

In this document, you will find the key words and their associated definitions for **English Language Arts 9 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**claim** – a statement that is the main argument**collaborate** – working together with one or more people in order to achieve something**collaboration** – the process of working together with one or more people in order to achieve something**collegial discussion** – mutually respectful conversations between student colleagues in a group or classroom environment**consensus** – a general agreement or majority opinion**counterclaim** – a statement that refutes or contradicts a previous claim**debate** – a formal contest on a set issue with two sides taking opposing viewpoints**discussion** – a group communication where ideas and information are shared**empathy** – understanding the feelings of other people**evidence** – the facts, documentation or testimony used to strengthen a claim**facilitator** – a person who keeps the group on-task and verifies their contributions**reason** – statements of support for claims**recorder** – a person who takes notes on important thoughts or decisions in the group |
| Lesson 3 | **active listening skills** – giving full attention to a speaker and responding in a way that improves mutual understanding**clarify** – to make something clearer**collegial discussion** – mutually respectful conversations between student colleagues in a group or classroom environment**conclusion** – a decision based on facts**diverse perspectives** – viewpoints informed by different background, experiences, information, and cultures**empathy** – understanding the feelings of others**evidence** – the facts, documentation, or testimony used to strengthen a claim**justify** – to make something seem reasonable or explain something**summarizing** – providing a shortened version of something said/written, including the main points**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**collegial discussion** – a mutually respectful conversation between student colleagues in a group or classroom environment**critique** – feedback and constructive criticism, received from others**diction** – the choice and use of words and phrases in speech or writing**disagreement** – when people fail to agree about something**diverse perspectives** – viewpoints informed by different backgrounds, experiences, information, and cultures**ethos** – an argument that appeals to ethics**evidence** – the facts, documentation, or testimony used to strengthen a claim**fallacious** – based on a mistaken belief**justify** – to make something seem reasonable or to explain something**logos** – an argument that focuses on logic**pathos** – an argument that impacts the emotions**perspective** – an attitude toward something or a point of view**persuasion** – the action of convincing someone to do or believe something**purpose** – the reason for writing or speaking, such as to persuade or inform**reasoning** – statements of support for claims**rhetorical strategies** – words or word phrases used to convey meaning, to provoke a response, or to persuade a listener or reader**summarizing** – providing a shortened version of something said or written, including the main points**syntax** – the arrangement of words and phrases to create well-formed sentences |

| Unit 3: Studying Informational Text |
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| Lesson 3 | **evidence** – the facts and information that support an idea or analysis**inference** – a conclusion reached based on evidence or reasoning |
| Lesson 4 | **affix** – a morpheme added to a base word**base word** – a morpheme that has meaning on its own**context** – the parts of a text before and after a word that clarify its meaning**diacritical marks** – symbols that tell readers how to pronounce letters**glossary** – an alphabetical list of words and their definitions relating to a text or subject**guide words** – words at the top of the pages of an alphabetical reference work that indicate the first and last words on those pages**morphemes** – the smallest meaningful units in a language**prefix** – an affix at the beginning of a word**schwa** – an unstressed vowel in the middle of a word, or the symbol ә that represents that vowel sound**suffix** – an affix at the end of a word**thesaurus** – a book or online resource that lists words with their synonyms and antonyms**word origin** – the historical development of a word’s meaning |
| Lesson 5 | **connotation** – the idea or feeling a word invokes in addition to its literal meaning**connotative** – suggesting a positive or negative meaning of a word apart from its dictionary meaning**denotation** – the literal meaning of a word**denotative** – having a direct, specific meaning**figurative language** – words that go beyond a literal meaning to suggest meaningful images, insights, or associated ideas in the reader’s mind**tone** – the attitude an author shows toward their subject |
| Lesson 6 | **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**text structure** – how a text is organized**topic** – the general subject of a text |
| Lesson 7 | **claim** – an assertion that something is true**evidence** – the facts and information that support an idea or analysis**reasons** – statements that explain or justify a point of view |
| Lesson 8 | **central idea** – the most important idea in a text; the key point the author wants to communicate**details** – facts, statements, and examples that add information**objective** – dealing with facts rather than personal feelings or opinions**sequence** – the order in which something happens**summarize** – to give a brief statement of the main points of a text**summary** – a brief statement of the main points of a text**text structure** – how a text is organized**topic** – the general subject of a text**transition** – to change from one stage or subject to another |

| Unit 4: Writing Explanatory Text |
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| Lesson 3 | **anecdote** – a short retelling of an interesting story**elements** – the parts that make up something**explanatory text** – nonfiction writing that provides information, ideas, and facts about a topic**techniques** – methods and devices writers use to create an effect**thesis statement** – a concise summary of the central idea of a text**topic** – the subject of a text |
| Lesson 4 | **compare and contrast** – describes the differences and similarities between two or more things**parallel structure** – the repetition of the same pattern of words or phrases within a sentence or paragraphs to show the same level of importance between two or more ideas**rhetorical device** – the use of language in a particular way to have an intended effect on the audience**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**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**relevant** – connected to the topic**sufficient** – enough to adequately support the topic**thesis statement** – a concise summary of the central idea of a text |
| Lesson 6 | **active voice** – a grammatical structure in which the subject performs the action named by the verb**direct object** – a noun that receives the action of a verb**passive voice** – a grammatical structure in which the subject receives the action named by the verb**past participle** – a form of verb used to indicate past or completed action; it is used with helping verbs to form perfect tenses, such as The geese have headed South for the winter and passive voice, such as Those tomatoes were grown in a greenhouse.**transitive** – a type of verb that is followed by a direct object |
| Lesson 7 | **auxiliary verb** – a verb that is used to show another verb’s tense or mood**compound subject** – a subject that consists of two or more simple subjects**conditional mood** – the grammatical mood used to express a situation that is dependent on a given condition**conjunction** – a word that connects other words or groups of words**imperative mood** – the grammatical mood used to express a command**indicative mood** – the grammatical mood used to express a fact**subjunctive mood** – the grammatical mood used to express a wish, demand, recommendation, or imagined situation**verb mood** – the form of the verb that expresses meaning or attitude |
| Lesson 8 | **absolute phrase** – a set of two or more words that includes a noun and a modifier and modifies a sentence**adjectival phrase** – a set of two or more words that add detail to a noun and together function like an adjective**adjective** – a word used to describe a noun**adverb** – a word used to describe an adjective, verb, or other adverb**adverbial phrase** – a set of two or more words that add detail to a verb and together function as an adverb**modifiers** – words, phrases, or clauses added to sentences to give further information about a word in the sentence**noun** – a word referring to a person, place, thing, or idea**noun phrase** – a set of two or more words that together function like a noun**participial phrase** – a phrase that begins with a participle and acts like an adjective**participle** – a word used as an adjective and formed from a verb**phrase** – a set of two or more words making up a grammatical unit**preposition** – a word that precedes a noun and expresses a relationship between two parts of a clause or sentence**prepositional phrase** – a preposition followed by its object and the object’s modifiers**verb** – an action word**verb phrase** – a set of two or more words including a helping verb and a main verb |
| Lesson 9 | **cohesion** – the effective linking of ideas and of sections within a text**connection** – the relationship between two or more similar ideas in a text**distinction** – a difference or a contrast between two or more ideas in a text**transition** – a word or phrase that shows the relationship between two ideas |
| Lesson 10 | **discipline** – a subject or content area**domain** – an area of study**domain-specific vocabulary** – language used within a particular area of knowledge**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**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**subheading** – a heading given to a subsection of a text |
| Lesson 11 | **articulate** – to express or communicate effectively**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**implication** – the resulting conclusion that can be drawn or inferred based on the available information**reason** – to think, conclude, or persuade through the use of logic**thesis statement** – a concise summary of the central idea of a text |
| Lesson 13 | **closing statement** – the final sentence of an informative or explanatory text**concept map** – a visual diagram a writer uses to organize ideas before writing a text**concluding section** – the final section of a text**elements** – the parts that make up something**explanatory text** – nonfiction writing that provides information, ideas, and facts about a topic**implication** – the resulting conclusion that can be drawn or inferred based on the available information**outline** – a plan a writer uses to organize ideas before writing a text**reason** – to think, conclude, or persuade through the use of logic**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**cause and effect** – a text structure that describes a cause and its effect or effects**compare and contrast** – a text structure that describes the differences and similarities between two or more things**conventions** – rules that most writers agree with, such as rules of grammar and usage**discipline** – a subject or content area**domain-specific vocabulary** – words used in the context of a subject or topic**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**precise language** – words or phrases that exactly describe a subject**problem and solution** – a text structure that describes a problem and then explains how to solve it or how it was solved**purpose** – the reason a text is written**sequential** – a text structure that lists events or steps in chronological order**text structure** – the arrangement of ideas in a text**transitions** – words or phrases that connect ideas |
| Lesson 15 | **articulate** – to express or communicate effectively**closing statement** – the final sentence of an informative or explanatory text**concluding section** – the final section of a text**edit** – change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling**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 | **analyze** – carefully examine the details of a text in order to understand or explain it**evidence** – the facts and information that support an idea or analysis**explicit meanings** – ideas or details that are stated directly in the text**inference** – a conclusion formed from evidence and reasoning**textual evidence** – the details and information in a literary text that support an idea or analysis |
| Lesson 4 | **connotation** – the idea or feeling associated with a word that goes beyond the literal meaning**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**literal meaning** – the most basic meaning of a word without any metaphorical or other figurative meanings**meaning** – the point the author is trying to make**metaphor** – a figure of speech that compares two unlike things by saying something is something else**simile** – a figure of speech that compares two unlike things by saying something is like something else**tone** – the author’s attitude toward a subject |
| Lesson 5 | **genre** – a category of literature**inference** – a conclusion formed from evidence and reasoning**mood** – the underlying emotion in a piece of literature**setting** – where and when a story takes place**structure** – how the events in a story are organized**theme** – a central unifying idea an author is trying to convey in a piece of literature |
| Lesson 6 | **climax** – the turning point in the plot; the point where the tension, conflict, or excitement reaches its peak**exposition** – the beginning of the plot where the characters and setting are introduced**falling action** – the part of the plot where the story begins to slow and the results of the climax are revealed**flashback** – a scene that interrupts a story’s chronological flow to tell events from the past**foreshadowing** – a hint about future events in a story**nonlinear plot** – a plot in which story events are presented out of chronological order**nonlinear plot structures** – techniques used to present story events out of chronological order**parallel plot** – two or more stories linked by a common character, event, setting, or theme**plot** – the sequence of events that make up a story**plot diagram** – a visual tool that shows the different parts of the plot of a story**plot structure** – the way the story is told**resolution** – the end of the plot where the story elements are tied up and concluded**rising action** – the part of the plot where the conflict or problem begins to affect the characters**subplot** – a minor story told alongside the main story |
| Lesson 7 | **context** – the background details about the characters and plot that help a reader understand a story**mood** – the underlying emotion or feeling of a piece of fiction**setting** – where and when a story takes place**structure** – how a story is organized**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 8 | **context** – the background details about the characters and plot that help a reader understand a story**mood** – the underlying emotion or feeling of a piece of fiction**setting** – where and when a story takes place**structure** – how a story is organized**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 11 | **fable** – a short moralistic tale that features animal characters that act and speak like humans**summary** – a brief statement that includes the main points or elements of a text |

| Unit 6: Language and Style |
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| Lesson 3 | **connotation** – the feeling a word gives you, different from its literal definition**contradict** – to mean the opposite of something else**euphemism** – the substitution of an agreeable or inoffensive word or phrase in place of one that might be harsh or unpleasant**figurative meaning** – a meaning that to be interpreted requires an understanding of the way the words used relate to another concept**hyperbole** – the use of extreme exaggeration to make a point**juxtaposition** – when two things, such as characters, settings, or words, are placed side by side to create a particular effect**literal meaning** – a meaning that uses the ordinary or basic definition of words**oxymoron** – a figure of speech created by placing two words with opposite or conflicting meanings next to each other to create an effect**personification** – figurative language that gives human characteristics or traits to an inanimate object, abstraction, or animal to create imagery**understatement** – describing something as smaller or less significant than it actually is |
| Lesson 4 | **analogy** – the comparison of two things for the purpose of explaining, clarifying, or making a point about a difficult or unfamiliar idea by showing how it is similar to something familiar**metaphor** – a figure of speech that compares seemingly unlike things without using like or as; “A is B” although A is not literally the same as B**object-to-function analogy** – an unexpected comparison that shows how something works**simile** – a figure of speech that makes a comparison between seemingly unlike things using like or as |
| Lesson 5 | **connotation** – the associations attached to a word, which may be positive, negative, or neutral**denotation** – the literal meaning of a word**imagery** – the use of descriptive language that creates a vivid picture in the reader’s mind and may evoke an emotional response**kinesthetic** – imagery related to movement and action**mood** – the atmosphere or emotional quality that a reader detects from a text as they read**nuances** – subtle or slight degrees of difference in a word’s meaning**sensory language** – description that appeals to the reader’s senses**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 | **dramatic irony** – in a work of fiction or drama, a contrast between a character’s expectations and the audience’s or reader’s knowledge**irony** – a literary technique that shows a contrast between what is expected and what actually happens, or between the way things seem to be in contrast to the way they really are**paradox** – a statement or situation that appears to contradict itself but upon reflection might express a hidden truth or deeper meaning**sarcasm** – verbal irony employed to mock, ridicule, or criticize**situational irony** – a situation whose outcome is different from what would normally be expected**verbal irony** – the use of language that states the opposite of what is actually meant |
| Lesson 7 | **context** – the set of circumstances in which an event or situation takes place, which affects the behavior and reactions of the people involved and 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**dialect** – a form of language spoken by people in a particular group or region**figurative language** – expressions used for a descriptive effect that are not literally true but imply ideas indirectly**historical fiction** – a type of fiction in which a made-up story is set during a real historical time or event**historical setting** – people, places, and situations from a past time that are used as the setting in which a story takes place**hyperbole** – a figure of speech that uses exaggeration to emphasize an idea or emotion**imagery** – the use of descriptive language that creates a vivid picture in the reader’s mind and may evoke an emotional response**metaphors** – figures of speech that imply a comparison between seemingly unlike things without using like or as**onomatopoeia** – the use of a word that imitates the sound associated with it**personification** – an animal, object, or idea is given human characteristicss**similes** – figures of speech that make a comparison between seemingly unlike things using like or as |

| Unit 7: Writing Narrative Text |
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| Lesson 3 | **description** – words used to give more details about a character, setting, or plot**dialogue** – words spoken between characters**first-person point of view** – narration told through one person’s perspective using the first-person pronouns I or me**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**omniscient** – narration that is all-seeing; knowing everything**orient** – to situate or introduce**point of view** – the narrator’s connection to the story being told**second-person point of view** – narration that uses the pronoun you**sensory details** – words and phrases that describe in a way related to the five senses of sight, touch, sound, taste, and smell**suspense** – the excitement or tension readers feel about anticipating the outcome of a story**techniques** – methods and devices writers use to create an effect**third-person point of view** – narration by a voice outside of the action that uses the third-person pronouns he, she, or they |
| Lesson 4 | **chronological order** – in time order**flashback** – an interruption in a narrative that gives readers information about something that happened at an earlier time**genre** – a category of writing or other creative work that can be identified by its structure, content, and style**narrative elements** – the key elements in a narrative, such as setting, characters, and plot in a work of fiction**prose** – a category of literature that includes narrative fiction and expository and narrative nonfiction**structure** – the way the parts of a narrative are organized**subgenre** – subcategories or groupings within a particular genre |
| Lesson 5 | **chronological order** – time order**climax** – the turning point in a narrative**coherent** – unified, consistent, and logical**evaluate** – assess the strength or effectiveness of something**exposition** – important background information in a narrative, including the setting and characters**falling action** – the events in a narrative that tell what happens in the aftermath of the climax**flashback** – an interruption in a narrative that gives readers information about something that happened at an earlier time**linear** – moving forward in order or in a straight line**nonlinear** – not in time order; not in a straight line**plot** – the main events or action in a narrative**plot line** – the sequence of events 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**transition words** – words that alert a reader to a change of time or location |
| Lesson 6 | **characterization** – the creation and development of a fictional character**description** – words used to give more details about a character, setting, or plot**dialogue** – spoken words between characters in a literary work**narration** – the parts of the story recounted by a narrator**narrative techniques** – methods and devices writers use to create an effect**sensory language** – descriptive words and phrases that appeal to the five senses: sight, hearing, taste, touch, and smell |
| Lesson 7 | **allusion** – an indirect or implied reference to a well-known person, place, event, or literary work**cliché** – overused language**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**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**sensory language** – descriptive words and phrases that appeal to the five senses: sight, hearing, taste, touch, and smell**simile** – a comparison between two unlike things, using the words like or as**telling** – pointing to something specific or significant**vivid** – creating a strong feeling or impression on the senses |
| Lesson 8 | **central conflict** – the major problem the main character faces in a story**climax** – the turning point in a narrative**conclusion** – the ending of a story**external conflict** – a conflict between a character and an outside force**internal conflict** – a conflict within a character**plot** – the interrelated events and actions that make up a story and feature a central conflict**reflection** – a character’s or narrator’s thoughtful examination of experiences and events**resolution** – the conclusion of a story’s plot in which questions are answered and the central conflict is resolved**theme** – the central idea of a text |
| Lesson 10 | **climax** – the turning point in a narrative**dialogue** – words spoken by characters**exposition** – the part of a narrative 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**genre** – a category of writing**narrative techniques** – methods and devices writers use to create an effect**pacing** – the rhythm and speed at which events in a narrative happen**plot lines** – series of events sequences used to structure narratives**reflection** – the act of looking back on something that happened and drawing a personal conclusion**resolution** – the end of a narrative, in which the plot lines are wrapped up and the conflict is settled**rising action** – the events that lead up to the climax, in which the main character’s problem grows more complicated**structure** – the way the parts of a narrative are organized |
| 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**metaphor** – comparison that names one thing as another**precise** – exact or very specific**sensory language** – descriptive words and phrases that appeal to the five senses: sight, hearing, taste, touch, and smell**simile** – comparison that uses the words like or as to compare two items that may not seem alike**telling** – pointing to something specific or significant**visualize** – to picture something in your mind |
| Lesson 12 | **edit** – change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling**resolution** – the end of a narrative, in which the plot lines are wrapped up and the conflict is settled**revise** – review a piece of writing and make changes that improve its organization, clarity, and interest level |

| Unit 8: Poetry and Drama |
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| Lesson 3 | **haiku** – a type of Japanese poetry containing three lines of five, seven, and five syllables**meter** – the number of beats or stressed syllables per line of poetry**refrain** – a line that repeats**rhyme scheme** – the ordered pattern of rhymes at the ends of the lines of a poem**rondeau** – a type of French poetry that has three stanzas and a specific rhyme scheme**stanza** – 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**assonance** – when several words in a short section contain the same vowel sound**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**mood** – the overall emotional atmosphere of a poem**rhyme scheme** – the pattern of rhyming words at the end of each line in a poem |
| Lesson 5 | **connotations** – 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 to make a point or convey an idea**imagery** – descriptions in a poem that evoke mental snapshots that appeal to the five senses**metaphor** – when two things are compared without the use of the words like or as**onomatopoeia** – when a word’s pronunciation sounds like the thing it describes**personification** – when an author or poet gives human characteristics to something non-human**sensory details** – words and phrases in a poem that engage one or more of the five senses**simile** – when two things are compared with the use of the words like or as |
| Lesson 6 | **couplets** – pairs of lines within a poem**figurative language** – words that are used in a way that differs from their dictionary definitions**ghazal** – a type of Middle Eastern poetry that dates back to the Middle Ages**lyric poem** – a type of poem that expresses the speaker’s feelings and has rhythmic, musical qualities**onomatopoeia** – when a word’s pronunciation sounds like the thing it describes**poetic form** – a type of poem that follows a particular set of rules**sensory details** – words and phrases that appeal to any of the five senses**sound elements** – aspects of a poem that affect the way listeners hear it**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 the play’s action**dialogue** – the words spoken by characters in a play**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 the outcome of the conflict at the play’s center**rising action** – a series of events that builds toward the climax, in which the conflict grows more complicated**stage directions** – instructions that tell what characters do or think and how they do so and provide information about lighting, scenery, and other effects**structure** – the way parts of a play are organized |
| Lesson 8 | **character** – a person or other being whose words and actions move the plot forward**critique** – an assessment or evaluation; analysis**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 on the stage**satire** – the use of humor, irony, exaggeration, or ridicule to expose and criticize people**soliloquy** – a speech in which a character, believing they are alone, expresses their inner thoughts**spectacle** – aspects of a production that appeal to the senses**tension** – the audience’s experience of anticipation as they watch the plot unfold |
| Lesson 9 | **allegory** – a text with political or moral meaning beyond the plot**connotation** – the thoughts and associations a word evokes**imagery** – descriptions that appeal to our senses**mood** – a text’s atmosphere; the feelings it evokes in the reader or viewer**plot** – the arrangement of events or incidences on the stage**setting** – where and when a play takes place**theme** – a major message or lesson contained in a literary work**tone** – a playwright’s or text’s attitude |