

In this document, you will find the key words and their associated definitions for **English Language Arts 12 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** – 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 a discussion  **claim** – a statement that is the main argument  **clarity** – clearness of expression  **collaborate** – to work together with one or more person in order to achieve something  **collegial discussion** – a mutually respectful conversation between student colleagues in 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  **divergent** – differing or not matching  **empathy** – understanding the feelings of other people  **evidence** – the facts, documentation, or testimony used to strengthen a claim  **facilitator** – a person who keeps a group on-task and verifies their contributions  **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 of the group  **reporter** – a person who shares the summary of the discussions; spokesperson for the group  **resolution** – a specific statement of policy, fact, or value in a debate  **timekeeper** – a person who keeps track of time if time parameters have been established for the group |
| Lesson 3 | **active listening skill** – giving full attention to a speaker and responding in a way that improves mutual understanding  **collegial discussion** – mutually respectful conversations between student colleagues in a group or classroom environment  **contradictions** – illogical or opposing statements  **diverse perspectives** – viewpoints informed by different backgrounds, experiences, information, and cultures  **empathy** – understanding the feelings of others  **justify** – make something seem reasonable or explain something  **rational conclusion** – a decision based on facts and/or logic  **summarizing** – providing a shortened version of something said/written, including the main points  **synthesizing** – combining various components into a new whole |
| 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** – 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  **inclusion** – including somebody into a group  **justify** – make something seem reasonable or explain something  **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  **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  **summarizing** – 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  **explicitly** – stated clearly, leaving no room for doubt  **inferences** – conclusions reached based on evidence or reasoning  **valid** – based on logic or fact |
| Lesson 4 | **acronyms** – abbreviations and words formed from the initial letter(s) in a multiword term  **affix** – a morpheme added to a base word  **base words** – morphemes that have meaning on their 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  **homographs** – two or more words spelled alike but different in meaning and often in origin  **morphemes** – the smallest meaningful units in a language  **prefix** – an affix at the beginning of a word  **root** – the morpheme that gives a word its principle meaning  **schwa** – an unstressed vowel in the middle of a word, or the symbol ә that represents that vowel sound  **search engine** – a software program used for locating and viewing information online  **suffix** – an affix at the end of a word  syntax – the arrangement of words in a sentence  **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 | **acronyms** – words formed from the initial letter or letters in phrases or names  **analogical** – based on a comparison between two things  **anecdotal** – based on a personal account  **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  **statistical** – based on numerical facts  **testimonial** – based on expert evidence  **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  **counterclaim** – a claim that opposes an existing claim or argument  **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  **hook** – something designed to capture people’s attention  **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 | **abstract** – a summary of a scholarly or academic work  **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  **summarize** – to give a brief statement of the main points of a text  **summary** – a brief statement of the main points of a text  **synopsis** – a summary of a literary work  **text structure** – how a text is organized  **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  **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  **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 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 complete sentence  **independent clause** – a clause that forms a complete sentence  **non-restrictive clause** – a relative clause that is not essential to the meaning of a sentence and is set off by commas  **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 type of dependent clause that is also called an adjective clause  **relative pronoun** – a pronoun that introduces a relative clause; relative pronouns include that, which, who, whom, whichever, whoever, whomever, and whose  **restrictive clause** – a relative clause that is essential to the meaning of the sentence  **subordinating conjunction** – a connecting word or phrase that introduces a dependent clause  **syntax** – the arrangement of words and phrases in sentences |
| Lesson 7 | **conventions** – 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  **referent** – the noun or nouns that another noun or pronoun refers to  **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  **parallel structure** – the use of a repeated grammatical format or a series of words or phrases  **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** – a word or phrase that shows how ideas are similar or related  **distinction** – a difference or a contrast between two or more ideas in a text  **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** – a visual representation, such as a table, map, or diagram  **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 word 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 word 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** – nonfiction that provides information, ideas, and facts about a topic |
| Lesson 13 | **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  **reliable source** – a source that provides credible information based on strong evidence  **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  **conventions** – rules that most writers agree with, such as rules of grammar and usage  **discipline** – a subject or content area  **domain-specific vocabulary** – language used within a particular area of knowledge  **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  **formatting** – the way in which a piece of writing is organized or presented  **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 language** – the words and phrases that exactly describe a subject  **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 shows the relationship between two 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  **inference** – a conclusion formed from evidence and reasoning  **narrator** – the voice that tells a story |
| Lesson 4 | **connotation** – the feeling a word evokes in addition to its literal meaning  **denotation** – the dictionary definition 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  **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, so is dependent 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 | **irony** – a literary device in which what happens in a story is not what actually happens or what the reader expects  **realism** – a literary movement in which authors depict characters, setting, and events as close to real life as possible  **theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 6 | **aesthetic impact** – feelings related to beauty or what is pleasing to the senses; the emotional reaction a reader has to a literary text  **chronology** – the arrangement of events by time  **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  **plot** – the sequence of events that make up a story  **point of view** – the perspective from which a story is told  **story structure** – the way a story is organized and presented  **third-person limited omniscient** – the perspective in which the narrator only knows the inner thoughts of one character |
| Lesson 7 | **first-person** – a point of view in which a character narrates the action through their own perspective, using the pronoun I  **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  **second person** – a point of view in which the narrator tells the story to the reader or another character, using the pronoun you  **third-person limited** – a point of view from outside the narrative, using the pronouns he, she, or they, in which the narrator is focused on a particular character  **third-person omniscient** – a point of view from outside the narrative, using the pronouns he, she, or they, in which the narrator is all-seeing and knows everything  **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  **foil** – a character who brings another character’s qualities into sharp focus  **meaning** – the message the author wants to convey to readers  **motivation** – a character’s reason for actions or behavior  **narrative techniques** – the devices and methods an author uses to craft a story  **setting** – where and when a story takes place  **third-person omniscient narration** – the story is told from the point of view of an outside narrator who is all-seeing and all-knowing |
| Lesson 11 | **summary** – a brief statement that includes the main points or elements of a text  **third-person limited narrator** – a form of narration that focuses on the thoughts, feelings, and experiences of only one or two characters in a story |

| Unit 6: Language and Style | |
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| Lesson 3 | **epic poem** – a long narrative poem about extraordinary deeds by heroes and mythical creatures  **figurative language** – involving an expressive use of language rather than ordinary meanings  **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  **literary paradoxes** – statements, concepts, or ideas that seem to be contradictory but may actually be true and reveal deeper meanings when examined more thoroughly  **logical paradoxes** – conflicting statements that create a contradiction that defies logic and cannot be resolved, used as a thought experiment to promote critical thinking  **paradox** – a statement that contradicts itself  **premises** – accepted assumptions on which an argument is based  **tall tale** – a folktale full of unbelievable and exaggerated events that are told as if they were true  **wit** – the ability to make clever and intelligent remarks |
| 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  **implied metaphor** – a metaphor in which one of the items being compared is not identified  **metaphor** – a figure of speech that implies a comparison between seemingly unlike things without using like or as  **simile** – a figure of speech that makes a comparison between seemingly unlike things using like or as |
| Lesson 5 | **active reading** – reading with a purpose to evaluate and find meaning in a text  **connotations** – the associations attached to a word, which may be positive, negative, or neutral  **denotations** – the literal meanings of words  **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  **point of view** – the narrator’s connection to the story being told  **sensory language** – descriptive words that authors use to create mental images that appeal to the reader’s senses and to connect with the reader’s emotions and imagination  **tone** – the author’s attitude toward the events or characters of a literary text, as conveyed through word choices and the use of literary devices |
| Lesson 6 | **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  **dramatic irony** – in a work of fiction or drama, a contrast between a character’s expectations and the audience’s or reader’s knowledge  **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 | **allusions** – implied references that call something to mind without naming it  **context** – the set of circumstances in which an event or situation takes place, which affects the behavior and reactions of the people involved and that can help explain and interpret what is happening and why  **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  **figurative language** – expressions used for a descriptive effect that are not literally true but imply ideas indirectly  **historical setting** – people, places, and situations from the past that are used as the setting in which a story takes place  **imagery** – the use of descriptive language that creates a vivid picture in the reader’s mind and may evoke an emotional response  **metonymy** – a figure of speech that replaces one word, object, or concept with another one with which it is closely associated  **symbolism** – a type of figurative language that uses symbols or words that have their own meanings but are being used to represent something totally different and abstract beyond this literal meaning  **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 |

| Unit 7: Writing Narrative Text | |
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| Lesson 3 | **author surrogate** – a character in a story who is based on the author  **backstory** – what happened before the story begins  **first-person point of view** – narration told through one person’s perspective using the first-person pronouns I or me  **genre** – the category of a text  **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  **point of view** – the narrator's connection to the story being told  **protagonist** – the main character  **second-person point of view** – narration that uses the pronoun you  **third-person point of view** – narration by a voice outside of the action that uses the third-person pronouns he, she, or they  **unreliable narrator** – a narrator who is not always trustworthy |
| Lesson 4 | **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  **resolution** – the conclusion of a story’s plot  **structure** – the way the parts of a text are organized  **subgenre** – subcategories or groupings within a particular genre |
| 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 in a narrative that tell what happens in the aftermath of the climax  **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  **plot** – the main events or action in a narrative  **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  **tone** – the author’s stance toward the characters and subject matter of a text |
| 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 text  **direct characterization** – a technique that involves explicitly describing a character’s looks, actions, and feelings  **dynamic character** – 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  **motivation** – the reasons for actions or behavior  **narration** – the parts of the story recounted by the narrator  **narrative techniques** – methods and devices writers use to create an effect  **reflection** – a character’s thoughtful examination of past experiences  **round character** – a character who is believable, complex, and multifaceted  **sensory details** – words and phrases that describe in a way related to the five senses of sight, touch, sound, taste, and smell  **trait** – a specific quality or characteristic |
| 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 than 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 ending of a story  **conflict** – the struggle between characters or forces that fuels the plot  **epiphany** – a sudden realization  **external conflict** – a conflict between a character and an outside force  **internal conflict** – a conflict within a character  **resolution** – the point in a plot where the main conflict is settled  **theme** – the central idea of a text  **tone** – the attitude of a writer toward a subject  **twist** – a surprise ending |
| Lesson 10 | **climax** – the turning point in a narrative  **description** – words used to give more details about a character, setting, or plot  **dialogue** – words spoken by characters  **direct characterization** – technique that involves explicitly describing a character’s looks, actions, and feelings  **dynamic character** – a character who undergoes changes in personality or perspective  **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  **flat character** – a character who is too simplistic or two-dimensional to be believable  **genre** – a category of literature or other creative work that can be identified by its form or structure, content, and style  **indirect characterization** – technique that involves describing a character’s gestures, dialogue, actions, and reactions to imply certain traits or feelings  **limited** – narration focused on a particular character  **linear plot structure** – tells the events of a story in chronological order  **narrative techniques** – methods and devices writers use to create an effect  **nonlinear plot structure** – tells the events of a story out of order with the use of flashbacks or flash-forwards  **pacing** – the rhythm and speed at which events in a narrative happen  **reflection** – a character’s thoughtful examination of past experiences  **round character** – a character who is believable, complex, and multifaceted  **static character** – a character who doesn’t undergo any changes in personality or perspective |
| Lesson 11 | **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  **precise** – exact or very specific  **sensory language** – descriptive words and phrases that appeal to the five senses: sight, hearing, taste, touch, and smell  **telling** – pointing to something specific or significant |
| Lesson 12 | **edit** – to change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling  **resolution** – the conclusion of a story’s plot in which questions are answered and the central conflict is resolved  **revise** – to review a piece of writing and make changes that improve its organization, clarity, and interest level  **theme** – the central idea or message implied in a text  **tone** – the author’s stance toward the characters or subject matter of a text |

| Unit 8: Poetry and Drama | |
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| Lesson 3 | **aesthetic impact** – how a poem affects the reader’s senses  **litany** – a type of poem in which all (or most) lines or stanzas begin with the same word or phrase  **meter** – the number of beats or stressed syllables per line of poetry  **quatrain** – a group of four lines of poetry with a set rhyme scheme and meter  **rhyme scheme** – the ordered pattern of rhymes at the ends of the lines of a poem  **stanza** – a group of lines in a poem  **structure** – how a poem is organized, including rhymes, rhythm, number of lines, and more |
| Lesson 4 | **alliteration** – when several words in a short section begin with the same sound  **caesura** – when a line of poetry contains a break in a sentence or clause  **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  **internal rhyme** – when multiple words within a line of poetry rhyme  **rhyme scheme** – the pattern of rhyming words at the end of each line in a poem  **symbolism** – when a person, place, or thing stands in for a more abstract concept |
| 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  **hyperbole** – the use of exaggeration in order to make a point  **imagery** – descriptions in a poem that evoke mental snapshots that appeal to all five senses  **literal** – reflecting the intended meaning  **metaphor** – when two things are compared without the use of the words like or as  **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  **sensory experience** – the way a poem engages all five of a reader’s or listener’s senses  **simile** – when two things are compared with the use of the words like or as  **symbolism** – when a concrete thing represents a larger, more abstract concept  **syntax** – the arrangement of words and phrases to create sentences  **tone** – the poet’s attitude toward their subject |
| Lesson 6 | **ballad** – a type of poem that tells a story, usually in four-line stanzas with a rhyme scheme of ABCB  **figurative language** – words that are used in a way that differs from their dictionary definitions  **iambic pentameter** – a pattern of accented syllables in which each line of poetry contains five accented syllables, each preceded by one unaccented syllable  **metaphors** – types of figurative language in which two things are compared without the use of the words like or as  **personification** – when an author or poet gives human characteristics to something nonhuman  **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  **simile** – types of figurative language in which two things are compared with the use of the words like or as  **sonnet** – a fourteen-line poem with a specific rhyme scheme, made popular by Shakespeare  **structural characteristics** – elements of form such as 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’s 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 the 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  **irony** – 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  **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 in the play  **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  **theme** – an idea developed throughout the course of a text  **tone** – a playwright‘s or text’s attitude |