

In this document, you will find the key words and their associated definitions for **English Language Arts 11 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**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**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**divergent** – differing or not matching**empathy** – understanding the feelings of other people**evidence** – the facts, documentation, or testimony used to strengthen a claim**extemporaneous** – performed without any preparation or without notes**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**perspective** – point of view or assessment of a situation**propel** – to move forward**reason** – statements of support for claims**reasoning** – statements of support for claims**recorder** – a person who takes notes on important thoughts or decisions in the group**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**blanket statements** – generalized statements that tend to include “always” or “never”**clarify** – to make something clearer**diverse perspectives** – viewpoints informed by different backgrounds, 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** – make something seem reasonable or explain something**justifying** – making something seem reasonable or explain something**probing** – investigating something completely**rational conclusion** – a decision based on facts and/or logic**reason** – statements of support for claims**superlatives** – highest in degree of comparison, i.e., -er, -est |
| Lesson 4 | **active listening skills** – giving full attention to a speaker and responding in a way that improves mutual understanding**audience** – the intended group of listeners**contradictions** – an illogical or opposing statement**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**logical fallacy** or **fallacious reasoning** – 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**purpose** – the reason for writing or speaking, such as to persuade or inform**rhetorical strategies** – words or word phrases used to convey meaning, to provoke a response or 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** – combine various components into a new whole**tone** – a way of speaking to indicate emotions and/or attitude about a subject |

| Unit 3: Analyzing Informational Text |
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| Lesson 3 | **animation** – a method of photographic drawings or objects to create the illusion of movement |
| 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**text structure** – how a text is organized |
| Lesson 5 | **allusion** – a reference to a familiar person or thing**anaphora** – the repetition of a word or phrase at the beginning of sentences or clauses**anecdote** – a personal story shared for effect**antithesis** – the stating of two opposite ideas using the same grammatical structure**hypophora** – the asking and answering of a question for effect**juxtaposition** – the placing of two words or ideas side by side to compare and contrast them**metaphor** – a figure of speech that compares two unlike things**rhetoric** – the art of using language to persuade**rhetorical question** – asking a question for effect rather than for an answer**tone** – the attitude an author shows toward their subject**understatement** – the presentation of something as less than it really is |
| Lesson 6 | **connotations** – the ideas or feelings a word invokes in addition to its literal meaning**ethos** – an appeal to authority and credibility**logos** – an appeal to logic**pathos** – an appeal to emotion**point of view** – an author’s perspective on a topic or idea**rhetoric** – the art of using language to persuade |
| Lesson 7 | **affix** – a morpheme added to a base word**base word** – a morpheme that has meaning on its own**connotations** – the ideas or feelings a word invokes in addition to its literal meaning**context** – the parts of a text before and after a word that clarify its meaning**denotations** – the literal meanings of wordsdiction – an author’s choice of words**etymology** – the historical development of a word’s meaning**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 |
| Lesson 8 | **claim** – an assertion that something is true**constitutional principle** – a key principle of the U.S. Constitution**dissenting opinion** – the legal opinion written by one or more judges to disagree with the majority opinion of the court**evidence** – the facts and information that support an idea or analysis**judicial review** – the power of the Supreme Court to strike down laws it determines are unconstitutional**legal opinion** – a statement by a judge or group of judges giving the rationale and principles for a ruling**legal reasoning** – the process of applying and interpreting the law**majority opinion** – the legal opinion agreed upon by over half of the members of a court**stare decisis** – the policy of being guided by principles established in previous court decisions |
| Lesson 9 | **anecdote** – a personal story**appeal to emotion** – an argument that tries to evoke feelings over logic**claim** – an assertion that something is true**counterclaim** – a claim that opposes an existing claim or argument**delineate** – to examine and accurately describe a text or other type of source**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** – an argument that limits options to two opposite choices**inclusive language** – language that directly addresses the reader or includes them as part of a group with shared beliefs**premise** – a statement that provides reasons or support for a conclusion**primary source** – a first-hand record of an event**rhetoric** – the art of using language to persuade**rhetorical question** – asking a question for effect rather than for an answer**slippery slope** – an argument that suggests wrongly that one event will lead to a chain of calamitous events**valid** – based on logic or fact |
| Lesson 10 | **allusion** – the rhetorical device of making a reference to a specific person, place, thing, historical event, or literary work that audiences will recognize**anaphora** – the deliberate repetition of key words or phrases at the beginning of successive clauses**antithesis** – a rhetorical device in which an author presents two opposing ideas, often using parallel structure, in order to clarify ideas; also known as juxtaposition**enumeration** – the listing of ideas in a specific order**foundational document** – a document outlining principles and ideals on which a particular government or civil society is based**parallelism** – the use of the same grammatical structure in a series of sentences or statements |
| Lesson 11 | **allusion** – the rhetorical device of making a reference to a specific person, place, thing, historical event, or literary work that audiences will recognize**anaphora** – the deliberate repetition of key words or phrases at the beginning of successive clauses**antithesis** – a rhetorical device in which an author presents two opposing ideas, often using parallel structure, in order to clarify ideas; also known as juxtaposition**enumeration** – the listing of ideas in a specific order**foundational document** – a document outlining principles and ideals on which a particular government or civil society is based**parallelism** – the use of the same grammatical structure in a series of sentences or statements**rhetorical question** – question asked not to acquire information but for dramatic effect |

| Unit 4: Writing Argumentative Text |
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| Lesson 3 | **anecdote** – a brief, interesting story about a real person or event**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**prewriting** – first step in the writing process that involves planning and organizing ideas for a draft**purpose** – the reason a text is written |
| Lesson 4 | **claim** – an assertion that something is true**counterclaim** – a claim that is the opposite of the main argument of an argumentative text**evidence** – the facts and information that support an idea or analysis**reasoning** – the thinking behind the evidence; why the writer believes the evidence supports or proves the claim**reasons** – statements that explain or support a claim**refute** – to disprove an opposing argument |
| Lesson 5 | **argument** – a written discussion in which reasons and evidence are given to support an opinion**bias** – an inclination towards a particular point of view**claim** – an argument or assertion that something is true**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**bias** – a personal feeling in favor of or against something**claim** – the argument you’re making; the position to take on an issue, with reasons and evidence to support the claim**counterclaim** – a claim that is the opposite of the main argument of an argumentative textevidence – 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 | **compound modifier** – a compound of two or more words that collectively modify a noun**conventions** – rules that most writers agree with, such as rules of grammar and usage**usage** – widely accepted ways in which people use words and phrases |
| 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 functions as an adverb**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 like 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 | **cohesion** – the effective linking of ideas and of sections within 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 | **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**concession** – a writer's admission that a counterclaim is valid**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 | **claim** – the writer’s main point, position, or stance; 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**outline** – a plan a writer uses to organize ideas before writing a text**thesis statement** – a concise summary of the central idea of a text |
| Lesson 14 | **bias** – an inclination toward a particular point of view**cohesion** – the effective linking of ideas and of sections within a text**syntax** – the arrangement of words and phrases in sentences**text structure** – the arrangement of ideas in a text**transition** – a word or phrase that connects ideas |
| Lesson 15 | **aural** – relating to hearing or to the ear**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**intent** – purpose or goal**mass media** – forms of media used to reach large numbers of people**revise** – review a piece of writing and make changes that improve its organization, clarity, and interest level**text structure** – the arrangement of ideas in a text |

| Unit 5: Media Literacy |
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| Lesson 3 | **aural** – relating to hearing or to the ear**broadcast media** – media that transmits content mainly through television and radio**digital media** – media that transmits content electronically as data**intent** – purpose or goal**mass media** – forms of media used to reach large numbers of people**media** – means or vehicle for the communication of content**outdoor media** – media that communicates content to people away from home**print media** – media that uses writing and visual images to communicate**trends** – movement or general directions in which things are developing or changing |
| 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 any one side over another**post-processing** – the use of any technique or technology to improve the image captured by a photographer**sensationalism** – the presentation of information in an overly dramatic way that is designed to shock people into paying attention**spin** – a positive or negative portrayal of facts or events**visual media** – content that incorporates images instead of or in addition to printed words |
| Lesson 5 | **bias** – the misrepresentation or selective choosing of facts to create an unfair impression**culture** – the expressed and shared values, attitudes, beliefs, and practices of a social group, organization, or institution**mass media** – media intended to communicate with a broad audience**media** – means or vehicle for the communication of content**persuade** – to convince someone to believe something through reasoning or argument**values** – principles considered important, worthwhile, or useful**viewpoints** – perspectives |
| Lesson 6 | **copyright** – the right to sell, copy, change, and distribute an original work**Creative Commons** – a nonprofit organization that lets people use six different types of licenses to allow certain types of use of their original work**ethical** – morally good or right**ethics** – moral principles that dictate behavior**fair use** – the principle that allows certain exceptions to copyright law**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 body of original work that is not protected by copyright laws**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 | **concept web** – a visual diagram a writer uses to organize ideas before writing a text**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 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 | **citation** – a reference to a source used to inform a piece of writing**plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own**primary source** – original document or first-hand account of an event or a topic**secondary source** – document or account about an event or a topic created by someone who was not directly involved**sources** – texts or digital resources from which information is obtained**tertiary source** – document or account compiled from other sources and lacking in analysis or interpretation |
| Lesson 5 | **analysis** – a thorough examination of a complex topic with the goal of understanding it**bias** – a prejudice in favor of a view or position**credentials** – someone’s qualifications to hold a position or do something**credibility** – the quality of being trustworthy and believable**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**evidence** – the facts and information that support an idea or analysis**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 used to emphasize a point**style** – the way a writer tells a story or presents information; created through the adaptation of speech that suits the audience and the use of word choice, syntax, descriptive techniques, and other rhetorical and literary devices**substance** – the importance or seriousness of information**task** – the type of writing or presentation being produced |
| Lesson 7 | **claim** – an argument or assertion that something is true**critique** – make a detailed evaluation**evaluate** – assess the strength or effectiveness of something**evidence** – the facts and information that support an idea or analysis**point of view** – attitude; the position a speaker takes on an issue; way of looking at things**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 way words are used to persuade others and/or encourage action |
| Lesson 8 | **outline** – a plan a writer uses to organize ideas before writing a text**reliable source** – a source that provides credible information based on strong evidence**research question** – an inquiry that can be answered through study and investigation**thesis statement** – a concise summary of the central idea of a text |
| Lesson 9 | **citation** – a reference to a source used to inform a piece of writing**digital media** – any form of communication that is made or viewed using technology—e.g., textual, graphical, audio, visual, and interactive elements**multimedia presentation** – a self-contained production using different forms of media to present information about a topic**presentation type** – the form in which information is presented to the audience**style** – the way a writer tells a story or presents information; created through the use of word choice, syntax, descriptive techniques, and other devices |
| Lesson 10 | **edit** – to correct written, visual, audible, or cinematic material**feedback** – comments or reactions to an event or a person’s performance with the intention of helping them make improvements**revise** – to modify and improve a version of a presentation |

| Unit 7: Analyzing Literary Text |
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| Lesson 3 | **characterization** – how an author reveals the characters in a narrative**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**parallel plot** – a story structure in which multiple plot lines take place at the same time**plot** – the series or sequence of events that happen in a narrative text**point of view** – the perspective of a narrator in a literary text**setting** – where and when a story takes place**structure** – how the events in a story are organized**symbol** – a person, place, or thing in a literary text that has both literal and figurative meaning**theme** – the central, unifying message in a work of fiction |
| Lesson 4 | **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 |
| Lesson 5 | **context** – the setting or background of a story**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 8 | **free verse** – a poem in which the lines do not rhyme and there is no set meter**interpretation** – the act of explaining something or an adaptation or version of a work**soliloquy** – a speech in a play or drama in which the actor expresses their inner thoughts to the audience instead of to another character**structure** – the framework of a poem, including the stanzas, line breaks, punctuation, pauses, meter, and rhyme patterns**syntax** – the rules that govern how words are combined to form phrases and sentences**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 9 | **context** – the setting or background to a work of art, such as a painting or text**medium** – the material or form used by an artist or writer**mood** – the underlying feeling or atmosphere in a work of art |
| Lesson 10 | **allusion** – an unexplained reference to something or someone outside the text, including another literary work**archetype** – an idea, symbol, behavioral pattern, or type of character in a story that conveys a universal meaning**classical literature** – the literature of ancient Greece and Rome or other ancient civilizations**symbol** – something that stands for something else**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 11 | **allusions** – passing references to a well-known person, place, historical event, or character from literature or work of art**first-person narrator** – the voice telling the story is a character in the story, using the pronoun I to narrate events**motif** – important pattern and feature in a literary work**plot** – the sequence of events that make up a story**source material** – original or authoritative material an author uses for ideas and information**themes** – central, unifying ideas in pieces of literature |

| 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**summary** – a brief description that includes the main points or elements of a text**unbiased** – showing no favoritism toward something |
| Lesson 4 | **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**characterization** – the process by which an author creates, reveals, and develops a character**denouement** – the final part of a narrative, where the plotlines are resolved**figurative language** – expressions used for a descriptive effect that are not literally true but imply ideas indirectly**flashback** – a literary device that moves the reader from the present in a chronological description to the past**foreshadowing** – a literary device in which authors hint at something that is going to happen in the future**inferences** – conclusions formed from evidence and reasoning**narrative techniques** – methods and devices writers use to create an effect**point of view** – the narrator's connection to the story being told**sensory language** – descriptive words and phrases that appeal to the five senses: sight, hearing, taste, touch, and smell**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 5 | **argument** – a reasoned point of view about a topic or text**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**claim** – an assertion that something is true**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**reason** – a statement that explains or justifies a point of view**thesis statement** – an author’s main idea or argument in a critique of a literary work |
| Lesson 6 | **argument** – a reasoned point of view about a topic or text**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**critical lens** – the perspective from which a reader understands a work of literature**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 brief description that includes the main points or elements of a text**thesis statement** – a writer’s main idea or argument in a critique of a literary work |
| Lesson 7 | **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**critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review**literary analysis** – a form of writing in which an author evaluates a work of literature, providing both an opinion and support for that opinion and examining the literary elements of the work including its plot, setting, characters, and point of view**summary** – a brief description that includes the main points or elements of a text**synopsis** – a complete summary of a story**thesis statement** – a writer’s main idea or argument in a critique of a literary work**unbiased** – showing no favoritism toward something |
| Lesson 8 | **audience** – the group of people for whom a text is intended**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**coherent** – unified, consistent, and logical**literary element** – the basic component of a literary work, such as character, plot, setting, theme, point of view, and mood**purpose** – the reason a text is written**task** – the type of writing being produced |
| Lesson 9 | **convention** – a rule for writing text, such as a rule of capitalization, punctuation, grammar and usage, sentence structure, and spelling**discipline** – a subject or content area**edit** – to 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**norm** – the way that a writer usually creates a text within a discipline**objective tone** – a tone of writing in which no indication of a writer’s personality or other personal details is presented**revise** – to review 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 |