



ELA 9 -TERMS

Group 1



GENERAL TERMS YOU NEED TO KNOW
MORE TO FOLLOW

Argumentative essay: An essay that attempts to persuade the reader to the writer's point of view. The writer can be either serious or funny, but always tries to convince the reader of the validity of his or her opinion.

Autobiography: A personal account of one's own life, especially for publication

Beliefs: Concepts and/or ideas that are held to be true by an individual or group (even when evidence supporting this position is lacking or absent)

Bias: A slanted viewpoint that prevents a fair and open-minded assessment. Bias can occur in a piece of writing when the author leaves out information that is necessary to give an accurate presentation of a person or subject.

Biography: An account of the life and deeds of an individual, written by someone else.

Coherence (Connectives): Word phrases which show relationships between sentences or paragraphs. It helps to achieve unity and coherence in an essay.

Coherence (Transitions): Anything which serves as a means of connecting one sentence to another or one paragraph to another.

Coherence (Organization): The grouping and arranging of parts to form a full document that is easier to understand than scattered information.

Comparison: Describes similarities and differences between two or more items, either feature by feature or subject by subject.

Evidence: Information to support an argument or opinion

Expressive (personal) writing: includes response journals, friendly letters, thank-you notes, etc....

Essay: (Narrative, Descriptive, and Expository) an effective introduction to a narrative has three important functions: to introduce the subject (the 5W's and the basic background info; to indicate the story's main conflict; to catch the reader's attention. An effective body should: present events in a clear order; outline the development of the conflict and develop relationships among the characters. An effective conclusion should provide a resolution that is satisfactory to both the reader and the characters.

Expository writing: Writing that is systematically explanatory, and communicates information

Everyday Texts: includes letters, notices, signs, memos, etc.

Genre: A type or class of literary texts (e.g., novel) within which there are categories of forms. Examples include poems, narratives, essays, etc.

Information Literacy: (evaluate information, bias, validity of sources)

Information texts: (process, people, events, reference material)

Irony: a particular tone created when the speaker intends a meaning that is opposite to the words he or she says.

- Verbal Irony occurs when what a character says and thinks he or she means is actually different from what the audience perceives is meant.
- Dramatic Irony occurs when the audience knows more about a character's situation than the character himself.
- Structural Irony occurs when there is a naive or deluded hero (or unreliable narrator) whose view of the world is widely different from the true circumstances recognized by the author or reader.

Metaphor: a figure of speech that makes a comparison between two unlike things, without using the word like or as.

Narrator: the speaker who tells the story. If the narrator is also a character who participates in the story, it is important not to confuse the narrator with the author – who may, in fact, hold a very different attitude toward the story.

Non-fiction: any piece of writing about actual people, places, or events.

Persuasive Essay: an essay written to convince an audience to think in a certain way or to take a particular action.

Purpose: the purpose of a piece of writing is the reason for its existence, the reason why it has been written. It will determine everything about the piece of writing – its tone, diction, style, selection of specific details, audience, attitude, etc. The purpose can be to define, report, persuade, compare, etc.

Research Process: (planning/pre-research, gathering information, interacting with information, organizing information, creating new information, sharing and presenting information, evaluation and assessment (rubric))

Respond critically: to actively interrogate and analyze a topic and communicate one's findings formally or informally

Simile: A comparison between two unlike things using like or as.

Stereotype: A fixed mental picture that one draws upon in making judgements instead of taking a fresh, open-minded look each time.

Style: The characteristic ways that an individual author uses language – including word choice, length and complexity of sentences, patterns of sound, and use of imagery and symbols.

Symbolism: A symbol is a person, object, image, word, or event that evokes a range of additional meaning beyond and usually more abstract than its literal significance. Symbols are educational devices for evoking complex ideas. Symbols have meanings that are widely recognized by a society or culture.

Target audience: an audience made up of the same kind of people.

Theme: the story's main ideas – the "message" that the author intends to communicate by telling the story. Themes are often universal truths that are suggested by the specifics of the story.

Thesis: is the central idea of an essay. The thesis is a complete sentence (although sometimes it may require more than one sentence) that establishes the topic of the essay in clear, unambiguous language.

Title: is the name of a selection.

Tone: the author's attitude towards the subject that he/she is writing about. Since there are as many tones in literature as there are tones of voice in the real world. The tone of a literary work may be one of anger or approval, pride or piety – the entire gamut of attitudes toward life's phenomena.

Topic Sentence: A sentence stating the main idea or subject of a paragraph, report, essay, or argument.

Voice: is the personality of the speaker or creator that is revealed in a work through such elements as style, tone, diction, etc.