

In this document, you will find the key words and their associated definitions for **English Language Arts 12 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  **civil** – polite or respectful  **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 others  **evidence** – the facts, documentation, or testimony used to strengthen a claim  **extemporaneous** – performed without any preparation or unrehearsed  **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  **propelling** – moving 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  **resolution** – a specific statement of policy, fact, or value in a debate |
| Lesson 3 | **active listening skills** – giving full attention to a speaker and responding in a way that improves mutual understanding  **assertions** – a strong statement that something is true  **blanket statements** – generalized statements that tend to include “always” or “never”  **challenged** – to doubt, question, or dispute the truth of a statement  **clarify** – to make something clearer  **conclusion** – a decision based on facts  **diverse perspectives** – viewpoints informed by different 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  **probing** – investigating something completely  **rational conclusion** – a decision based on facts and/or logic  **reason** – statements of support for claims  **refuted** – to prove that a statement is incorrect  **superlatives** – highest in degree of comparison, i.e. -er, -est  **verify** – 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  **audience** – the intended group of listeners  **contradictions** – illogical or opposing statements  **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** – provide a shortened version of something said or 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 | **tone** – the attitude an author shows toward their subject  **valid** – based on logic or fact |
| 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  **hyperbole** – exaggeration  **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 conditional** – the use of sentences that suggest that one thing is contingent on another when the two are really unrelated  **rhetorical question** – asking a question for effect rather than for an answer |
| Lesson 6 | **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  **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  **rhetorical techniques** – stylistic or literary devices or language used to convey a point or convince an audience |
| Lesson 7 | **affix** – a morpheme added to a base word  **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 words  **diction** – 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  **prefix** – an affix at the beginning of a word  **root** – the morpheme that gives a word its principle meaning  **shades of meaning** – subtle differences in the meanings of words  **suffix** – an affix at the end of a word  **syntax** – the arrangement of words in a sentence |
| Lesson 8 | **claim** – an assertion that something is true  **concurring opinion** – a written opinion that agrees with the majority opinion but not with the rationale presented  **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  **precedent** – something that serves as an example or rule for a subsequent act  **stare decisis** – the policy of being guided by principles established in previous court decisions |
| Lesson 9 | **anaphora** – the repetition of a word or group of words  **appeal to emotion** – an argument that tries to evoke feelings over logic  **confirmatio** – a section that explains the reasons and evidence provided to support the claim  **exordium** – an opening introduction section that “hooks” or captures the audience’s attention  **fallacy** – an unsound argument based on false or illogical evidence  **logos** – an appeal to logic  **mood** – the emotional response a writer or speaker evokes  **narratio** – a section that presents important background information  **parallel structure** – the repetition of a certain grammatical pattern  **partitio** – the evidence in support of the claim  **pathos** – an appeal to emotion  **peroratio** – the conclusion, with a summary and a call to action  **premise** – statement that provides reasons or support for a conclusion  **proposito** – the presentation of a claim  **refutatio** – a section that addresses and refutes counterclaims  **sound** – both valid and having true premises  **valid** – based on logic or fact |
| Lesson 10 | **analogy** – the comparison of two unlike things in order to make a concept more understandable  **emotional appeal** – the use of language and imagery to engage or elicit an audience’s emotions  **enumeration** – the rhetorical device of 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  **logical appeal** – the use of facts and reasoning to engage an audience’s intellect or sense of logic  **rhetorical question** – the use of a question for dramatic effect rather than to gather information |
| 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  **foundational document** – a document outlining principles and ideals on which a particular government or civil society is based  **hypophora** – a rhetorical device in which an author raises a question and immediately answers it  **juxtaposition** – a rhetorical device in which an author presents two opposing ideas, often using parallel structure, in order to clarify ideas; also known as antithesis  **parallelism** – the use of the same grammatical structure in a series of sentences or statements; also known as parallel structure  **rhetorical question** – a question asked not to acquire information but for dramatic effect because it needs no answer |

| Unit 4: Writing Argumentative Text | |
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| Lesson 3 | **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 the writer’s position on a topic  **compare and contrast** – to consider the similarities and differences between two or more things  **opening statement** – the main argument of an argumentative essay or text  **purpose** – the reason a text is written  **tone** – the attitude of a writer toward a subject |
| Lesson 4 | **claim** – a statement of a writer's position on a topic  **counterclaim** – an opposing argument or assertion  **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  **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  **concession** – a writer’s admission that an idea or piece of evidence has limitations and could be stronger  **counterclaim** – an opposing argument or assertion  **evidence** – the facts or ideas that support an idea or analysis  **limitations of evidence** – weaknesses in evidence that might influence the outcome of research |
| Lesson 6 | **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence  **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** – the opposite of the point you’re arguing, plus evidence to support it  **evidence** – facts, details, statistics, observations, or quotations from experts that support the claim or show why the claim is true or believable  **rebuttal** – a response to a counterclaim that further supports your claim |
| Lesson 7 | **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  **compound-complex sentence** – a sentence that contains multiple independent clauses and at least one dependent clause  **dependent clause** – a clause that does not form a sentence  **independent clause** – a clause that forms a sentence  **noun clause** – a dependent clause that functions as a noun  **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 functions as an adjective |
| 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 | **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence  **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 | **bias** – an inclination toward a particular point of view  **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  **evidence** – the facts and information that support an idea or analysis  **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 | **coherent** – unified, consistent, and logical  **sentence structure** – how grammatical elements are arranged within a sentence to create different sentence types  **syntax** – the arrangement of words and phrases in sentences  **transition** – a word or phrase that connect ideas |
| Lesson 15 | **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  **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  **mood** – the overall emotional atmosphere of a creative work  **outdoor media** – media that communicates content to people away from home  **print media** – media that uses writing and visual images to communicate  **tone** – the attitude of a creative work  **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  **influencers** – people with extremely large social media followings  **mass media** – forms of media used to reach large numbers of people  **media** – means or vehicle for the communication of content  **product placement** – when recognizable, brand-name products are placed in the context of the story in a TV show, movie, or music video for the purpose of advertising  **sensationalism** – when information is presented 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 | **cultural** – having to do with the expressed and shared values, attitudes, beliefs, and practices of the members of a group  **culture** – the expressed and shared values, attitudes, beliefs, and practices of a social group, organization, or institution  **mass media** – forms of media used to reach large numbers of people  **media** – means or vehicle for the communication of content  **values** – principles considered important, worthwhile, or useful  **viewpoints** – perspectives |
| Lesson 6 | **activist** – one who uses campaigns for a particular cause, using fair and credible evidence to persuade others and bring about change  **attribution** – identifying the source of paraphrased ideas or direct quotes you include in your own writing  **citation** – a documentation of the specific source of facts or ideas you include in your own writing  **conflict of interest** – a situation in which a person could benefit personally from actions or decisions made in their official capacity  **copyright** – the right, under the law, to make copies of, publish, sell, or distribute an image, written work, or music composition  **Creative Commons** – a nonprofit organization dedicated to helping creators share their work under a variety of different types of licensing that are less strict than copyright  **ethical** – morally good or right  **ethics** – moral principles that govern behavior  **fair use** – the right to use a limited amount of copyrighted material in your own work for a valid purpose such as review, parody, or teaching  **intellectual property** – a person’s ideas that are protected by law from other people profiting from them  **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  **plagiarism** – passing off someone else’s work as your own  **public domain** – works and ideas owned by the public that can be used and copied by anyone  **unethical** – not morally correct  **values** – what a person believes to be important in life |

| Unit 6: Research and Presentation | |
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| Lesson 3 | **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  **fallacious** – false or mistaken  **objective tone** – a writer’s attitude toward a subject that is fact-driven, serious, and seemingly neutral  **plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own  **sources** – texts or digital resources from which information is obtained |
| Lesson 5 | **analysis** – a thorough examination of a complex topic with the goal of understanding it  **bias** – a 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 |
| 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 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** – to 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 | **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  **research question** – an inquiry that can be answered through study and investigation  **subtopic** – a topic that is within or part of a more general topic |
| Lesson 9 | **citation** – a reference to a source used to inform a piece of writing  **credibility** – the quality of being trustworthy and believable  **digital media** – any form of communication that is made or viewed using technology—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  **plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own  **presentation type** – the form in which information is presented to the audience  **rhetorical device** – the use of language to help a writer achieve a specific purpose  **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 |
| Lesson 10 | **edit** – to correct and condense the text of a written work  **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 written work |

| Unit 7: Analyzing Literary Text | |
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| Lesson 3 | **chronological order** – when events in a plot are told in sequence or in the order they happened in time  **flashback** – a scene that interrupts the main story to tell about something that happened earlier, often to provide background  **narrative point of view** – the perspective of the voice telling the story  **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  **setting** – where and when a story takes place  **structure** – how the events in a story are organized  **theme** – a central, unifying idea in a literary text |
| 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  **narrative point of view** – the perspective of a narrator in a literary text  **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 | **allusions** – references to well-known persons, places, events, or artistic works  **context** – the setting or background of a story  **theme** – a central, unifying idea an author is trying to convey in a piece of literature  **topic** – the subject of a story |
| Lesson 8 | **allusion** – an unexplained reference to something or someone outside the text, including another literary work  **anaphora** – the repetition of certain words or phrases at the beginning of sentences or clauses  **figurative language** – a way of expressing information in nonliteral ways using figures of speech  **flashback** – a literary device that moves the reader from the present in a chronological description to the past  **imagery** – an author’s use of language to create vivid pictures in the readers’ mind  **interpretation** – the act of explaining something, or an adaptation or version of a work  **rhetorical question** – a question that is asked for effect, with no expectation of an answer  **symbol** – something that stands for something else  **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  **symbolism** – the use of images or words to stand for something else  **theme** – a central, unifying idea an author is trying to convey in a piece of literature or another artistic medium  **tone** – the attitude the writer or filmmaker expresses toward the subject |
| 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  **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  **myth** – a story based on tradition and passed down through the generations that helps form a culture’s worldview by explaining beliefs, practices, or natural phenomena  **Norse mythology** – the collective myths of Scandinavia (Sweden, Denmark, Norway, and Iceland)  **symbol** – something that stands for something else  **symbolism** – the use of images or words to stand for something else  **theme** – a central, unifying idea an author is trying to convey in a piece of literature or another artistic medium  **tone** – the attitude the writer or filmmaker expresses toward the subject |
| Lesson 11 | **diction** – an author’s choice of words  **iambic pentameter** – a line of verse with five beats, each consisting of one unstressed syllable followed by a stressed syllable  **plot** – the sequence of events that make up a story  **soliloquy** – the act of speaking one’s thoughts aloud  **source material** – original or authoritative material an author uses for ideas and information  **syntax** – the way an author chooses to arrange words and phrases to create well-formed and meaningful sentences  **theme** – central, unifying idea in a piece 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  **central idea** – the most important idea in a text; the key point the author wants to communicate  **objective** – dealing with facts rather than personal feelings or opinions  **summary** – a concise description of the main ideas of a work |
| Lesson 4 | **central idea** – the most important idea in a text; the key point the author wants to communicate  **connotation** – the idea or feeling a word invokes in addition to its literal meaning  **details** – facts, statements, and examples that add information  **evaluate** – to judge the quality or value of something  **evidence** – the facts and information that support an idea or analysis  **explanatory** – serving to explain how or why something happens  **mood** – the emotional quality or atmosphere of a text  **rhetoric** – the use of language to make writing or speaking more persuasive  **syntax** – the arrangement of words and phrases  **text structure** – how a text is organized  **tone** – the author’s attitude toward a subject |
| Lesson 5 | **argument** – a process of reasoning that supports a conclusion; a written or spoken record of this process  **book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and central ideas, and evaluates the effectiveness of the author’s work  **critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review  **evidence** – the facts and information that support an idea or analysis  **reason** – a statement that explains or justifies a point of view  **thesis statement** – an author’s central idea or main argument |
| Lesson 6 | **argument** – a process of reasoning that supports a conclusion; a written or spoken record of this process  **book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and central ideas, and evaluates the effectiveness of the author’s work  **critical response** – a reaction to a book or other piece of writing; also known as a critique  **evidence** – the facts and information that support an idea or analysis  **summary** – a concise description of the main ideas of a work |
| Lesson 7 | **argument** – a process of reasoning that supports a conclusion  **claim** – an assertion that something is true  **concept map** – a visual diagram a writer uses to organize ideas before writing a text  **counterclaim** – a claim that opposes an existing claim or argument  **critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review  **outline** – a plan a writer uses to organize ideas before writing a text  **summary** – a concise description of the main ideas of a work  **unbiased** – showing no favoritism toward something |
| Lesson 8 | **audience** – the group of people for whom a text is intended  **coherent** – unified, consistent, and logical  **critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review  **evaluate** – to judge the quality or value of something  **purpose** – the reason a text is written  **rhetoric** – the use of language to make writing or speaking more persuasive  **task** – the type of writing being produced  text structure – how a text is organized |
| Lesson 9 | **convention** – a rule that most writers agree with, such as a rule of grammar and usage  **discipline** – a subject or content area  **edit** – change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling  **formal style** – a style of writing in which the text structure and syntax are more complex, the vocabulary level is more advanced, and rules of grammar and usage are closely followed  **objective tone** – a tone of writing in which no indication of a writer’s personality or other personal details is presented  **revise** – review a piece of writing and make changes that improve its organization, clarity, and interest level  **style** – the “mechanics” of writing, including word choice, sentence structure, and grammar  **tone** – the attitude of a writer toward a subject |