

In this document, you will find the key words and their associated definitions for **English Language Arts 9 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**claim** – a statement that is the main argument**clarify** – to make something clearer**collegial discussion** – 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**debate** – a formal contest on a set issue with two sides taking opposing viewpoints**discussion** – a group communication where ideas and information are shared**evidence** – the facts, documentation, or testimony used to strengthen a claim**facilitator** – a person who keeps the group on task and verifies their contributions**inflammatory** – liable to rouse strong emotions, especially anger**justify** – to make something seem reasonable or explain something**propel** – to move forward**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**disagreement** – when people fail to agree about something**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 to explain something**reason** – statement of support for a claim**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**disagreeing** – when people fail to agree about something**diverse perspectives** – viewpoints informed by different backgrounds, experiences, information, and cultures**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**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: Analyzing Informational Text |
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| Lesson 3 | **print media** – forms of printed communication such as newspapers and magazines**visual media** – forms of pictorial communication such as photographs and videos |
| 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**explanatory** – serving to explain how or why something happens**text structures** – how texts are organized**topic** – the general subject of a text |
| Lesson 5 | **anaphora** – the repetition of a word or phrase at the beginning of sentences**antithesis** – the stating of two opposite ideas using the same grammatical structure**chiasmus** – a two-part sentence in which the second part is a mirror imageof the first**diacope** – the repetition of a word or phrase in the middle of sentences**ethos** – an appeal to authority and credibility**evidence** – the facts and information that support an idea or analysis**kairos** – an appeal to time**logos** – an appeal to logic**pathos** – an appeal to emotion**rhetoric** – the art of using language to persuade**rhetorical questions** – asking questions for effect rather than answers**rhetorical techniques** – stylistic or literary devices, or language used to convey a point or convince an audience |
| Lesson 6 | **anecdotes** – personal stories shared for effect**deductive reasoning** – logic that concludes specific examples from general principles**ethos** – an appeal to authority and credibility**inductive reasoning** – logic that concludes general ideas from specific observations**logos** – an appeal to logic**pathos** – an appeal to emotion**point of view** – an author’s perspective on a topic or idea**rhetoric** – the art of using language to persuade |
| Lesson 7 | **affix** – a morpheme added to a base word or root**base word** – a morpheme that has meaning on its own**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**glossary** – an alphabetical list of words and their definitions relating to a text or subject area**morpheme** – the smallest meaningful unit in a language**part of speech** – how a word is used in syntax; as a noun, pronoun, adjective, adverb, verb, preposition, conjunction, or interjection**root** – the morpheme that gives a word its principal meaning**shades of meaning** – subtle differences in the meanings of words**syntax** – the arrangement of words in a sentence**thesaurus** – a book or online resource that lists words with their synonyms and antonyms**tone** – the attitude an author shows toward their subject |
| Lesson 8 | **argumentative** – serving to persuade or convince**claim** – an assertion that something is true**detail** – a fact, statement, or example that adds information**evidence** – the facts and information that support an idea or analysis**reason** – a statement that explains or justifies a point of view**valid** – based in logic or fact |
| Lesson 9 | **ad hominem** – an argument that attacks someone’s character or motives**appeal to authority** – an argument that relies on a so-called “expert’s” opinions**appeal to emotion** – an argument that tries to evoke feelings over logic**bias** – personal judgment**claim** – an assertion that something is true**evidence** – the facts and information that support an idea or analysis**fallacy** – an unsound argument based on false or illogical evidence**false analogy** – an argument that because things are alike in one way, they are alike in others**false dichotomy** – an argument that limits options to two opposite choices**false induction** – a conclusion that does not follow logically from its premises (also called a non sequitur)**gambler’s fallacy** – an argument that bases decisions on the false belief that random occurrences are somehow predictive of future outcomes**half-truth** – the sharing of only that evidence that supports one’s own standpoint**premise** – statement that provides reasons or support for a conclusion**valid** – based on logic or fact |
| Lesson 10 | **allusion** – an author’s direct reference to a particular person, place, thing, event, or literary work that they assume will be familiar to the reader**diction** – an author’s choice of words and phrases in their writing**rhetorical strategy** – a way in which an author appeals to an audience through the use of reasoning (logos), emotional entreaties (pathos), or the establishment of authority or credibility (ethos)**seminal document** – a document, such as a speech, law, treaty, or legal decision, that has influenced or helped shape the nation’s culture**syntax** – how an author arranges words and phrases to create well-formed sentences**tone** – an author’s attitude toward their subject matter and their audience, as expressed through their choice of language |
| Lesson 11 | **seminal document** – a document, such as a speech, law, treaty, or legal decision that has influenced or shaped a nation’s history or culture |

| Unit 4: Writing Argumentative Text |
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| Lesson 3 | **argument** – a written discussion in which reasons and evidence are given to support an opinion**argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence**audience** – the person or group who will read the writing**bias** – a personal feeling in favor of or against something**claim** – a statement of the writer’s position on a topic**compare and contrast** – to consider the similarities and differences between two or more things**counterargument** – the part of an argument in which the writer addresses opposing viewpoints**fact** – a piece of information that can be proven**hook** – an introductory element (e.g., anecdote, question) that captures the reader’s attention**opening statement** – the main argument of an argumentative essay or text**opinion** – personal thoughts or beliefs about a subjectpurpose – the reason a text is written |
| Lesson 4 | **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence**claim** – the main argument of an argumentative essay or text**counterclaim** – a claim that is the opposite of the main argument of an argumentative text**evidence** – the facts and information that support an idea or analysis**reasoning** – the thinking behind the evidence; why the writer believes the evidence supports or proves the claim**reasons** – statements that explain or justify a claim**refute** – to disprove an opposing argument |
| Lesson 5 | **argument** – a written discussion in which reasons and evidence are given to support an opinion**bias** – prejudice in favor of or against one thing compared to another, usually in an unfair way**claim** – an argument or assertion that something is true**counterclaim** – an opposing argument or assertion**evidence** – the facts or ideas that support an idea or analysis**limitations of evidence** – weaknesses in evidence that might influence the outcome of research |
| Lesson 6 | **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence**claim** – the argument you’re making; the position to take on an issue; giving 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 a claim or show why a claim is true or believable**opening statement** – the main argument of an argumentative essay or text**rebuttal** – a response to a counterclaim that further supports your claim |
| Lesson 7 | **adverbial clause** – a clause that modifies the verb in an independent clause**clause** – a group of words that includes a subject and a verb**dependent clause** – a clause that does not form a sentence**independent clause** – a clause that forms a sentence**noun clause** – a clause that acts as a noun**relative clause** – a clause that modifies a noun in an independent clause**subordinating conjunction** – a connecting word or phrase that introduces a dependent clause |
| Lesson 8 | **antecedent** – the word or phrase that a pronoun refers to**clause** – a group of words that includes a subject and a verb**complex sentence** – a sentence that contains an independent clause and at least one dependent clause joined by a subordinating conjunction**compound sentence** – a sentence that contains two or more independent clauses joined by a coordinating conjunction**dependent clause** – a clause that does not form a sentence**independent clause** – a clause that forms a sentence**participial phrase** – a phrase that begins with a participle and acts like an adjective**phrase** – a group of words that works together as a unit within a sentence**prepositional phrase** – a preposition followed by its object and the object’s modifiers |
| Lesson 9 | **colon** – the punctuation mark written as : and often used to introduce a list or quotation or to provide clarification**independent clause** – a group of words that includes a subject and a verb and forms a complete thought |
| Lesson 10 | **argumentative text** – a form of writing that presents a claim supported by logical reasons and relevant evidence**compare and contrast** – to consider the similarities and differences between two or more things**formal style** – a style of writing in which the text structure and syntax are complex, the vocabulary level is advanced, and rules of grammar and usage are closely followed**objective tone** – a writer’s attitude toward a subject that is fact-driven, serious, and seemingly neutral**style** – the way a writer tells a story or presents information; created through the use of word choice, syntax, descriptive techniques, and other literary devices**tone** – the attitude of a writer toward a subject |
| Lesson 11 | **argument** – a 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**concluding statement** – the final section of an argumentative text in which the writer restates a claim, summarizes supporting points, and provides a call to action or underscores the significance of the claim**evidence** – facts, details, statistics, observations, or quotations from experts that support a claim or show why a claim is true or believable |
| Lesson 13 | **bias** – an inclination towards a particular point of view**claim** – the writer’s main point, position, or stance in an argumentative text; 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**counterclaim** – 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**expertise** – in-depth skill or knowledge on a particular subject**outline** – a plan a writer uses to organize ideas before writing a text**paraphrase** – to restate a sentence or passage from a text in one’s own words**quote** – to copy the exact words spoken by a person or used in a text or other source; to put the copied words in quotation marks**scan** – to look through a text quickly in order to locate information**skim** – to read through something quickly to get the gist**statistic** – information presented in numerical form |
| Lesson 14 | **call to action** – a statement in which the writer of an argumentative text indicates what action or actions the audience should take**citation** – a reference to a source used to inform a piece of writing**claim** – the writer’s main point, position, or stance in an argumentative text; the idea the writer must support with evidence and reasoning**clause** – a group of words that includes a subject and a verb**coherent** – unified, consistent, and logical**cohesion** – the effective linking of ideas and of sections within a text**concession** – a writer’s admission that a counterclaim is valid**convention** – a rule that most writers agree with, such as a rule of grammar and usage**counterclaim** – an opposing argument or assertion**discipline** – a subject or content area**evidence** – facts, details, statistics, observations, or quotations from experts that support the claim or show why the claim is true or believable**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**phrase** – a group of words that work together as a unit within a sentence**plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own**refute** – to disprove an opposing argument**style manual** – a reference source that provides rules of grammar, usage, style, and mechanics and provides guidance on how to produce and publish texts**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 sounds like another word but has a different spelling or meaning**revise** – review a piece of writing and make changes that improve its organization, clarity, and interest level |

| Unit 5: Media Literacy |
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| Lesson 3 | **broadcast media** – media that transmits content mainly through television and radio**close-up shot** – image created when a camera focuses tightly on a person’s face or on another object**cutaway** – an abrupt jump from one shot to another**digital media** – media that transmits content electronically as data**editing** – the process of cutting and assembling finished film**ethos** – attempts to persuade through appeals to the audience’s respect for authority**jump cut** – a way to edit film to show the same scene from slightly different angles**logos** – attempts to persuade through appeals to the audience’s reason**mass media** – forms of media used to reach large numbers of people**media** – means or vehicles 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**pathos** – attempts to persuade through appeals to the audience’s emotions**persuade** – to convince someone to believe something through reasoning or argument**print media** – media that uses writing and visual images to communicate**reaction shot** – image created when action onscreen shifts to a separate shot showing how a character or characters react**rhetoric** – language used to persuade, inform, or provoke a response**tone** – the attitude of a creative work**trend** – a movement or general direction in which something is developing or changing**wide shot** – image created when a camera films something from far away |
| Lesson 4 | **bias** – the misrepresentation or selective choosing of facts to create an unfair impression**influencers** – people with extremely large social media followings**media** – means or vehicle for the communication of content**persuade** – to convince someone to believe something through reasoning or argument**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 the members of a group**influencer** – a person who recommends products to a large social media following**mass media** – forms of media used to reach large numbers of people**media** – vehicles for the communication of content**persuade** – to convince someone to believe something through reasoning or argument |
| Lesson 6 | **anonymous** – not identified by name**attribution** – identification of the source of paraphrased ideas or direct quotes you include in your own writing**citation** – a formal, formatted note that tells exactly where a specific piece of information came from**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 dictate 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**journalist** – someone who writes for newspapers, magazines, news websites, or television news programs**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**parody** – a work in which a particular author’s or content creator’s style is imitated to produce a humorous effect**plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own**public domain** – the set of works and ideas owned by the public which can be used and copied by anyone**unethical** – morally wrong or incorrect**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**research** – an investigation into a topic to establish facts or reach conclusions**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 | **bias** – prejudice in favor of or against one thing compared to another, usually in an unfair way**citation** – a reference to a source used to inform a piece of writing**credibility** – the quality of being trustworthy and believable**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**reliable source** – a source that provides credible information based on strong evidence**source** – texts or digital resource from which information is obtained |
| Lesson 5 | **bias** – prejudice in favor of or against one thing compared to another, usually in an unfair way**citation** – a reference to a source used to inform a piece of writing**credibility** – the quality of being trustworthy and believable**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**reliable source** – a source that provides credible information based on strong evidence**source** – texts or digital resource from which information is obtained |
| Lesson 6 | **audience** – the group of people for whom a text or presentation is intended**development** – the structure of main ideas and supporting evidence**evidence** – the facts and information that support an idea or analysis**organization** – the way a writer puts a text or presentation together**parallel structure** – the use of two or more words, phrases, or clauses with the same grammatical weight and form**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** – questions 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 | **anaphora** – a rhetorical technique in which several sentences of paragraphs are started with the same word or phrase**antithesis** – a rhetorical device in which two opposing concepts are presented side by side in order to show that one is clearly better**claim** – an argument or assertion that something is true**critique** – to make a detailed evaluation**ethos** – an appeal to authority and credibility**evaluate** – assess the strength or effectiveness of something**evidence** – the facts and information that support an idea or analysis**kairos** – an appeal to time**logos** – an appeal to logic**pathos** – an appeal to emotion**point of view** – the perspective of the person writing or speaking**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** – how writers and speakers use language to persuade people |
| Lesson 8 | **citation** – a reference to a source used to inform a piece of writing**digital source** – a website, broadcast news network, informational video, or other electronic source**print source** – a book, newspaper, magazine, or other source printed on paper**research** – an investigation into a topic to establish facts or reach conclusions**source** – a text or digital resource from which information is obtained**topic** – the subject of a text |
| 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**evaluate** – to assess the strength or effectiveness of something**keyword** – a significant word or phrase used in a search to retrieve information about a particular topic**media** – forms of communication**plagiarism** – the act of taking words or ideas from a source and passing them off as one’s own**rhetorical device** – the use of language to help a writer achieve a specific purpose**strategic** – carefully planned to help meet an overall goal or purpose**transition** – a word or phrase that connects ideas |
| Lesson 10 | **edit** – to change a piece of writing or a presentation to correct mistakes in language, grammar, punctuation, capitalization, and spelling**evaluate** – to assess the strength or effectiveness of something**feedback** – comments or reactions to an event or a person’s performance that are intended to help them make improvements**revise** – to review a piece of writing or a presentation and make changes that improve its organization, clarity, and interest level |

| Unit 7: Analyzing Literacy Text |
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| Lesson 3 | **chronological order** – when events in a plot are told in sequence from the beginning to the end**flashback** – a scene that interrupts the main story to tell about something that happened earlier, often to provide background**pacing** – the rate or speed at which a story unfolds**parallel plot** – a story structure in which multiple plot lines take place at the same time**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 4 | **dramatic irony** – when the reader knows something that the characters do not know**humor** – a literary device used to amuse and entertain readers or audiences**irony** – a contrast between reality and how things appear**suspense** – a literary device used to create the feeling of anticipation that something dangerous or risky is about to happen**verbal irony** – a literary device in which what is said differs from what is meant |
| Lesson 5 | **first-person point of view** – the perspective of a narrator who is a character in the story and tells the story using the pronouns I and me**narrator** – the voice that tells a story**point of view** – the perspective of a narrator in a literary text**second-person point of view** – the perspective of a narrator who tells the story to the reader using the pronoun you**third-person limited point of view** – the perspective of a narrator who is outside the story but has access to the thoughts and experiences of only one character**third-person omniscient point of view** – the perspective of a narrator who is outside the story and knows everything about all the characters |
| Lesson 6 | **cultural values** – the core practices and beliefs that are considered right, good, and just in a society**figurative language** – a way of expressing information in nonliteral ways using figures of speech**historical context** – the social, political, economic, and cultural conditions that characterize a specific time and place**hyperbole** – intentional exaggeration**idiom** – a widely used and understood expression that has a figurative meaning that is different from the literal meaning of the individual words**metaphor** – a figure of speech that compares two unlike things by saying something is something else**personification** – giving human characteristics to animals, inanimate objects, ideas, or forces of nature**satirize** – to use humor, irony, or exaggeration to ridicule human nature or society**simile** – a figure of speech that compares two unlike things by saying something is like something else**social custom** – an accepted or expected pattern of behavior that is considered characteristic of a particular culture or society**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 7 | **context** – the setting or background of a story**cultural norms** – the shared and expected beliefs and practices that guide behavior and thought in a particular culture**custom** – a group’s traditional and widely accepted way of behaving or doing something**figurative language** – a way of expressing information in nonliteral ways using figures of speech**hyperbole** – intentional exaggeration**idiom** – a widely used and understood expression that has a figurative meaning that is different from the literal meaning of the individual words**metaphor** – a figure of speech that compares two unlike things by saying something is something else**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 |
| Lesson 10 | **medium** – the material or form used by an artist or writer**mood** – the feeling or emotion that a piece of literature or an artwork evokes**symbolism** – the use of images or words to stand for something else |
| Lesson 11 | **archetype** – an idea, symbol, behavioral pattern, or type of character in a story that conveys a universal meaning**folklore** – traditional beliefs, customs, stories, dances, and other art forms passed from generation to generation in a culture**symbol** – something that stands for something else**theme** – a central, unifying idea an author is trying to convey in a piece of literature |
| Lesson 12 | **diction** – an author’s choice of words**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** – a central, unifying idea an author is trying to convey in a piece of literature |

| Unit 8: Book Review |
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| Lesson 3 | **antagonist** – the main opponent of the main character of a story**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**conflict** – the major problem the main character faces in a story**plot** – the interrelated events and actions that make up a story and feature a central conflict**protagonist** – the main character of a story**resolution** – the conclusion of a story’s plot in which questions are answered and the central conflict is resolved**summary** – a brief description that includes the main points or elements of a text**unbiased** – showing no favoritism toward something |
| Lesson 4 | **book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and themes, and evaluates the effectiveness of the author’s work**characterization** – the process by which an author creates, reveals, and develops a character**figurative language** – expressions used for a descriptive effect that are not literally true but imply ideas indirectly**inference** – conclusion formed from evidence and reasoning**limited** – narration focused on a particular character**linear** – moving forward in order or in a straight line**mood** – the atmosphere or emotional quality that a reader detects from a text as they read**narrative techniques** – methods and devices authors use to create an effect and craft a story**nonlinear** – not in time order; not in a straight line**omniscient** – narration that is all-seeing; knowing everything**point of view** – the narrator’s connection to the story being told**sensory language** – descriptive words and phrases that appeal to the five senses: sight, hearing, taste, touch, and smell**theme** – a central, unifying idea an author is trying to convey in a piece of literature**tone** – the attitude a writer expresses toward a subject |
| Lesson 5 | **argument** – a reasoned point of view about a topic or text**book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and themes, and evaluates the effectiveness of the author’s work**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**thesis statement** – an author’s main idea or argument in a critique of a literary work |
| Lesson 6 | **argument** – a reasoned point of view about a topic or text**book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and themes, and evaluates the effectiveness of the author’s work**critical response** – a reaction to a book or other piece of writing; also known as a critique**evidence** – the facts and information that support an idea or analysis**summary** – a brief description that includes the main points or elements of a text |
| Lesson 7 | **book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and themes, and evaluates the effectiveness of the author’s work**critique** – a critical analysis or evaluation of another piece of writing; also known as a critical response or review**literary analysis** – a form of writing in which an author evaluates a work of literature, providing both an opinion and support for that opinion and examining the literary elements of the work including its plot, setting, characters, and point of view**summary** – a brief description that includes the main points or elements of a text**synopsis** – a complete summary of a story**theme** – a central, unifying idea an author is trying to convey in a piece of literature**thesis statement** – a writer’s main idea or argument in a critique of a literary work**unbiased** – showing no favoritism toward something |
| Lesson 8 | **audience** – the group of people for whom a text is intended**book review** – a critical analysis of a text that summarizes the text’s contents, analyzes its subject and themes, and evaluates the effectiveness of the author’s work**coherent** – unified, consistent, and logical**literary elements** – the basic components of a literary work, such as character, plot, setting, theme, point of view, and mood**mood** – the overall feeling or emotion an author wants readers to feel from a story**purpose** – the reason a text is written**task** – the type of writing being produced |
| Lesson 9 | **conventions** – rules for writing text, such as rules of capitalization, punctuation, grammar and usage, sentence structure, and spelling**discipline** – a subject or content area**edit** – to change writing to correct mistakes in language, grammar, punctuation, capitalization, and spelling**formal style** – a style of writing in which the text structure and syntax are more complex, the vocabulary level is more advanced, and rules of grammar and usage are closely followed**objective tone** – a tone of writing in which no indication of a writer’s personality or other personal details is presented**revise** – to 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 |