English 8 Knowledge Map

Figurative Language

1. <u>Idioms</u> are a common figure of speech that is specific to a certain language or dialect.

2. <u>Analogies</u> compare two sets of things that have the same relationship.

3. <u>Metaphors</u> compare two unlike things by calling one thing something else without using like or as.

4. <u>Similes</u> compare 2 unlike things using like or as

5. <u>Literal Language</u> the speaker or writer says exactly what he or she means.

6. <u>Symbolism</u> an object or person represents a particular idea.

7. <u>Dialect</u> is a certain pattern of speech in a geographic area within a language.

8. <u>Irony</u> is when the ending or outcome is opposite or not what expected.

9. <u>Personification</u> is giving human qualities to things that aren't human for the purpose of description or comparison.

10. <u>Hyperbole</u> is an extreme exaggeration.

11. <u>Onomatopoeia</u> is when the word sounds like the sound it represents, i.e. buzz.

12. <u>Irony</u> is the difference between what is expected and what actually happens.

13. <u>Alliteration</u> is the repetition of the same or similar consonant sounds, usually at the beginning of words.

14. An **<u>allusion</u>** is a reference to a statement, person, place, or event from literature.

Literary Analysis

15. <u>Plot</u> is the sequence of events in a story that revolves around the conflict.

16. <u>Conflict</u> the main problem in the story around which the plot revolves. There are two types of conflict: internal and external.

17. **Exposition** is the part of the plot that gives information about the setting, characters, and conflict.

18. <u>Internal Conflict</u> is a struggle/problem within the character.

19. <u>External Conflict</u> is a struggle/problem outside the character.

20. <u>Setting</u> is the time and place of the action of the story.

21. <u>Historical Context</u> is the actual time and place of the story in history.

22. <u>Mood</u> is the feeling in the story the author wants the reader to have based on the setting, characters, and plot.

23. <u>Setting</u> affects mood.

24. Plot Content:
    a. *Initial incident* is the plot events/incidents that gets the conflict started with characters/setting/conflict introduced.
    b. *Rising Action* when plot events develop conflict or the character comes to a realization.
    c. *Climax* is the turning point of the story when the problem/conflict is resolved or solved.
    d. *Falling Action* is the events following the climax.
    e. *Resolution* is the outcome of the plot.
25. Foreshadowing is giving hints as to what might happen next in the story.
26. Subplots are other story lines within the story that complicate or add depth.
27. Parallel Episodes are subplot actions that proceed at the same time as the main plot.
28. Motivation is a circumstance or set of circumstances that prompts a character to act in a certain way.
29. Character Development is when characters are developed by how a character acts, looks, feels, thinks, and talks. Also by what other characters say, think, feel, or how they react to a character.
    a. *Protagonist* is the main character, the hero.
    b. *Antagonist* is the character in conflict with the protagonist.
    c. *Flat* is a lack of development.
    d. *Round* means well-developed.
    e. *Static* means no change, doesn't change.
    f. *Dynamic* indicates change.
30. Point of View is from whose "eyes" is the reader seeing the story. Either a narrator outside the story, a third person in the story, or first person.

31. Tone is the author's attitude towards his/her audience and subject. Examples: forward, informal, ironic, sarcastic, playful, bitter, serious, grave. Factors that contribute: word choice, sentence structure; in poems: line length, rhyme, rhythm, repetition.

32. Theme is a truth about life expressed in a literary work. (It is *NOT* a summary about the plot.)

Poetry

(Literature book pages 846-847)

33. Ode celebrate something, has a formal tone.
34. Haiku is a five line poem with 5,7,5 syllabication—often seriously deals with nature, has a formal tone.

35. Elegy reflects on the death of someone, or reflects on a solemn theme, has a serious, formal tone.

36. Sonnet is a 14 line poem with a specific rhyme scheme—often to praise, usually formal and serious.

37. <u>Epic</u> is a long narrative poem about a hero—often invokes a muse (that thing or person that inspires the artist). Epics tell exciting, inspiring stories employing a serious elevated tone.

38. <u>Concrete Poem</u> is a poem shaped like a topic or subject.

39. <u>Ballad</u> is a song-like poem that tells a story. Often incorporates dialogue and line repetition.

40. <u>Lyric</u> is a poem that expresses thoughts and feelings of a single speaker, often focuses on a single idea or image, very musical sounding.

41. <u>Couplet</u> two consecutive line of verse with end rhymes. Couplets function as stanzas.

42. <u>Stanza</u> a formal division of lines in a poem separated by spaces. Stanzas function just as paragraphs do in prose.

43. <u>Rhythm</u> is a pattern of stressed/unstressed syllables in spoken or written language.

44. <u>Rhyme</u> is a repetition of sounds at the end or words. Some poems have a rhyme scheme abab etc.

<u>Written and Oral Language Conventions</u>

<u>Sentence Structure</u>

45. <u>Simple Sentence</u> has three basic parts:

    a. *Subject* is who or what the sentence is about.

    b. *Predicate* tells what the subject is doing or renames/describes the subject. This part contains the verb.

    c. *A Complete Thought* needs to be expressed within the sentence.

46. <u>Compound Sentence</u> contains two simple sentences connected with a comma and a conjunction (and, or, but, because).

47. <u>Complex Sentence</u> contains a simple sentence and a clause or phrase.

48. A <u>declarative sentence</u> makes a statement and ends with a period.

49. An <u>exclamatory sentence</u> shows strong emotion and ends with an exclamation point.

50. An <u>interrogative sentence</u> asks a question and dens with a question mark.

51. An <u>imperative sentence</u> gives an order or a direction.

52. <u>Clause</u> is a sentence part that contains a subject and a verb, <u>but</u> does <u>not</u> express a complete thought.

53. <u>Phrase</u> is a group of words, without a subject and a verb, that functions in a sentence as one part of speech.

54. <u>Appositive Phrases</u> rename or describe a noun in a sentence.

55. <u>Sentence Fragment</u> is when one or more of the three parts of a complete sentence is missing.

56. <u>Run-on Sentence</u> combining two independent clauses without correct punctuation and/or a conjunction.

57. <u>Independent Clause</u> part of a sentence that could stand alone as a complete sentence.

58. <u>Subordinate (Dependent) Clause</u> is part of a sentence that has a subject and a predicate but does not express a complete thought. For example:
   a. **Adverb Clause**-modifies a verb, an adjective, or an adverb and answers the questions *where, when, in what manner, to what extent, under what condition, or why.*

   b. **Adjective Clause**-modifies a noun or pronoun, and answers the questions *what kind* or *which one.*

59. <u>Parallel Structure</u> is the use of similar words, phrases, or structures for equal ideas.

   a. "Juxtaposed" is when things are placed side by side for comparison or contrast: The *heavy door* was no match for the *light drill*.

   b. "In a series" use parallel placement of adjectives: His *worn tools*, *complete concentration*, and *experienced attitude* silenced the group.

   c. "In a series" list "like things": I like to run, to hike, and to swim.

Punctuation

60. <u>Period</u> is used at the end of every sentence that is not a question or an exclamation, following abbreviations, after enumerating figures and letters.

61. <u>Colon</u> **:** indicates "as follows; see ahead".

62. <u>Dash:</u> is used to show a sudden change in thought or tone

63. <u>Hyphen:</u> is used to divide a word at the end of a line between syllables

64. <u>Hyphen;</u> is used when writing out two-word numbers from twenty-one through ninety-nine

65. <u>Hyphen:</u> is used when writing fractions that are used as adjectives (a four-fifths majority)

66. <u>Hyphen:</u> is used after the prefixes –*ante, anti, mid, post, pre, pro, and un* -- FOLLOWED by a PROPER noun or adjective (post-Revolutionary)

67. <u>Comma</u> **,** in a sentence signals the reader to pause briefly.

Use a comma:

   A. before the conjunction to separate two independent clauses in a compound sentence.

   B. to separate three or more words, phrases, or clauses in a series.

   C. to separate adjectives of equal rank.

   D. after most introductory words, phrases, or clauses.

   E. to set off parenthetical information.

   F. to set off nonessential expressions.

   G. when a date is made up of two or more parts, except in the case of a month followed by a day ie January 1[st.]

   H. when a geographical name is made up of two or more parts ie London, England.

   I. after each item in an address made up of two or more parts.

   J. after the salutation in a personal letter and after the closing in all letters

   K. to set off a direct quotation from the rest of the sentence.

68. <u>Semi-colon</u> **;** connects complete sentences to show close relationship, a strong comma or a weak period.

69. <u>Quotation Marks</u> go around short story titles, are used around dialogue or direct quotes. Note—end punctuation usually goes inside quotation marks.

70. <u>Apostrophes:</u> to **form a singular possessive**, add **'s** (the boy's shoes)

71. <u>Apostrophes:</u> to **form a plural possessive** when the plural word does not end in s, add **'s** (the children's shoes)

72. <u>Apostrophes:</u> to **form a plural possessive when the plural word ends in s**, **add the apostrophe after the s** at the end of the plural word (the countries' flags)

73. When writing<u> dialogue,</u> indent to start a new paragraph each time the speaker changes in the story.

74. <u>Capitalize all proper nouns</u>: specific names of people, places, cultures, and organizations:

| a. names of people or animals,
b. specific places
c. books
d. movies
e. stores
 f. businesses
 g. storms, | h. play titles,
i. east/north/south/west when used as a name of a region
j. first word of a sentence
k. new lines of poetry
l. adjectives derived from proper names ie "American"
m. titles of honor: "Dr." or "General" before a person's name | n. names referring to deities ie "God" or "Holy Spirit"
o. chapter titles
p. the pronoun "I"
q. names of the days of the week
r. names of the months
s. first word in a direct quotation
t. eras or important events in history ie "Civil War" |

Parts of Speech

75. <u>Parts of Speech</u> are nouns, pronouns, verbs, adjectives, adverbs, prepositions, articles, conjunctions, interjections

76. A <u>common noun</u> is a person (student), place (classroom), thing (pencil), or idea (honesty).

77. A <u>proper noun</u> names *SPECIFIC* persons (George Washington), places (San Diego), or things (The Diary of Anne Frank).

78. A <u>collective noun</u> is a noun that names a group of individual people or things: team, class, committee, crowd, group, audience

79. A <u>compound noun</u> is a noun made up of two or more words:

Separate Words	Hyphenated Words	Combined Words
hard drive chief justice Empire State Building	cure-all cha-cha mother-in-law	congresswoman network classroom

80. A **pronoun** is a word that takes the place of a noun.

81. An **antecedent** is the noun a pronoun is referring to: My *friend* opened her book. "Friend" is the antecedent of "her."

82. A **personal pronoun** refers to: the person speaking; the person spoken to; or the person, place, or thing spoken about.

	Singular Forms	Plural Forms
First Person	I, me, my, mine	we, us, our, ours
Second Person	you, your, yours	you, your, yours
Third Person	he, him, his, she, her, hers, it, its	they, them, their, theirs

83. A **demonstrative pronoun** points out specific persons, places, or things. SINGULAR: *this, that*. PLURAL: *these, those*.

Examples: *This* is the book I chose. *Those* are my new friends.

84. A **relative pronoun** begins a subordinate clause and connects it to another idea in the same sentence.

There are **five relative pronouns**: *that, which, who, whom, whose* EXAMPLES:

Independent Clause	Subordinate (Dependent) Clause
Here is the book Dino bought our old house, She is a singer Is this the man She is the one	that Betsy lost. which needs many repairs. who has an unusual range. whom you saw earlier today? whose house has a fire alarm.

85. An **interrogative pronoun** is used to begin a question: *what, which, who, whom, whose*

86. An **indefinite pronoun** refers to people, places, or things, often without specifying which ones

Singular		Plural	Singular or Plural
another anybody anyone anything each either everybody everyone everything	much neither nobody no one nothing one somebody someone something	both few many others several	all any more most none some

Be sure there is agreement in number between an indefinite pronoun in a sentence and any other pronouns that relate to it.

EXAMPLES:

Everyone needs to bring *his or her* book to class.

Did *anyone* lose *his or her* lunch money yesterday?

Either John *or* Rick needs to bring *his* guitar to school tomorrow.

87. An **action verb** is a word that expresses action: *see, run, shout, hit, tell, eat, study*

88. A **transitive verb** is transitive if the receiver of the action is named in the sentence.

   Example: Sandy opened the window. ("window" receives the action of the verb, "opened")

89. An **intransitive verb** is intransitive if there is no word that receives the action from the verb.

   Example: The war began.

90. A **linking verb** is a verb that connects a subject with a word that describes or identifies it.

91. The **"to be" linking verbs** are: is, am, are, was, were, be, being, been.

92. **Helping verbs** are placed before other verbs to form verb phrases.

93. **"To be" verbs are often used as helping verbs,** as well as words such as **"has," "had," and "will."**

94. A **gerund** is a verb with an "ing' ending and functions as a noun. (*Running* is fun.)

95. An **adverb** can modify or describe a verb and often ends in 'ly." (He *slowly* read the book.)

96. An **adverb** can modify or describe an adjective: Marshes are *usually* treeless.

97. An **adverb** can modify or describe another adverb: He moved *very* cautiously.

98. **Adverbs answer one of four questions** about the verb in a sentence: *Where? When? In what way?*

   To what extent?

99. An **adjective** can modify or describe a noun or pronoun. (The *blue* car is new.)

100. A **preposition** relates the noun or pronoun following it to another word in the sentence. (I drove the
   car *over* the bridge.)

about	behind	during	off	to
above	below	except	on	toward
across	beneath	for	onto	under
after	beside	from	opposite	underneath
against	besides	in	out	until
along	between	inside	outside	up
among	beyond	into	over	upon
around	by	like	past	with
at	down	near	since	within
before		of	through	without

101. A **conjunction** connects words or groups of words.

102. There are three types of conjunctions: **coordinating**, **correlative**, and **subordinating.**

103. **Coordinating conjunctions** connect words of the same kind, groups of words, or entire sentences.

104. The **coordinating conjunctions** are: *and, but, for, nor, or, so, yet.*

105. <u>Correlative conjunctions</u> are used in pairs: *both/and, neither/nor, whether/or, either/or, not only/but also*

106. <u>Subordinating conjunctions</u> connect two ideas by making one idea dependent on the other.
EXAMPLES: *although, even though, unless, when, while, wherever*

107. The <u>articles</u> are *a, an, the*, and indicate that a noun is coming up in the sentence.

108. An <u>interjection</u> expresses feeling or emotion and functions independently from the rest of the sentence. Examples: *wow, oh, ouch, uh, oops*

<u>Spelling Conventions</u>

109. The rhyme about when to use "*i*" before "*e*" is a famous spelling rule: Use "*i*" before "*e*" except after "*c*" or when sounded like "*a*" as in neighbor and weigh. There are exceptions to the rule. Remember this poem to decide if a word should be spelled **ie** or **ei**.

<div align="center">

Put *i* before *e*

Except after *c*

Or when it sound like *a*

As in *neighbor* or *neigh*

</div>

Examples for line 1:	**mischief**	**believe**	**field**
Examples for line 2:	**receiver**	**conceited**	
Examples for line 3:	**eight**	**weigh**	**freight**
Some Exceptions:	**either**	**neither**	**leisure** **foreign**

110. When adding a suffix to words ending in "y" preceded by a consonant, change "y" to "i."

<div align="center">

ply + able = pliable

happy + ness = happiness

</div>

Most suffixes beginning with "i" are the exception to the rule.

<div align="center">

defy + ing = defying

cry + ing = crying

</div>

111. For words ending in "y" preceded by a vowel, make no change when adding most suffixes.

<div align="center">

annoy + ance = annoyance

enjoy + ment = enjoyment

</div>

A few short words are the exceptions.

$$day + ly = daily$$

$$pay + ly = paid$$

112. Use the following rules for spelling changes for words ending in "e," paying careful attention to the rule's exceptions.

    i. Drop the "e " when adding the suffix beginning with a vowel.
      Examples: move + able = movable, drive + ing = driving

EXCEPTION 1: words ending in "ce" or "ge" with suffixes beginning with "a" or "o." Examples: trace + able = traceable, courage + ous = courageous

EXCEPTION 2: words ending in "ee." Examples: see + ing= seeing agree + able= agreeable

EXCEPTION 3: a few special words. dye + ing= dyeing,
be+ing= being

    B. Make no change when adding a suffix beginning with a consonant
    Examples: peace + ful = peaceful brave + ly = bravely

EXCEPTIONS: argue + ment = argument
                 judge + ment = judgment

113. Forming Regular Plurals

Word Ending	Rule	Examples
-s, -ss, -x, -z, -zz -sh, -ch	Add -es	circus, circuses. dress, dresses. tax, taxes. wish, wishes, bench, benches, buzz, buzzes

-o preceded by a consonant	Add - es	echo, echoes. EXCEPTIONS: piano, pianos (and other musical terms)
-o preceded by a vowel	Add -s	patio, patios
-y preceded by a consonant	Change *y* to *i* and add -es	city, cities. enemy, enemies.
-y preceded by a vowel	Add -s	key, keys.
-ff	Add -s	staff, staffs. cuff, cuffs
-fe	Change *f* to *v* and add es	wife, wives. knife, knives
-f	Add –s, OR change *f* to *v* and add -es	proof, proofs. leaf, leaves. wolf, wolves

114. Forming Irregular Plurals

Singular Forms	Ways of Forming Plurals	Plural Forms
ox	Add -en	oxen
child	Add -ren	children
tooth, mouse, woman	Change one or more letters	teeth, mice women
radius, focus, alumnus	Change –*us* to -*i*	radii, foci, alumni
alumna	Change –*a* to -*ae*	alumnae
crisis, emphasis	Change –*is* to -*es*	crises, emphases
medium, datum, curriculum	Change –*um* to -*a*	media, data, curricula
phenomenon, criterion	Change –*on* to -*a*	phenomena, criteria
deer, sheep, moose	Plural form is the same as singular	deer, sheep, moose
	Plural form only	Scissors, slacks

115. Spelling Homophones

their—a possessive pronoun that means "belonging to them"

they're—a contraction for "they are"

there—a place word or sentence starter, as in "There are five cookies."

threw—past tense of the verb "throw," meaning "to cause to fly through the air."

through—a preposition that means "in one side and out the other."

who's—a contraction for "who is."

whose—a possessive pronoun that means "that or those belonging to whom."

to—begins a prepositional phrase or an infinitive

too—also

two—a number

Word Roots, Prefixes, and Suffixes

116. <u>GREEK ROOTS</u>

ROOT	*MEANING*	*EXAMPLE*
1. ast	star	astronaut, asteroid
2. dyna	to be strong	dynasty (a state of strength)
3. gen	born; produced	genealogy, genetic
4. log/logy	oral or written study	catalog, epilogue
	science, theory or study of	biology, ecology
5. nym	to name	antonym (to name as an opposite)
4. path	disease; feeling	pathology, apathy
5. prot	first	protocol, protoplasm
6. syn/sym	together; same	syndrome, symptom

117. <u>LATIN ROOTS</u>

ROOT	*MEANING*	*EXAMPLE*
1. sieve/cept	to take	receive, intercept
2. cap	to take, seize	captivate

3. cess	to go; to yield	recess, successor
4. counter	opposing	counteract, counterpart
5. dic/dict	to say in words	predict (to say before)
6. duc	to lead or bring	produce, reduce
7. fac/fic/fit/fec/feat	to make or do	factory, profit
8. fer	to carry	transfer, confer
9. fin	end	finalist, confine
10. inter	between	interstate, interfere
11. intra	within	intravenous, intrastate
12. man	hand	manual, manicure
13. mit	to send, let go or throw	transmit, permit
14. plic/plex/ply/pli	to fold	duplicate, pliable
15. pos	to put; place	posture, dispose
16. reg	guide, rule or law	regimen, regiment
17. sens/sent	to feel	sentimental, resent
18. sol	alone	solo, solitude
19. spec/spect	to see	spectator (one who sees)
20. spir/pir	to breathe	respiration, inspire
21. struct	to build	construct, structure

Latin Roots Continued

22. sub	under; near; through	transcribe, translate
23. sume	to take or obtain	resume, assume
24. super	over, greater	supermarket; supervise
25. tain/ten	to hold	maintain, sustain
26. tract/trace	to draw; pull	distract, traction
27. trans	across; over; through	transcribe, translate
28. ven	to come	convention, venture
29. ver/vert/vers	to turn	diversion, convert
30. vid/vis	to see	visible (able to be seen)

118. <u>PREFIXES</u>

PREFIX	_MEANING_	_EXAMPLE_
1. ad	to toward	adhere (to stick to)
2. cent	one hundred	century
3. con	with; together	converge

4. dis	away, apart	disgrace (to lose favor)
4. dec	ten	decade
5. di	two	dioxide
6. du	two	dual
7. extra/extro	outside	extraneous
8. in	in; not	incredible
9. intro	inside	introduction
10. mis	wrong	mislead
11. mon/mono	one	monotonous
12. post	after	postwar
13. re	back, again	review
14. sub	beneath, under	submerge
15. syn	with, together	synonym (to name together)
16. un	not	unknown

119. <u>**SUFFIXES**</u>

SUFFIX	*MEANING*	*EXAMPLE*
1. able	capable of being	comfortable
2. ance, ence	the act of	confidence
3. al, ile, ous	of; relating to; capable of, full of; characterized by	humorous
4. cy, acy	quality of	hesitancy
5. ful	full of	joyful
6. ian/ist	one who does or studies	pianist
7. ify	to make	modify
8. ism	the act, profession, or theory of	militarism, pacifism
9. ity	state of being	charity
10. less	without, lacking	humorless
11. ly	in a certain way	firmly, lovely
12. ment	result of being	amazement

<u>READING STRATEGIES</u>

120. A <u>**prediction**</u> is when the reader tries to figure out what will happen next based on what has already happened, what the characters have done, and how the selection might end.

121. <u>Visualization</u> uses sensory images of the characters, events, and setting and to help you understand what you read.

122. <u>3 Questions</u> you ask yourself while reading are:

     a. Why did certain events happen?

     b. Why did the characters do what they did?

     c. What does the author mean?

123. <u>3 ways to connect</u> with what you are reading:

     d. <u>Text to self -</u> personal connections

     e. <u>Text to text -</u> relating it to something else you have read or seen

     f. <u>Text to world -</u> relating the text to events in the news or in history.

124. <u>Clarifying</u> your reading makes sure you understand and remember what you are reading, and allows you to answer the questions you have asked.

125. <u>Evaluate</u> what you read by forming opinions, both as you read and after you finish.

<u>READING TERMS</u>

126. <u>Reading fluency</u> is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning.

127. <u>Reading comprehension</u> is the process of "constructing meaning" to understand what you read.

128. <u>Main idea</u> is the central idea or message that the writer wants to communicate to the reader.

129. An <u>inference</u> is a conclusion based on evidence.

130. <u>Supporting details</u> explain or support the main idea by providing such information as who, what, when, where, why and how.

131. A <u>fact</u> is a statement that can be proven

132. An <u>opinion</u> is a statement that reflects a point of view.

133. A <u>cause</u> is the reason why something happened.

134. An <u>effect</u> is the result of the cause.

135. <u>Chronological order</u> is the <u>sequence</u> of events that occur in a story from the first event to the last.

136. <u>Text evidence</u> is the information in a text that a reader uses to <u>support</u> or <u>prove</u> his/her claims about the work.

137. The <u>author's purpose</u> is the reason for creating the writing.

<u>VOCABULARY</u>

138. Context clues are a method by which the meanings of unknown words can be found by examining the parts of a sentence surrounding the word.

139.   A **prefix** comes before a root word to change its meaning.

140.   A **suffix** comes after a root word to add meaning.

141.   A **root word** is the base form of a word that contains its core meaning.

142.   The **denotative meaning** is the dictionary definition of a word.

143. The **connotative meaning** is all of the implied meanings of a word.

144. An **analogy** is a comparison between two things to show how they are alike in some respects.

145. **Idioms** are figures of speech that cannot be understood by simply defining each word in the phrase.

146. **Synonyms** are words that have the same meanings.

147. **Antonyms** are words that have opposite meanings.

148. **Homonyms/homophones** are words that sound alike, but are different in spelling and meaning.

NOTE-TAKING

149. **Summarizing** is to restate the important ideas in a work.

150. **Paraphrasing** is to restate a passage in your own words.

151. **Graphic organizers** are charts, graphs, and diagrams used to represent ideas and their connections in a visual way.

LITERARY GENRES

152. **Genres** are categories of literature.

153. **Poetry** is a type of writing that generally communicates a single emotion or idea using figurative language.

154. **Short story** is a short, concentrated, fictional narrative.

155. A **narrative** is a story.

156. **Fiction** is narrative writing based on imaginary people, places and events.

157. **Nonfiction** is writing that deals with real people, places and events.

158. An **essay** is a short piece of nonfiction writing that examines a single subject from a limited point of view.

159. A **novel** is a long complex story.

160. A work of fiction that contains fantastic or unreal places, events or characters is called a **fantasy.**

161. A narrative that uses technology not yet invented, and/or takes place in a place not yet discovered, but is based in scientific theory, is called **science fiction.**

162. A narrative that uses made up characters in real historical situations is called an **historical fiction.**

163. A **biography** is a true account of a person's life written or told by another person.

164. An **autobiography** is a true account of a writer's own life.

165. **Personal narratives** are stories a writer writes about herself and her own experiences.

166. **Realistic fiction** has plots, characters, and settings that might be found in real life.

167. **Drama** is a story written specifically to be acted in front of an audience.

WRITING

WRITING PROCESS

168. **Prewriting** is the act of generating and organizing ideas before writing.

169. **Drafting** is the act of writing an initial draft of a paper.

170. **Revising** is the act of making changes to a paper in order to improve it.

171. **Editing** is the act of reviewing your work for mistakes in spelling, punctuation, and grammar.

172. **Publishing** is the act of producing a final draft of your paper and sharing it with its intended audience.

ESSAY STRUCTURE

173. A **lead** is the first sentence of a paragraph or essay that is designed to hook the reader.

174. An **introduction** introduces the topic and indicates a plan for its development.

175. The **body** is the middle paragraphs of an essay that provide supporting details for the topic.

176. The **conclusion** restates the topic and summarizes the main points of the essay.

177. A **paragraph** addresses a single idea and includes a topic sentence, supporting details and transitional sentences.

178. A **thesis statement** is a sentence that explicitly identifies the purpose of a piece of writing or previews its main ideas.

179. A **topic sentence** states the main idea of a paragraph and is usually found in the first or second sentence.

180. **Elaboration** provides evidence for and examples of the topic sentence. It explains, expands and gives details.

181. **Transitions** are words and phrases that connect one idea or paragraph to another.

TRAITS OF WRITING

182. **Organization** of writing is arranging it in logical, easy to understand order, with an introduction, body, and conclusion.

183. **Voice** refers to the personality, flavor and style of your writing.

184. **Focus and Coherence** is choosing an appropriate topic, having a purpose, and a sense completeness in a piece of writing.

185. **Word Choice** refers to the specific words you choose to create images in your readers' minds.

186. **Sentence fluency** refers to sentences of different lengths that flow together and are easy and pleasurable to read.

187. **Conventions** refer to spelling, capitalization, punctuation, grammar and paragraphing.

RESEARCH

188. **Research Questions** are questions about a topic formed to help guide your research. Your research should answer these questions.

189. **Quotations** are the exact words of another author used in your own writing. They must appear in quotation marks.

190. **Plagiarism** is using someone else's words or ideas and presenting them as your own.

191. **Primary Sources** are documents or other sources of information created at or near the time being studied, often by the people being studied.

192. **Secondary Sources** are articles and information written that are based on primary sources.