includes a subject and a verb  **complex sentence** – a sentence that contains an independent clause and at least one dependent clause joined by a subordinating conjunction  **compound sentence** – a sentence that contains two or more independent clauses joined by a coordinating conjunction  **compound-complex sentence** – a sentence that contains multiple independent clauses and at least one dependent clause  **coordinating conjunction** – a word that joins two clauses, phrases, or sentences of equal rank or importance  **dependent clause** – a clause that does not form a sentence  **independent clause** – a clause that forms a sentence  **nonrestrictive clause** – a relative clause that is not essential to the meaning of a sentence and is set off by commas  **noun clause** – a clause that acts as a noun  **relative clause** – a clause that modifies a noun in the independent clause  **restrictive clause** – a relative clause that is essential to the meaning of the sentence  **simple sentence** – a sentence that contains one independent clause  **subordinating conjunction** – a connecting word or phrase that introduces a dependent clause |
| Lesson 8 | **absolute phrase** – a set of two or more words that includes a noun and a modifier and modifies a sentence  **adverbial clause** – a dependent clause that modifies the verb in an independent clause  **antecedent** – the word or phrase that a pronoun refers to  **clause** – a group of words that includes a subject and a verb  **complex sentence** – a sentence that contains an independent clause and at least one dependent clause joined by a subordinating conjunction  **compound sentence** – a sentence that contains two or more independent clauses joined by a coordinating conjunction  **dependent clause** – a clause that does not form a sentence  **independent clause** – a clause that forms a sentence  **participial phrase** – a phrase that begins with a participle and acts as an adjective  **phrase** – a group of words that works together as a unit within a sentence  **prepositional phrase** – a preposition followed by its object and the object’s modifiers  **relative clause** – a dependent clause that modifies a noun in an independent clause |
| Lesson 9 | **colon** – the punctuation mark written as: and often used to introduce a list or quotation or to provide clarification  **independent clause** – a group of words that includes a subject and a verb and forms a complete thought |
| Lesson 10 | **argument** – a written discussion in which reasons and evidence are given in support of an opinion  **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence  **compare and contrast** – to consider the similarities and differences between two or more things  **formal style** – a style of writing in which the text structure and syntax are complex, the vocabulary level is advanced, and rules of grammar and usage are closely followed  **objective tone** – a writer’s attitude toward a subject that is fact-driven, serious, and seemingly neutral  **style** – the way a writer tells a story or presents information; created through the use of word choice, syntax, descriptive techniques, and other literary devices  **tone** – the attitude of a writer toward a subject |
| Lesson 11 | **argument** – a text that presents a position or opinion on an issue and supports that position with reasons and evidence  **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence  **call to action** – a statement in which the writer of an argumentative text indicates what action or actions the audience should take  **claim** – the writer’s main point, position, or stance in an argumentative text; the idea the writer must support with evidence and reasoning  **concluding statement** – the final section of an argumentative text, in which the writer restates the claim, summarizes supporting points, and provides a call to action or underscores the significance of the claim  **counterclaim** – an opposing argument or assertion  **evidence** – facts, details, statistics, observations, or quotations from experts that support the claim or show why the claim is true or believable  **rebuttal** – a statement that presents opposing evidence or reasoning |
| Lesson 13 | **bias** – an inclination toward a particular point of view  **claim** – the writer’s main point, position, or stance in an argumentative text; the idea the writer must support with evidence and reasoning  **concept map** – a visual diagram a writer uses to organize ideas before writing a text  **counterclaim** – an opposing argument or assertion  **evidence** – facts, details, statistics, observations, or quotations from experts that support the claim or show why the claim is true or believable  **outline** – a plan a writer uses to organize ideas before writing a text  **paraphrase** – restatement of a sentence or passage from a text in one’s own words  **quotation** – the exact words spoken by a person or used in a text or other source |
| Lesson 14 | **call to action** – a statement in which the writer of an argumentative text indicates what action or actions the audience should take  **claim** – the writer’s main point, position, or stance in an argumentative text; the idea the writer must support with evidence and reasoning  **clause** – a group of words that includes a subject and a verb  **coherent** – unified, consistent, and logical  **cohesion** – the effective linking of ideas and of sections within a text  **counterclaim** – an opposing argument or assertion  **evidence** – facts, details, statistics, observations, or quotations from experts that support the claim or show why the claim is true or believable  **phrase** – a group of words that works together as a unit within a sentence  **refute** – to disprove an opposing argument  **transition** – a word or phrase that connects ideas |
| Lesson 15 | **edit** – to change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling  **homophone** – a word that sounds like another word but has a different spelling or meaning  **revise** – to review a piece of writing and make changes that improve its organization, clarity, and interest level |

| Unit 5: Media Literacy | |
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| Lesson 3 | **ambient** – in the background  **broadcast media** – media that transmits content mainly through television and radio  **close-up shots** – images created when a camera focuses tightly on a person’s face or on another object  **cutaways** – abrupt jumps from one shot to another  **digital media** – media that transmits content electronically as data  **editing** – the process of cutting and assembling finished film  **ethos** – attempts to persuade through appeals to the audience’s respect for authority  **jump cut** – a way to edit film to show the same scene from slightly different angles  **logos** – attempts to persuade through appeals to the audience’s reason  **mass media** – forms of media used to reach large numbers of people  **media** – means or vehicle for the communication of content  **mood** – the overall emotional atmosphere of a creative work  **outdoor media** – media that communicates content to people away from home  **pathos** – attempts to persuade through appeals to the audience’s emotions  **persuade** – to convince someone to believe something through reasoning or argument  **print media** – media that uses writing and visual images to communicate  **reaction shots** – images created when action on-screen shifts to a separate shot showing how a character or characters react  **rhetoric** – language used to persuade, inform, or provoke a response  **tone** – the attitude of a creative work  **trends** – movement or general directions in which things are developing or changing  **wide shot** – images created when a camera films something from far away |
| Lesson 4 | **bias** – the misrepresentation or selective choosing of facts to create an unfair impression  **media** – means or vehicle for the communication of content  **neutral** – fair and balanced, without favoring one side over another  **visual media** – content that incorporates images instead of or in addition to printed words |
| Lesson 5 | **culture** – the expressed and shared values, attitudes, beliefs, and practices of the members of a group  **mass media** – forms of media used to reach large numbers of people  **media** – vehicles for the communication of content  **persuade** – to convince someone to believe something through reasoning or argument |
| Lesson 6 | **attribution** – identification of the source of paraphrased ideas or direct quotes you include in your own writing  **citation** – reference to sources used to inform a piece of writing  **copyright** – the right to sell, copy, change, and distribute an original work  **Creative Commons** – a nonprofit organization dedicated to helping creators share their work under a variety of different types of licensing that are less strict than copyright  **ethical** – morally good or right  **ethics** – moral principles that dictate behavior  **fair use** – the right to use a limited amount of copyrighted material in your own work for a valid purpose such as review, parody, or teaching  **journalist** – a person who writes for a newspaper, magazine, news website, or television news program  **mass communication** – the imparting of information on a large scale, to a wide range of people  **media** – means or vehicle for the communication of content  **public domain** – the set of works and ideas owned by the public which can be used and copied by anyone  **unethical** – not morally correct  **values** – what a person believes to be important in life |

| Unit 6: Research and Presentation | |
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| Lesson 3 | **inquiry** – a process of study that involves asking questions, making inferences, and testing those inferences  **outline** – a plan a writer uses to organize ideas before writing a text  **research** – an investigation into a topic to establish facts or reach conclusions  **research question** – an inquiry that can be answered through study and investigation  **structure** – the way a writer puts a text together to present ideas |
| Lesson 4 | **accuracy** – freedom from errors  **bias** – prejudice in favor of or against one thing compared to another, usually in an unfair way  **citation** – a reference to a source used to inform a piece of writing  **credibility** – the quality of being trustworthy and believable  **integrating** – combining information or ideas from different sources into a whole  **plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own  **reliable sources** – sources that provide credible information based on strong evidence  **sources** – texts or digital resources from which information is obtained |
| Lesson 5 | **analysis** – a thorough examination of a complex topic with the goal of understanding it  **bias** – a personal feeling in favor of or against something  **distorted** – misrepresented or altered from its normal state  **evidence** – facts, details, statistics, observations, or quotations from experts that support the claim or show why the claim is true or believable  **exaggerated** – magnified as larger, worse, or better than the truth  **fallacious** – false or mistaken  **reasoning** – the thinking behind the evidence; why the writer believes the evidence supports or proves the claim  **reflection** – the act of looking back on something that happened and drawing a personal conclusion  **synthesize** – to combine information, facts, and ideas from different resources to build an analysis or interpretation  **transitions** – words or phrases that connect ideas |
| Lesson 6 | **audience** – the group of people for whom a text or presentation is intended  **development** – the structure of main ideas and supporting evidence  **evidence** – the facts and information that support an idea or analysis  **organization** – the way a writer puts a text or presentation together  **parallel structure** – like words, phrase, and clauses in a sentence or among sentences follow the same grammatical form  **presentation types** – the forms in which information is presented to the audience  **purpose** – the reason a presentation is given  **reasoning** – the thinking behind the evidence; why the writer believes the evidence supports or proves the claim  **repetition** – purposeful repeating of a word or statement for emphasis and rhythm  **rhetorical questions** – a question posed by an author to emphasize a point  **style** – the way a writer tells a story or presents information; created through the use of word choice, syntax, descriptive techniques, and other literary devices  **substance** – the importance or seriousness of information  **task** – the type of writing or presentation being produced |
| Lesson 7 | **allusion** – a casual reference to something else, such as a cultural work, historical event, person, or thing  **anaphora** – the repetition of certain words or phrases at the beginning of sentences  **claim** – an argument or assertion that something is true  **critique** – make a detailed evaluation  **epiphora** – the repetition of word at the end of a sentence  **evaluate** – assess the strength or effectiveness of something  **evidence** – the facts and information that support an idea or analysis  **point of view** – in an informational text, the perspective that the author takes on a subject or topic  **purpose** – the reason a presentation is given  **reasoning** – the thinking behind the evidence; why the writer believes the evidence supports or proves the claim  **rhetoric** – the art of writing and speaking persuasively  **syntax** – the way words are put together in phrases and sentences |
| Lesson 8 | **citation** – a reference to a source used to inform a piece of writing  **digital source** – a website, broadcast news network, informational video, or other electronic source  **keyword** – a significant word or phrase used in a search to retrieve information about a particular topic  **print source** – a book, newspaper, magazine, or other source printed on paper  **research** – an investigation into a topic to establish facts or reach conclusions |
| Lesson 9 | **citation** – a reference to a source used to inform a piece of writing  **credibility** – the quality of being trustworthy and believable  **digital media** – any form of communication that is made or viewed using technology  **evaluate** – assess the strength or effectiveness of something  **media** – forms of communication  **plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own  **rhetorical device** – the use of language to help a writer achieve a specific purpose  **strategic** – carefully planned to help meet an overall goal or purpose  **transition** – a word or phrase that shows the relationship between two ideas |
| Lesson 10 | **edit** – change a piece of writing or a presentation to correct mistakes in language, grammar, punctuation, capitalization, and spelling  **evaluate** – assess the strength or effectiveness of something  **feedback** – comments or reactions to an event or a person’s performance with the intention of helping them make improvements  **revise** – review a piece of writing or a presentation and make changes that improve its organization, clarity, and interest level |

| Unit 7: Analyzing Literary Text | |
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| Lesson 3 | **chronological order** – when events in a plot are told in sequence or in the order they happened in time  **flashback** – a scene that interrupts the main story to tell about something that happened earlier, often to provide background  **pacing** – the rate or speed at which a story unfolds  **parallel plot** – a story structure in which multiple plot lines take place at the same time  **structure** – how the events in a story are organized  **tension** – an anxious or worried feeling that gets the reader to find out what happens next in a story |
| Lesson 4 | **dramatic irony** – when the reader knows something that the characters do not know  **humor** – a literary device used to amuse and entertain readers or audiences  **irony** – a contrast between reality and how things appear  **satire** – the use of humor, irony, or exaggeration to ridicule human nature or society  **situational irony** – a literary device in which an outcome is opposite or completely different from what is expected  **suspense** – a literary device used to create the feeling of anticipation that something dangerous or risky is about to happen  **verbal irony** – a literary device in which what is said differs from what is meant |
| Lesson 5 | **first-person point of view** – the perspective of a narrator who is a character in the story and tells the story, using the pronouns I and me  **narrator** – the voice that tells a story  **point of view** – the perspective of a narrator in a literary text  **second-person point of view** – the perspective of a narrator who tells the story to the reader, using the pronoun you  **third-person limited point of view** – the perspective of a narrator who is outside the story but has access to the thoughts and experiences of only one character  **third-person omniscient point of view** – the perspective of a narrator who is outside the story and knows everything about all the characters  **tone** – the author’s attitude toward their subject matter or toward their audience |
| Lesson 6 | **figurative language** – a way of expressing information in nonliteral ways using figures of speech  **historical context** – the social, political, economic, and cultural conditions that characterize a specific time and place  **idiom** – a widely used and understood expression that has a figurative meaning that is different for the literal meaning of the individual words  **metaphor** – a figure of speech that compares two unlike things by saying something is something else  **personification** – giving human characteristics to animals, inanimate objects, ideas, or forces of nature  **simile** – a figure of speech that compares two unlike things by saying something is like something else  **social class** – a division of society based on economic and social criteria  **social values** – the general ideas, principles, and cultural beliefs that govern behavior in a society  **stream of consciousness** – a literary device that tries to capture the natural flow of a character’s thought process in a realistic way, including sensory perceptions and incomplete ideas  **theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 7 | **allusion** – an unexplained reference to something or someone outside the text, including another literary work  **context** – the setting or background of a story  **cultural norms** – the shared and expected beliefs and practices that guide behavior and thought in a particular culture  **custom** – a group’s traditional and widely accepted way of behaving or doing something  **extended metaphor** – a metaphor that extends over several lines or paragraphs  **figurative language** – a way of expressing information in nonliteral ways using figures of speech  **imagery** – an author’s use of language to create vivid pictures in readers’ minds  **implied metaphor** – a figure of speech that compares two unlike things by saying something is something else without directly referencing one of the things  **metaphor** – a figure of speech that compares two unlike things by saying something is something else  **personification** – giving human characteristics to animals, inanimate objects, ideas, or forces of nature  **simile** – a figure of speech that compares two unlike things by saying something is like something else  **synecdoche** – a figure of speech that uses part of something to refer to its whole, or less often, uses the whole to refer to one of its parts |
| Lesson 10 | **context** – the setting or background to a work of art, such as a painting or literary text  **diction** – the author’s choice of words  **medium** – the material or form used by an artist or writerr  **mood** – the underlying feeling or atmosphere in a work of art  **syntax** – the way an author arranges words and phrases to create well-formed and meaningful sentences or lines |
| Lesson 11 | **archetype** – an idea, symbol, behavioral pattern, or type of character in a story that conveys a universal meaning  **myth** – a story based on tradition and passed down through the generations that helps form a culture’s worldview by explaining beliefs, practices, or natural phenomena  **Norse mythology** – the collective myths of Scandinavia (Sweden, Denmark, Norway, and Iceland)  **symbol** – something that stands for something else  **theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 12 | **first-person narrator** – the voice telling the story is a character in the story, using the pronoun I to narrate events  **motifs** – recurrent themes or characteristics  **plot** – the sequence of events that make up a story  **source material** – original or authoritative material an author uses for ideas and information |

| Unit 8: Book Review | |
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| Lesson 3 | **book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and themes, and evaluates the effectiveness of the author’s work  **central idea** – the most important idea in a text; the key point the author wants to communicate  **objective** – dealing with facts rather than personal feelings or opinions  **summary** – a concise description of the main ideas of a work |
| Lesson 4 | **central idea** – the most important idea in a text; the key point the author wants to communicate  **details** – facts, statements, and examples that add information  **evaluate** – to judge the quality or value of something  **evidence** – the facts and information that support an idea or analysis  **explanatory** – serving to explain how or why something happens  **mood** – the emotional quality or atmosphere of a text  **rhetoric** – the use of language to make writing or speaking more persuasive  **syntax** – the arrangement of words and phrases  **text structure** – how a text is organized  **tone** – the author’s attitude toward a subject |
| Lesson 5 | **argument** – a process of reasoning that supports a conclusion; a written or spoken record of this process  **book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and central ideas, and evaluates the effectiveness of the author’s work  **critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review  **evidence** – the facts and information that support an idea or analysis |
| Lesson 6 | **argument** – a process of reasoning that supports a conclusion; a written or spoken record of this process  **book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and central ideas, and evaluates the effectiveness of the author’s work  **critical response** – a reaction to a book or other piece of writing; also known as a critique  **evidence** – the facts and information that support an idea or analysis  **summary** – a concise description of the main ideas of a work |
| Lesson 7 | **argument** – a process of reasoning that supports a conclusion  **concept map** – a visual diagram a writer uses to organize ideas before writing a text  **critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review  **outline** – a plan a writer uses to organize ideas before writing a text  **summary** – a concise description of the main ideas of a work |
| Lesson 8 | **audience** – the group of people for whom a text is intended  **coherent** – unified, consistent, and logical  **critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review  **evaluate** – to judge the quality or value of something  **purpose** – the reason a text is written  **rhetoric** – the use of language to make writing or speaking more persuasive  **task** – the type of writing being produced  **text structure** – how a text is organized |
| Lesson 9 | **conventions** – rules that most writers agree with, such as rules of grammar and usage  **discipline** – a subject or content area  **edit** – change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling  **formal style** – a style of writing in which the text structure and syntax are more complex, the vocabulary level is more advanced, and rules of grammar and usage are closely followed  **objective tone** – a tone of writing in which no indication of a writer’s personality or other personal details is presented  **revise** – review a piece of writing and make changes that improve its organization, clarity, and interest level  **style** – the “mechanics” of writing, including word choice, sentence structure, and grammar  **tone** – the attitude of a writer toward a subject |