

In this document, you will find the key words and their associated definitions for **English Language Arts 11 A**.

| 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 economic use of words**checker** – a person who ensures the accuracy and clarity of the information given in the discussion**claim** – a statement that is the main argument**clarity** – clearness of expression**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**critical thinking skills** – a person’s ability to evaluate data, make connections, and draw conclusions in a rational, unbiased way**debate** – a formal contest on a set issue with two sides taking opposing viewpoints**discussion** – a group communication where ideas and information are shared**divergent** – differing or not matching**empathy** – understanding the feelings of others**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**open-ended question** – a question that requires a deeper and more thought-out answer than a yes or no**recorder** – a person who takes notes on important thoughts or decisions in a group discussion**reporter** – a person who shares the summary of the discussions; spokesperson for the group |
| Lesson 3 | **active listening skills** – giving full attention to a speaker and responding in a way that improves mutual understanding**assertions** – strong statements that something is true**challenged** – to doubt, question, or dispute the truth of a statement**collegial discussion** – mutually respectful conversations between student colleagues in a group or classroom environment**conclusion** – a decision based on facts**contradictions** – illogical or opposing statements**diverse perspectives** – viewpoints informed by different backgrounds, experiences, information, and cultures**empathy** – understanding the feelings of others**justify** – to make something seem reasonable or explaining something**rational conclusion** – a decision based on facts and/or logic**refuted** – proved that a statement is incorrect**summarizing** – providing a shortened version of something said/written, including the main points**synthesizing** – combining various components into a new whole**verify** – to 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**contradictions** – illogical or opposing statements**controversial** – provoking strong disagreement or disapproval**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**evidence** – the facts, documentation, or testimony used to strengthen a claim**justify** – to make something seem reasonable or to explain something**logical fallacy** – unsound arguments that can be proven wrong with logic and reason**perspective** – an evaluation or assessment of a situation or facts**premise** – the basis for an argument**reasoning** – statements of support for claims**rhetorical strategies** – words or word phrases used to convey meaning, to provoke a response, or to persuade a listener or reader**stance** – your attitude toward something**summarize** – providing a shortened version of something said/written, including the main points**syntax** – the arrangement of words and phrases to create well-formed sentences**synthesize** – to combine various components into a new whole**tone** – a way of speaking to indicate emotions and/or attitude about a subject |

| Unit 3: Studying Informational Text |
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| Lesson 3 | **evidence** – the facts and information that support an idea or analysis**explicit meaning** – the clear and directly explained meaning of a text**implicit meaning** – the implied meaning of a text, which can be understood but must be inferred or assumed**inferences** – conclusions reached based on evidence or reasoning**valid** – based in logic or fact |
| Lesson 4 | **affix** – a morpheme added to a base word**base word** – a morpheme that has meaning on its own**context** – the parts of a text before and after a word that clarify its meaning**diacritical marks** – symbols that tell readers how to pronounce letters**etymology** – the historical development of a word’s meaning**glossary** – an alphabetical list of words and their definitions relating to a text or subject area**homograph** – one of two or more words that are spelled alike but differ in meaning and often in origin**morphemes** – the smallest meaningful units in a language**prefixes** – affixes at the beginnings of words**schwa** – an unstressed vowel in the middle of a word, or the symbol ә that represents that vowel sound**suffixes** – affixes at the ends of words**thesaurus** – a book or online resource that lists words with their synonyms and antonyms |
| Lesson 5 | **bias** – a personal judgment**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**objective** – dealing with facts or conditions without bias or interpretation**refine** – to improve by adding details**subjective** – affected by personal views or opinions**tone** – the attitude an author shows toward their subject |
| Lesson 6 | **allusions** – references to familiar people or things**anecdote** – a brief personal account that is shared for interest or to make a point**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**objective** – dealing with facts or conditions without bias or interpretation**point of view** – the author’s perspective that helps the reader understand what they think about the topic**text structure** – how a text is organized**topic** – the general subject of a text |
| Lesson 7 | **argumentative** – serving to persuade or convince**claim** – an assertion that something is true**details** – facts, statements, and examples that add information**evidence** – the facts and information that support an idea or analysis**expository** – serving to explain or describe**reasons** – statements that explain or justify a point of view**text structure** – how a text is organized**thesis statement** – a sentence that summarizes the claim of a text |
| Lesson 8 | **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**evidence** – the facts and information that support an idea or analysis**objective** – dealing with facts rather than personal feelings or opinions**paraphrasing** – expressing the meaning of a text in one’s own words**summarize** – to give a brief statement of the main points of a text**summary** – a brief statement of the main points of a text**text structure** – how a text is organized**topic** – the general subject of a text**transition** – to change from one stage or subject to another |

| Unit 4: Writing Explanatory Text |
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| Lesson 3 | **explanatory text** – nonfiction writing that provides information, ideas, and facts about a topic**models** – examples**primary purpose** – main or most important purpose or goal**secondary purpose** – second or additional purpose or goal**strategies** – careful plans or methods for achieving something**thesis statement** – a concise summary of the central idea of a text**topic** – the subject of a text |
| Lesson 4 | **cause and effect** – describes a cause and its effect or effects**compare and contrast** – describes the differences and similarities between two or more things**graphic** – a graph, chart, table, or similar visual that summarizes information in an informational text**heading** – a title for a section of written text within a larger article or essay**problem and solution** – describes a problem and then explains how to solve it or how it was solved**sequential** – lists events or steps in chronological order**subtopic** – a topic that is within or part of a more general topic**text features** – component of a text that is not part of the writing itself**text structure** – the arrangement of ideas in a text |
| Lesson 5 | **audience** – the group of people for whom a text is intended**citation** – a reference to a source used to inform a piece of writing**detail** – a small piece of information related to a topic or fact**fact** – a piece of information that can be proven true**paraphrase** – restating someone else’s ideas in your own words**plagiarism** – the act of taking words or ideas from a source and passing them off as one's own**thesis statement** – a concise summary of the central idea of a text |
| Lesson 6 | **clause** – a group of words that includes a subject and a verb**conjunctive adverb** – a connecting word that adds essential meaning to a sentence, such as the words however, therefore, and indeed**dependent clause** – a clause that does not form a sentence**dependent marker word** – a word that forms a dependent clause when added to the beginning of an independent clause**independent clause** – a clause that forms a sentence**participial phrase** – a phrase that begins with a participle and acts like an adjective**phrase** – a group of words that work together as a unit within a sentence**prepositional phrase** – a preposition followed by its object and the object’s modifiers**relative clause** – a type of dependent clause that is also called an adjective clause**subordinating conjunction** – a connecting word or phrase that introduces a dependent clause |
| Lesson 7 | **contested usage** – an area of language use in which experts disagree**convention** – rules that groups of people agree on, such as the rules of correct grammar or usage**mechanics** – the use of spelling, capitalization, and punctuation in writing**subject-verb agreement** – the rule that the subject and verb of a sentence must match in number**usage** – widely accepted ways in which people use words and phrases |
| Lesson 8 | **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**declarative sentence** – a sentence that states a fact**exclamatory sentence** – a sentence that expresses emotion**imperative sentence** – a sentence that gives a command or request**interrogative sentence** – a sentence that asks a question**rhetorical question** – a question posed by an author to emphasize a point**simple sentence** – a sentence that contains one independent clause**syntax** – the grammatical structure of sentences, or the way words are arranged or organized in sentences to convey ideas |
| Lesson 9 | **cohesion** – the effective linking of ideas and of sections within a text**connection** – the relationship between two or more similar ideas in a text**distinction** – a difference or a contrast between two or more ideas in a text**syntax** – the arrangement of words and phrases in a particular order**transition** – a word or phrase that shows the relationship between two ideas |
| Lesson 10 | **analogy** – a comparison made between two unlike things with the goal of making an abstract idea clearer**bullet** – a symbol used to emphasize an item in a list**caption** – a written explanation of an illustration or other graphic**discipline** – a subject or content area**domain-specific vocabulary** – language used within a particular area of knowledge**figurative language** – words and phrases that are used in a nonliteral way to describe one thing as another in order to achieve a particular effect**figure** – a diagram**formal style** – a style of writing in which the text structure and syntax are more complex and the vocabulary level is more advanced**formatting** – the way in which a piece of writing is organized or presented**graphics** – visual representations, such as tables, maps, or diagrams**heading** – a word or short phrase that introduces a new section of a text**infographic** – a visual image combining data and text**metaphor** – a comparison between two unlike things, without using the words like or as**multimedia** – information that is conveyed in multiple ways, such as through video, audio, or images**norms and conventions** – the expectations readers in a given discipline have**objective tone** – a tone of writing in which no indication of a writer’s personality or other personal details is presented**precise** – exact or very specific**simile** – a comparison between two unlike things, using the words *like* or *as***style** – the “mechanics” of writing, including word choice, sentence structure, and grammar**subheading** – a heading given to a subsection of a text**tone** – the attitude of a writer toward a subject |
| Lesson 11 | **closing statement** – the final sentence of an informative or explanatory text**concluding section** – the final section of a text**explanatory text** – non-fiction that provides information, ideas, and facts about a topic**reason** – to think, conclude, or persuade through the use of logic |
| Lesson 13 | **concept map** – a visual diagram a writer uses to organize ideas before writing a text**digital source** – a website, broadcast news network, informational video, or other electronic source**organizational plan** – the way a writer plans to put a text together**outline** – a plan a writer uses to organize ideas before writing a text**print source** – a book, newspaper, magazine, or other source printed on paper**source** – something that provides information for an explanatory or persuasive text**thesis statement** – a concise summary of the central idea of a text |
| Lesson 14 | **audience** – the group of people for whom a text is intended**coherent** – unified, consistent, and logical**connection** – the relationship between two or more similar ideas in a text**conventions** – rules that most writers agree with, such as rules of grammar and usage**discipline** – a subject or content area**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**norms** – the ways that writers usually create texts within a discipline**objective tone** – a tone of writing in which no indication of a writer’s personality or other personal details is presented**precise** – exact or very specific**purpose** – the reason a text is written**style** – the “mechanics” of writing, including word choice, sentence structure, and grammar**task** – the type of writing being produced**tone** – the attitude of a writer toward a subject**transition** – a word or phrase that connects ideas |
| Lesson 15 | **concluding section** – the final section of a text**edit** – change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling**homophone** – a word that is similar to another word in pronunciation but different in spelling and meaning**implication** – the resulting conclusion that can be drawn or inferred based on the available information**revise** – review a piece of writing and make changes that improve its organization, clarity, and interest level |

| Unit 5: Studying Literary Text |
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| Lesson 3 | **evidence** – the facts and information that support an idea or analysis**hyperbole** – the deliberate use of exaggeration for comic effect**inference** – a conclusion formed from evidence and reasoning**irony** – a literary technique in which the way something appears is different from what it actually is or what readers expect**satire** – the use of humor to criticize someone or something**understatement** – the act of describing something in less strong or more modest terms than would be expected |
| Lesson 4 | **connotation** – the feeling a word evokes besides its literal meaning**denotation** – the dictionary meaning of a word**etymology** – a word’s origins and how its meanings have changed over time**figurative language** – a way of expressing information in nonliteral ways using figures of speech**hyperbole** – intentional exaggeration**implied metaphor** – a figure of speech that compares two unlike things by saying something is something else without directly referencing one of the things**literal meaning** – the most basic meaning of a word without any metaphorical or other figurative meanings**metaphor** – a figure of speech that compares two unlike things by saying something is something else**multiple-meaning word** – a word that has more than one meaning and depends on the context**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**tone** – the writer’s attitude toward the subject**word choice** – the words a writer uses in their text to support their purpose |
| Lesson 5 | **imagery** – language that creates vivid pictures in the readers’ minds**sensory language** – language that appeals to the five senses of sight, hearing, touch, taste, and smell to help readers imagine the story**theme** – a central, unifying idea that an author is trying to convey in a piece of literature |
| Lesson 6 | **aesthetic** – relating to the beautiful or what is pleasing to the senses**figurative language** – a way of expressing information in nonliteral ways using figures of speech**flashback** – a literary device in a chronological description that moves the reader from the present to the past**foreshadowing** – a literary device in which an author hints at something that is going to happen in the future**imagery** – an author’s use of language to create vivid pictures in readers’ minds**plot** – the sequence of events that make up a story**sensory language** – an author’s use of language that appeals to the five senses of sight, hearing, touch, taste, and smell to help readers imagine the story**story structure** – the way a story is organized and presented**third person omniscient** – the perspective in which the narrator knows the inner thoughts of the characters**tone** – the author’s attitude toward the subject matter |
| Lesson 7 | **first-person narration** – storytelling in which a character narrates the action through their own perspective, using the pronoun I**limited** – focused on a particular character**omniscient** – all-seeing; knowing everything**point of view** – the narrator’s connection to the story being told**sarcasm** – bitter expression that may state the opposite of what is meant**satire** – the use of ridicule to lower someone or something in a reader’s or character’s esteem**third-person narration** – a point of view from outside the narrative, using the pronouns he, she, or they**understatement** – the presentation of something as less than it really is |
| Lesson 8 | **characterization** – the process by which an author creates, reveals, and develops a character**characters** – the people, animals, or personified objects who experience the events in a story**diction** – the choice of words an author uses in writing a story**first-person narration** – the story is told from the point of view of one of the characters**meaning** – the message the author wants to convey to readers**mood** – the underlying emotion or feeling of a piece of fiction**motivations** – a character’s reasons for their actions or behavior**narrative techniques** – the devices and methods an author uses to craft a story**point of view** – the narrator’s connection to the story being told**setting** – where and when a story takes place**unreliable narrator** – a storyteller who misleads, lies, withholds information, or is extremely biased |
| Lesson 11 | **summary** – a brief statement that includes the main points or elements of a text |

| Unit 6: Language and Style |
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| Lesson 3 | **figures of speech** – expressions that use words in a way that departs from their literal or common meaning**hyperbole** – a figure of speech that uses exaggeration to emphasize an idea or emotion**juxtaposition** – when two things, such as characters, settings, or words, are placed side by side to create a particular effect**legends** – old stories about possibly made-up historical figures and their amazing deeds**metaphor** – a figure of speech that implies a comparison between seemingly unlike things without using like or as**oxymoron** – a figure of speech created by placing two words with opposite or conflicting meanings next to each other to create an effect**paradox** – a figure of speech that uses words that contradict each other in a way that makes a sort of sense**pun** – a word used humorously to suggest the meaning of a similar-sounding word, or a multiple-meaning word used in an intentionally incorrect way**tall tales** – folktales full of unbelievable and exaggerated events that are told as if they were true |
| Lesson 4 | **analogy** – the comparison of two things for the purpose of explaining, clarifying, or making a point about a difficult or unfamiliar idea by showing how it is similar to something familiar**metaphor** – a figure of speech that compares seemingly unlike things without using like or as; “A is B,” although A is not literally the same as B**sensory details** – words that appeal to the senses: touch, taste, sound, smell, and sight**simile** – a figure of speech that makes a comparison between seemingly unlike things using like or as |
| Lesson 5 | **connotations** – the associations attached to a word, which may be positive, negative, or neutral**denotations** – the literal meanings of words**first-person narration** – storytelling in which a character narrates the action through their own perspective, using the pronoun I**imagery** – the use of descriptive language that creates a vivid picture in the reader’s mind and may evoke an emotional response**kinesthetic imagery** – a literary device that conveys the feeling of movement and action**mood** – the atmosphere or emotional quality that a reader detects from a text as they read**nuances** – subtle or slight degrees of difference in a word’s meaning**sensory language** – description that appeals to the reader’s senses**third-person narration** – a point of view from outside the narrative, using the pronouns he, she, or they**tone** – the author’s attitude toward the events or characters in a literary text, as conveyed through word choices and the use of literary devices |
| Lesson 6 | **dramatic irony** – in a work of fiction or drama, a contrast between a character’s expectations and the audience’s or reader’s knowledge**irony** – a literary technique that shows a contrast between what is expected and what actually happens, or between the way things seem to be in contrast to the way they really are**situational irony** – a situation whose outcome is different from what would normally be expected**verbal irony** – the use of language that states the opposite of what is actually meant |
| Lesson 7 | **context** – the set of circumstances in which an event or situation takes place, which affects the behavior and reactions of the people involved and can help explain and clarify what is happening and why**epigraph** – a short quotation placed at the beginning of a chapter that may relate to the content of the chapter in ways such as hinting at its theme, linking this work to other works, or serving as a preface to what follows**figurative language** – expressions used for a descriptive effect that are not literally true but imply ideas indirectly**historical fiction** – a type of fiction in which a made-up story is set during a real historical time or event**idiom** – a phrase or expression whose meaning cannot be figured out from the individual literal meanings of the words used in the expression but instead has a figurative, non-literal meaning when taken as a whole**imagery** – the use of descriptive language that creates a vivid picture in the reader’s mind and may evoke an emotional response**metaphor** – a figure of speech that implies a comparison between seemingly unlike things without using like or as**personification** – an animal, object, or idea that is given human characteristics**cultural setting** – the social and cultural environment of the setting of a text, particularly as it pertains to the beliefs, values, and practices of the people who live there |

| Unit 7: Writing Narrative Text |
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| Lesson 3 | **description** – words used to give more details about a character, setting, or plot**dialogue** – words spoken between characters**epiphany** – a moment in a story when a character has an important realization**first-person point of view** – narration told through one person’s perspective using first person pronouns I or me**foreshadowing** – clues about an event that has yet to happen in a story**hook** – an event or situation used to capture the reader’s attention**limited** – narration focused on a particular character**narrative techniques** – methods and devices writers use to create an effect**narrator** – the voice or character telling a story**objective** – narration that is neutral and reports on events without delving into characters’ thoughts or feelings**omniscient** – narration that is all-seeing; knowing everything**perspective** – the way a narrator understands and shares events that happen in a story**point of view** – the narrator's connection to the story being told**protagonist** – the main character**reflection** – the act of looking back on something that happened and drawing a personal conclusion**second-person point of view** – narration that uses the pronoun you**third-person point of view** – a point of view from outside the narrative, using the pronouns he, she, or they |
| Lesson 4 | **cliffhanger** – an ending that leaves a reader in suspense**genre** – a category of writing or other creative work that can be identified by its form, structure, content, and style**prose** – a category of literature that includes narrative fiction and expository and narrative nonfiction**structure** – the way the parts of a text are organized**subgenre** – subcategories or groupings within a particular genre**techniques** – methods or devices writers use to create certain effects |
| Lesson 5 | **climax** – the turning point or most dramatic part of a narrative**coherent** – unified, consistent, and logical**exposition** – the part of a narrative in which characters and situations are introduced**falling action** – the events of a narrative immediately following the climax**flash-forward** – an interruption in a narrative that gives readers information about something that happens in the future**flashback** – an interruption in a narrative that gives readers information about something that happened at an earlier time**in medias res** – an event that takes place in the middle of a story begins a story**linear** – moving forward in order or in a straight line**nonlinear** – not in time order; not in a straight line**pacing** – the rhythm and speed at which events in a narrative happen**parallel plot** – two separate plots in the same literary text structure**plot** – the events or action in a narrative**resolution** – the part of a narrative that tells how the characters solve their problem**rising action** – the section of a narrative in which the conflict intensifies**transition words** – words that alert a reader to a change of time or location |
| Lesson 6 | **characterization** – the creation and development of a fictional character**description** – words used to give more details about a character, setting, or plot**dialogue** – spoken words between characters in a literary work**direct characterization** – a technique that involves explicitly describing a character’s looks, actions, and feelings**dynamic characte**r – a character who changes or learns a lesson as a result of events**indirect characterization** – a technique that involves describing a character’s gestures, dialogue, actions, and reactions to imply certain traits or feelings**narrative techniques** – methods and devices that writers use to create an effect**reflection** – a character’s thoughtful examination of past experiences**sensory language** – descriptive words and phrases that appeal to the five senses: sight, hearing, taste, touch, and smell |
| Lesson 7 | **allusion** – an indirect or implied reference to a well-known person, place, event, or literary work**dramatic irony** – when the reader knows more about what is happening than the characters do**figurative language** – words and phrases that are used in a nonliteral way to describe one thing as another in order to achieve a particular effect**hyperbole** – the use of exaggeration for emphasis or humorous effect**idiom** – a common expression whose meaning is different from the literal meaning of its words**irony** – a literary device that shows something that is contradictory to reality or expectation**literary device** – a structure or way of writing that both conveys meaning and develops themes**metaphor** – a comparison between two unlike things, without using the words like or as**personification** – a figure of speech in which human qualities are given to an object, animal, or idea**precise** – exact or very specific**simile** – a comparison between two unlike things using the words *like* or *as***situational irony** – when what happens is different from what was expected**telling** – pointing to something specific or significant**theme** – the central idea of a text**verbal irony** – when a character says the opposite of what they actually mean |
| Lesson 8 | **central conflict** – the major problem the main character faces in a story**conclusion** – the end of a story or the solution to a problem**epiphany** – a sudden realization**external conflict** – a conflict between a character and an outside force**plot** – the interrelated events and actions that make up a story and feature a central conflict**theme** – the central idea of a text**tone** – the attitude of a writer toward a subject |
| Lesson 10 | **climax** – the turning point in a narrative**description** – details about a character, what a scene looks like, or what is happening**dialogue** – words spoken by characters**exposition** – important background information in a narrative, including the setting and characters**falling action** – the events in a narrative that tell what happens in the aftermath of the climax**genre** – a category of literature or other creative work that can be identified by its structure, content, and style**linear** – moving forward in order or in a straight line**narrative techniques** – methods and devices writers use to create an effect and to develop story elements**nonlinear** – not in time order; not in a straight line**pacing** – the rhythm and speed at which events in a narrative happen**plot lines** – series of events sequences used to structure narratives**reflection** – the act of looking back on something that happened and drawing a personal conclusion**resolution** – the part of a narrative that tells how the characters solve their problem**rising action** – the events in a narrative that tell what happens as the character tries to handle their problem**structure** – the way a writer puts a story together to present ideas |
| Lesson 11 | **figurative language** – words and phrases that have a deeper meaning than the actual meanings of the words and phrases used**precise** – exact or very specific**sensory language** – words and phrases that appeal to one or more of the five senses**telling** – pointing to something specific or significant |
| Lesson 12 | **cliffhanger** – an ending that leaves the reader in suspense**edit** – to change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling**revise** – to review a piece of writing and make changes that improve its organization, clarity, and interest level |

| Unit 8: Poetry and Drama |
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| Lesson 3 | **aesthetic impact** – how a poem affects the reader’s senses**couplet** – a set of two lines**iambic pentameter** – a poetic meter in which each stressed syllable is preceded by an unstressed syllable and there are five accented syllables per line**meter** – the number of beats or stressed syllables per line of poetry**rhyme scheme** – the ordered pattern of rhymes at the ends of the lines of a poem**stanzas** – groups of lines in a poem**structure** – how a poem is organized, including rhymes, rhythm, number of lines, and more**sonnet** – a type of poem that follows a specific structure and was made popular by Shakespeare and Petrarch |
| Lesson 4 | **assonance** – when several words in a short section all contain the same vowel sound**alliteration** – when several words in a short section begin with the same sound**caesura** – when a pause (as created by a period or comma) occurs in the middle of a line**consonance** – when several words in a short section contain the same consonant sound**enjambment** – when a line break occurs in the middle of a sentence or phrase in a poem**figurative language** – when words are used in a way that differs from their dictionary definitions**repetition** – when a word or phrase appears more than once |
| Lesson 5 | **connotation** – the thoughts and associations a word evokes**denotation** – the literal meaning, or dictionary definition of a word**diction** – a poet’s choice and use of words**figurative language** – words that are used in a way that differs from their dictionary definitions**imagery** – descriptions in a poem that evoke mental snapshots that appeal to all five senses**metaphor** – when two things are compared without the use of the words like or as**meter** – the number of accented syllables per line of poetry**mood** – the overall emotional feeling of a poem or literary work**onomatopoeia** – when a word’s pronunciation sounds like the thing it describes**personification** – when an author or poet gives human characteristics to something nonhuman**rhyme scheme** – the pattern of end sounds at the ends of lines of poetry**simile** – when two things are compared with the use of the words like or as |
| Lesson 6 | **alliteration** – when several words in a short section begin with the same sound**assonance** – when several words in a short section all contain the same vowel sound**consonance** – when several words in a short section contain the same consonant sound**elegy** – a type of poem that laments the loss of something or someone the speaker loved**figurative language** – words that are used in a way that differs from their dictionary definitions**ghazal** – a type of Middle Eastern poetry that dates back to the Middle Ages**half-rhyme** – words that have similar end sounds, but don’t exactly rhyme (e.g., wide and flies)**onomatopoeia** – when a word’s pronunciation sounds like the thing it describes**poetic form** – a type of poem that follows a particular set of rules**sensory details** – words and phrases that appeal to any of the five senses**structural characteristics** – a poem’s stanza length, number of stanzas, rhyme scheme, number of beats per line, and repetition**structural elements** – aspects of poetic form such as stanza length, number of stanzas, rhyme scheme, number of beats per line, and repetition |
| Lesson 7 | **climax** – the turning point in a play’s action**dramatic structure** – the organization of a story or drama’s plot**exposition** – the part of a drama’s plot that introduces the setting, the characters, and the conflict or problem**falling action** – the events that tell what happens after the climax and show its impact**resolution** – the solving of the problem or outcome of the conflict at a play’s center**rising action** – a series of events that build toward the climax, in which the conflict grows more complicated**structure** – the way parts of a play are organized |
| Lesson 8 | **character** – person or other being whose words and actions move the plot forward**dramatic elements** – essential features of a performance, including character, language, plot, spectacle, and tension**dramatic irony** – a contrast between a character’s expectations and the audience’s or reader’s knowledge**language** – how the playwright and characters convey the plot through words**monologue** – a speech given by one character**plot** – the arrangement of events or incidents on the stage**soliloquy** – a speech in which a character, believing they are alone, expresses their inner thoughts**spectacle** – aspects of production that appeal to the senses**tension** – the audience’s experience of anticipation as they watch the plot unfold |
| Lesson 9 | **mood** – a text’s atmosphere; the feelings it evokes in the reader or viewer**spectacle** – everything we see and hear in the theater**tone** – a playwright‘s or text’s attitude**theme** – a major message or lesson contained in a literary work |