

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 |