

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 subject  purpose – 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 |