

Sycamore Middle School

Literature Notebook

Name _____

Teacher _____

Period _____

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“The Contract”

Please read the following carefully. If you do not fully understand one of the following statements, I will be happy to explain it in further detail. Once you have read and understood every word of the contract please sign it and date it where specified. Please note that a copy of this contract can be found on my website www.mrsyost.com

The class rules:

1. Students will be inside the classroom and in their own seat when the tardy bell rings.
2. Students will bring all assigned materials to class. These materials will include but are not limited to paper, pen, pencil, binder containing English assignments, and appropriate text(s).
3. Students will use NO profanity in class.
4. Students will not put down another student or the beloved instructor in class.
5. Students will treat substitute teachers with respect and courtesy.

The assignment, homework, absence, and test policy includes:

1. You will need a binder and/or folder in this class in which all assignments, tests, and handouts will be kept.
2. Homework assignments will be due at the beginning of class. There are NO exceptions; please have your assignment(s) in hand as you enter class. You may turn it in late, but it will result in partial credit.
3. If you are absent, it is your responsibility to see the instructor before school the day you return to discuss the assignments. You may also email me the day you are absent.
4. All final drafts of take home assignments will need to be turned in either typed or written legibly in blue or black ink. No pencil or colored pen copies will be accepted.
5. There are extra credit opportunities, but they are often difficult and painful. Extra credit will be announced as the class progresses and like assignments will be due in the beginning of class. There will be no extra credit offered the week of progress reports or two weeks prior to quarter and semester grades.
6. Cheating will result in failure for the assignment, detention, and a parent/teacher conference.

I have read and understood every work of this document. I am aware that my signature indicates to the instructor, and to anyone else who may inquire, that I know what is expected of me in class.

Your Signature

Date

Parent/Guardian’s Signature

Date

Emailing Etiquette

When emailing a teacher, or any adult, you must make sure that you supply all the necessary information using a formal, polite tone.

- 1) Always include your full name, class period, and a brief topic in the subject line
- 2) Keep the emails brief. Only one full screen. The recipient should not need to scroll to see your complete message.
- 3) Only state your questions, comments, or concerns if they can be answered in one paragraph.
- 4) Use a professional font, and do not capitalize any non-essential word.
- 5) Make sure to type your name at the end of the document with a quick word of thanks if appropriate.

Draft saved — ↶ ✕

Teacher's Full Name

Student's Full Name, Period, Reason for Email

Dear Teacher's Full Name,
I will be absent tomorrow because I have a Doctor's appointment. I plan on coming in early to see about this tomorrow.

Thank you,
Students Full Name|

--

John Smith, Period 3, Absent Work — ↶ ✕

englishteacher@gusd.org

John Smith, Period 3, Absent Work

Dear Mrs. Teacher,

I am going to be absent for your class on Friday due to a dentist appointment. Would you please let me know what I will need to do? I plan on coming in early to see you about this tomorrow.

Thanks,
John Q Smithey

Did you notice the spelling error? You also need to check for those as well.

History of the English Language

Please fill in the blanks below. Correct spelling is mandatory and this assignment will only receive full credit for proper spelling.

- Today it is estimated that at least _____ people speak English. Barely half of those speak it as a mother tongue
- English is Germanic in its roots and has a smattering of Latin, French, Greek, Russian and many other _____
- The stages of English Development :
 - Pre-Old English (BC-450)*
 - Old English (450-1100)*
 - Middle English (1100-1500)*
 - Early Modern English (1500-1750)*
 - Modern English (1750-1950+)*

Old English (450-1100)

- Local Languages are _____ and Celtic
- After the Roman invasion c. 43/55 BC, Latin becomes the _____ language
- After Roman headed home, there was an invasion of Scots, Jutes, Frisians, Franks, Picts, but the land was won by the Angles and _____ (see map).
- SAMPLE: Faeder ure thu eart on heofunum, si thin nama gehalgod.
- Alfred the Great, King of Wessex, c.880 led the Anglo-Saxons against the Danes (Vikings). He accomplished important feats during his reign that impacted the country.
 - 1) United the people of England
 - 2) Scribes translated Latin texts into _____
 - 3) Unified England under one king, language and people

Middle English (1100-1500)

- In 1066, the Old English ended with _____ the Conqueror and the French influence
- SAMPLE: Oure Fadire that art in hevenes, halwid be thi name
- Words like plough, rough, cough, slough and through began at this time.

Early Modern English(1500-1750)

- Think Shakespearean English and even more changes
- Greatly expanded vocabulary thanks to the borrowed words from Latin and Greek not only in texts but in commerce from _____ and overseas _____
- Vocabulary also increased due to the writers of the time and their experimenting.
- Grammar also went through changes.
- _____: some plurals like *eyen* was changed to “eyes” (*kine* became “cows”)
- _____: *Ye* was being replaced by *you*. The words *thou*, *thee* and *thy* were disappearing from popular speech.
- Verbs: the ‘*th*’ endings also changed. *Giveth* and *taketh* were changed to *gives* and *takes*.
- Ghoti can be pronounced _____

Modern English (1750-1950+)

- Now we don’t even need words to communicate.
- Now, “Dogg” means human, “guys” could refer to both genders, “Dude” no longer refers to a cowboy or surfer. Some words are so versatile, they can be used for any part of speech.
- Language spoken by the common man has changed so much that only one constant has remained..._____
- Your command of this type of language will define you more than you realize.
- Will allow you to go _____ and fit in. Will allow you to attain whatever you want in life. Will allow you to sound educated, and get the _____ you want.
- If you are not confused, you are not learning. If you are not frustrated, you are not trying.
- But know that if you pull your hair out, you will go bald. If you don’t want to do bald, then you need to _____.

Reading Strategies

Questions to Ask <i>Before Reading</i>	Strategy Addressed
What do you think this book will be about? What characters do you think might be in this story?	Predicting
What do you know about the topic of this book? Does the topic remind you of anything you know or have done?	Connecting
What questions would you like to ask the author before you read this book? What are you wondering about as you look at the cover/back of the book?	Questioning

Questions to Ask <i>Continuing Reading</i>	Strategy Addressed
What happened so far in this story?	Summarizing
What do you think will happen next? Why?	Predicting
What questions would you like to ask the author about the book now? Do you have any questions about the plot so far?	Questioning

Questions to Ask <i>During Reading</i>	Strategy Addressed
What do you think will happen next? Why? How do you think the characters will handle this situation?	Predicting
What do you think the character did? How do you know? What must have happened here that the author didn't tell us? What emotions is the character feeling? How do you know?	Inferring
What would you have done if you were the character? Has anything like this happened to you? Does it remind you of something? How would you have felt if it happened to you? Do you know someone like this character? How are you like/different than this character	Connecting
As you've been reading, what pictures have been in your mind? What are the five senses you'd feel if you were in the story? What does the character or setting look like in your mind?	Visualizing
Is there anything you're wondering about right now?	Questioning
Can you put what you've just read in your own words? What's happened to this character so far? Tell me the most important things you've read today in the order they happened.	Summarizing

Reading Strategies (Continued)

Questions to Ask <i>After Reading</i>	Strategy Addressed
If this story is a sequel, what do you think it will be about?	Predicting
What is the main message of this book? Theme? Moral?	Inferring
What questions would you like to ask the author now?	Questioning
Tell me the story in your own words Retell the most important events from the beginning, middle, and end.	Summarizing
What were the most important events in the story?	Determining Importance




Questions to Ask <i>After Reading if Continuing</i>	Strategy Addressed
Summarize what you have read today? Retell the most important events. What's happened to the main character so far?	Summarizing
What do you think will happen next? Why?	Predicting
What questions would you like to ask the author so far? Do you have any questions about the plot?	Questioning
What will be most important for us to remember in what we read today?	Determining Importance

19 Reading Response Questions For Self-Guided Response

1. Why did you decide to read this text?
2. Compare and contrast this text or media with related text/media.
3. What is the author's purpose?
4. What can you tell me about the theme?
5. What is the author's position on any relevant theme or issue?
6. Who is the audience?
7. What is the overall tone of the work?
8. What point of view does the author write from?
9. What are the most relevant supporting details?
10. How is the book structured?
11. How would you describe the author's writing style?
12. Does the author have credibility to write about this subject or topic?
13. What is the general mood of the text?
14. How is the plot, argument, or information organized?
15. What would you change?
16. Open!
17. Index the characters
18. Could you connect with any of the characters?
19. What were the (significant) characters motivated by?

teachthought

Annotations

1, 2, 3, 4	Number the Paragraphs
!	Interesting or Shocking
	Vocabulary or New Word
<u>Underline</u>	Key Term of Details
?	Something Confusing
*	Star the Main Idea
E	Evidence
C 	Connection Between Ideas
	Box Key Verbs

When you **annotate**, you write critical explanations to add extra insight about something. These explanations can be necessary to understanding writings in which the language might be difficult to make sense of without clarification. I want to see you interacting with the text in this class. Make sure you put your thoughts, musing, and even snarky comments on the paper.

Cornell Notes (All Classes)

Cornell Note-taking Method - Lifehacker.com

Cues

- * Main ideas
- * Questions that connect points
- * Diagrams
- * Prompts to help you study

WHEN:
After class
during review

Notes

- * Record the lecture here, using
 - * Concise sentences
 - * Shorthand symbols
 - * Abbreviations
 - * Lists
- * Skip lots of space between points

WHEN:
During class

2.5 inches

6 inches

Summary

WHEN:
After class during review

- * Top level main ideas
- * For quick reference

2"

Outline Notes (English and History)

Levels of Detail

- I.
 - A.
 - 1.
 - a.
 - (1.)
 - (a.)
- Levels 1-3 need to be full sentences. Any details beyond that can be short phrases.

- I. Romeo and Juliet by William Shakespeare
 - A. Summary of Act I
 - 1. Montagues and Capulets are sworn enemies
 - 2. Romeo, a Montague, is in love with Roselyn
 - a. She is attending a Capulet party
 - b. Romeo plans to crash it
 - 3. Romeo sees Juliet Capulet and falls in love
 - 4. Juliet is supposed to marry Count Paris
 - a. She finds Romeo more to her liking
 - 5. They find out that they are enemies
 - 6. Romeo goes to Juliet's balcony at night
 - a. stalker listens to her talk about him
 - b. she mentions she likes him
 - (1). A rose by any other name
 - 7. They confess their love for each other
 - B. Summary of Act II

3 Column Notes (Math & Science)

Point of Confusion	Notes to Help	Steps to Answer

Prefixes

Prefix	Meaning	Example(s)
a, ab, abs	away, off, not	<i>abnormal, absent</i>
a	on	<i>aside, ashore, atop</i>
ante	before, in front of	<i>anteroom, antecede</i>
de	reduce, remove, down	<i>deforest, deflate</i>
dis	away, apart, negative	<i>disappear, dislike</i>
ex	remove from, out	<i>exhale, exclude, exit</i>
en, il, im, in	into	<i>enter, illuminate, import, include</i>
in, il, im, ir	not	<i>incomplete, illegal, impossible</i>
inter	between	<i>intercept, interact</i>
mis	wrongly	<i>mistake, misplace</i>
non	not	<i>nonstop, nonfiction</i>
over	too much, above	<i>overeat, overhead</i>
pre	before or first	<i>pretest, predict</i>
pro	before, in front of	<i>prologue, prophet</i>
re	back or again	<i>reheat, replace, replay</i>
sub	under	<i>subway, substitute</i>
super	above, over, beyond	<i>superhero, superintendent</i>
tele	distance	<i>telegraphy, television</i>
un	not, opposite of, without	<i>unhappy, unprepared</i>
under	below, not enough	<i>underpaid, undercooked</i>

Suffixes

Suffix	Meaning	Example
able	able to be, suitable for being	moveable, erasable
al, ial	related to, characterized by	historical, normal, memorial
ed	already happened	looked, stopped, clapped
en	made of, to make	moisten, tighten, wooden
ence	being/having the quality of something	silence, patience, presence
er	more than	hotter, slower
er, or	someone who	teacher, editor
est	the most	fastest, coldest
ful	full of	wonderful, beautiful
fy	to make	glorify, satisfy, qualify
hood	condition or state of	childhood, adulthood
ian	from, belonging to, like	Russian, martian, electrician
ible	able to be, suitable for being	reversible, edible
tion, ition, ation, ion	act of, state of, result of	action, addition, education
ic	having the nature of, being	titanic, sonic, robotic
ied	already happened (past tense)	tried, studied, applied
ies	plural, more than one	stories, parties, babies
ing	action or process	writing, drawing, helping
ish	somewhat like or having the qualities of	childish, stylish
ism	action or result, system of belief	heroism, theism, racism
ist	a person that belongs, profession	typist, racist, cyclist
less	without	fearless, toothless, restless
ly	in a certain way (adverb)	slowly, loudly, quickly
ment	act, process, or condition of	argument, movement
ness	the condition or quality of (noun)	happiness, dryness, madness
logist	one who studies	archeologist, psychologist
logy	the study of	biology, geology, psychology
ous	full of	poisonous, famous
s, es	plural, more than one	hats, books, wishes
ship	condition or office of	ownership, leadership
ward	in the direction of	backward, forward
y	made up of, full of	sunny, salty, fruity, shiny

Roots

Roots	Meaning	Examples
ambi/amphi	both, on both sides, around	ambiguous, amphibious
ambul	walk or move	ambulance, amble
am, ammat, amor	love or fondness	amorous, amiable
ann, enn	year or yearly	annual, anniversary
ant(i)	against or opposite	antibiotic, antisocial, antidote
aqu	water	aquifer, aquarium, aquatic
astro	star	astronomy, astronaut
aud	hearing, listening, sound	audible, audience, audio
auto	self	automobile, autograph
aristo	best	aristocrat, aristocracy
ben	good	benefit, benefactor
biblio	book	bibliography, Bible
bio	life, living	biography, biology
cand	glowing	candle, candescent, candid
cede/ceed/cess	go, give, yield	succeed, exceed, access
co/com/con/col	with, together, jointly	cooperate, company, connect, collect
chrom	color	chromosome, monochrome
chron	time	chronic, synchronize
circ	circle	circulate, circuit
circum	around	circumnavigate, circumvent
contra	opposite or against	contradict, controversy, contrary
cred	belief or faith	credit, creed, credible
cosm	order, universe	cosmic, cosmetology
cracy	type of government	democracy, theocracy
crat	member of a type of government	democrat, theocrat
cycl	circle or wheel	cycle, cyclone
dem	people	democracy, epidemic
derm	skin	dermatology, epidermis
dict	speak	dictate, predict
dorm	sleep	dormant, dormitory
duc/duct	lead	conduct, deduce, educate
dur	harden or lasting	durable, duration, endure (Duracell)
dyn	power	dynamic, dynamite
endo	inside	endocrine, endomorph

epi	on top of	epidermis, epicenter
equ	equal or level	equality, equilibrium
ethno	race or people	ethnocentric, ethnology
extra/extro	outside, beyond	extracurricular, extrovert
fic/fec/fact/fict	make, do	factory, perfect
fore	earlier, in front of	before, foreshadow
gen	birth, production, kind	generate, gene, progeny
geo	Earth, soil, global	geography, geological
gon	angle	polygon, diagonal
graph/gram	drawn or written	photography, biography (Instagram)
gyn	woman	gynecologist, misogyny
hemi/semi	half	hemisphere, semisweet
hydr/hydro	water	hydrant, dehydrated
hyper	too much or fast	hyperactive, hyperbole
ject	throw	projectile, eject
leg	law, declared, read	legislate, legal
lith/ite	stone	monolith, granite
log	thought words or speech	logic, dialog
logy	the study of	biology, psychology
mal	bad or evil	bad or evil
mania	madness	maniac, pyromania
mech	machine	machine
mega	big, thousand	megaton, megabyte
meta	above, over, beyond, change	metaphysics, metaphor
meter	measure	thermometer, perimeter
med	middle	medium, medieval
min	small	minute, minimum
miss/mit	send	mission, transmit
morph	shape, form	metamorphosis, morpheme
mort	death	mortuary, mortal
multi	many	multiply, multitude
nav/naut	ship or pilot	navigate, astronaut
necro	death	necromancer, necrosis
neo	new	neolithic, neoclassical
pac	peace	Pacific, pacify
pan	all or everything	panorama, pantheism
path	sickness, suffering, feeling	pathology, empathy
phil	love or friendship	philanthropy, audiophile

phobia	fear	hydrophobia, zoophobia
phon	sound	phoneme, telephone
photo	light	photograph, photosynthesis
phyll	green, leaf, plant	chlorophyll, phylum
pod/ped	foot	pedal, tripod
ped	child	pediatrician, pedagogy
polis	city, civilization	metropolis. police
poly	many	polygon, polycrome
port	move	porter, transport
proto	first	prototype, proton
psych	mind	psychology, psychic
pyro	fire	pyromaniac, pyre
rupt	break, burst	corrupt, bankrupt
scope	see	telescope, microscope
scrib/script	write	scribble, scripture
semi	half	semisweet, semicircle
sol	alone <i>or</i> sun	solitary, desolate <i>or</i> solar, parasol
soph	wisdom	philosophy, sophisticated
spect	look or see	inspect, spectate
spher	ball	hemisphere, spherical
struct	build	construct, structure
syl/syn/sym/sys	together, same	symbol, system
terra	land, grand	terrain, territory
temp	time	tempo, temporary
theo	god or religion	theology, theocrat
therm	heat	thermal, thermometer
tract	pull	tractor, attract
trans	across	transport, translate
zo	animal	zoo, zoology

Common Core ELA Academic Vocabulary

accentuate	add emphasis to something to make it stand out
accurately	correctly done
acquire	get or earn
adapt	change something for a new use
adequate	enough
aiding	helping
ambiguous	not clearly identified
analysis	a statement about how the elements of something are related
analyze	look at carefully to identify how the elements of something are related
approach	come closer
appropriate	correct or relevant
assess	figure out how important or valuable something is
cite	identify where evidence came from
claim	ideas that support the overall argument
clarify	explain or make clearer
coherent	all parts making sense
comments	talk about a subject
complexity	how complicated something is
components	different parts that are in something
comprehend	understanding
concepts	ideas

concluding	ending
conclusion	an ending statement; a summary of ideas presented
concrete	something that is real, not abstract; able to be experienced with the five senses
conduct	do or complete
consistency	agreeing with all parts
consult	look at it for information
contact	touching
contrast	look for
contribute	add meaning or effort to a work
conventional	following all normal rules
conventions	the normal rules for something
convey	communicate or make known
credible	something to be trusted
data	information about something
define	tell what a word or phrase means
definition	what a word or phrase means
demonstrate	show how something is done, or what it is
display	show
distinct	separate and different from each other
diverse	having many different kinds of things
editing	fixing errors in a piece of writing
element	part

engage	to please or interest the audience
ensure	make certain about something
establish	create; make a good foundation to start from
evaluate	decide on the value of something after study
evidence	facts that prove or disprove something; proof
examine	look at carefully
explicitly	clearly and completely
express	say or describe clearly
format	the organization of text, includes bolding , <i>italicizing</i> , <u>underlining</u> , headings, titles, etc.
function	what a word or phrase does in a sentence; the purpose something is used for
goal	what effort is directed toward when trying to do something
guidance	help from others
identify	find; name; recognize
illustrated	having pictures or examples that help explain the text
images	pictures
impact	strongly hit something; change how someone feels
inappropriate	not acceptable or suitable
indicated	point at or show something
individuals	separate people
informational	giving information about a topic
informative	giving information about a topic
inquiry	examining carefully

integrate	bring together into a whole
intensive	giving extra emphasis
interact	how people, events, or ideas act on one another
interpret	tell what it means
issue	what a debate or controversy is about
logical	connecting facts in a way that makes sense
maintain	continue doing something
media	forms of communication (i.e., writing, video recordings, audio recordings, etc.)
minimum	the least amount possible or allowable
orient	make something familiar with a subject
overall	including everything
partner	a person who shares work
perceive	understand
perspective	how something is seen
pose	ask
precise	exact
preliminary	something that comes first
projects	assignments or other work to do
publish	<u>print</u> or share text; make something public
range	variety; the distance between two places, objects, or ideas
recognize	remember from seeing something before
reflect	think about carefully seriously

refocusing	concentrating on a new thing
relationship	how two or more things are related
relevant	important
required	needed
research	finding information on a subject
resolution	solution to a problem in a story
respond	answer a question
revising	rewriting to improve
revision	making another version of a piece of writing to make it better
role	job
section	part or piece of something, particularly a text
selection	choosing
sequence	order of things
series	a set of words, objects, or ideas
shift	change
similar	like something else
sources	where information comes from
specific	a certain kind
strategies	a plan on how to do something
structure	how something is put together
style	a way of expressing oneself in writing, dress, ways of acting, etc.
sufficient	enough

summary	a short statement of the main points of text or presentation
unclear	not easy to understand
variations	differences
vary	change
verify	prove or check the truth of something
version	different copy of the same story with differences
visual	able to be seen

Strong Verbs for Claims

acknowledges	argues	advocated
clarifies	confirms	criticizes
critiques	compares	confronts
demonstrates	describes	defends
encourages	emphasizes	evaluates
enumerates	entertains	endorses
explores	expresses	expands upon
features	finds	gives
identifies	illustrates	indicates
judges	justifies	lists
maintains	mandates	offers
praises	presents	provides
proposes	proves	permits
reports	recommends	reveals
suggests	supports	substantiates
teaches	tells	traces

Prepositional Phrases

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

I live among animals.

The market is just down the road.

In the street, you'll find the red rubber ball.

Of my three children, the middle one is my favorite.

I drive past the school near the bank often.

My grandma's house is through the woods.

The monster underneath my bed laughs when I stub my toe.

Adjective List

abrupt	adorable	adventurous	aggressive	agitated	annoyed
anxious	ashamed	attractive	bewildered	bland	blushing
bored	brave	bright	bulky	charming	cheerful
chubby	clear	clueless	clumsy	colossal	combative
condescending	confused	courageous	creepy	cruel	cynical
dangerous	dashing	decaying	deceitful	defeated	defiant
delicious	depressed	despicable	diminutive	disturbed	dizzy
drab	dull	eager	elated	elegant	embarrassed
encouraging	energetic	enormous	envious	excited	exhilarated
fancy	fierce	filthy	foolish	frightened	frustrated
fuzzy	gaudy	gentle	gigantic	glamorous	gleaming
gorgeous	graceful	greasy	grotesque	grumpy	handsome
healthy	helpful	hollow	homely	horrific	hungry
icy	ideal	intrigued	itchy	jealous	jittery
joyous	juicy	jumpy	lazy	lethal	lively
livid	lonely	loose	lucky	ludicrous	macho
magnificent	maniacal	massive	melancholy	miniature	mistaken
moody	mortified	motionless	muddy	mysterious	nasty
naughty	nervous	nonchalant	obedient	obvious	obnoxious
old-fashioned	outrageous	panicky	perfect	petite	pleasant
poised	precious	proud	pungent	puny	quaint
relieved	repulsive	robust	rotten	rotund	rough
salty	sarcastic	scrawny	selfish	shallow	silly
slimy	smooth	sparkling	splendid	spotless	strange
superficial	tender	thoughtful	tricky	tricky	troubled
uneven	vexed	wacky	weary	wobbly	zany

Adverb List

abnormally	accidentally	actually	adventurously	almost
always	anxiously	arrogantly	awkwardly	bashfully
bitterly	blissfully	boastfully	bravely	briefly
briskly	busily	calmly	cautiously	cheerfully
clearly	cleverly	continually	courageously	cruelly
curiously	defiantly	deliberately	diligently	doubtfully
dreamily	easily	elegantly	energetically	equally
especially	evenly	eventually	exactly	extremely
faithfully	famously	fast	fatally	ferociously
fervently	fondly	foolishly	frantically	frightfully
furiously	generously	gleefully	gracefully	greedily
hastily	heavily	helpfully	highly	honestly
hopelessly	immediately	innocently	inquisitively	instantly
intensely	inwardly	jovially	joyously	jubilantly
judgmentally	keenly	knavishly	knowingly	lazily
lively	longingly	loyally	majestically	meaningfully
mechanically	mortally	mysteriously	naturally	nearly
nervously	noisily	obediently	obnoxiously	officially
openly	painfully	partially	playfully	politely
potentially	properly	questionably	quietly	quizzically
randomly	rapidly	recklessly	regularly	reluctantly
righteously	rudely	safely	scarcely	seemingly
selfishly	seriously	sheepishly	smoothly	stealthily
successfully	suspiciously	sympathetically	thankfully	thoroughly
truthfully	ultimately	unbearable	unexpectedly	unfortunately
urgently	unexpectedly	valiantly	voluntarily	woefully

Transition Words List

TRANSITION WORDS IN ENGLISH			
Emphasis	Addition	Contrast	Order
Undoubtedly Unquestionably Obviously Particularly / in particular Especially Clearly Importantly Absolutely Definitely Without a doubt Indeed It should be noted	Along with Apart from this Moreover Furthermore Also Too As well as that Besides In addition Not only...but also In addition to this Additionally / an additional	Unlike Nevertheless On the other hand Nonetheless Despite / in spite of In contrast (to) Contrary to Whereas Alternatively Conversely Even so Differing from	Following At this time Previously First/ firstly Second/ secondly Third/ thirdly Finally Subsequently Above all Before Last but not least First and foremost
Result	Illustration	Comparison	Summary
As a consequence (of) As a result Thus Hence Consequently For this reason Due to Therefore	Such as In this case For example For instance To clarify Including Namely Proof of this To demonstrate	Similarly Equally Likewise Just as Just like Compare to Same as Correspondingly In the same way	Briefly In short In conclusion To summarise Altogether To sum up In summary To conclude
Reason	Condition	Concession	Generalisation
Because of With this in mind In fact In order to Due to	If In that case In case Unless	Admittedly All the same Up to a point Even so In spite of Although/Even though Even if However	As a rule For the most part In general/ Generally On the whole Overall In most cases

Dead and Overused Words

Said Got Stuff Things

These words are empty, non-specific, fillers. They do not belong in academic writings. If you find yourself using them--stop now. If you find them when you edit--get rid of them. They are not allowed in any formal writing assignment in this class; they are dead to you!

Be Verbs

is	am	are
was	were	be
being	been	become

These are not a complete list of Be Verbs, but they are the most commonly used and overused verbs. You will need to work at eliminating these and activate your writing. By the end of this year you will only be allowed two per paragraph.

Below is a BE verb finder. All you do is copy and paste your work in the box and press the button at the top of the page. All BE verbs will be changed to a red color.

eg.jfein.net/toBe/

Example of activating your writing.

Ji Li **was** worried that her father would **be** put in prison.
Ji Li worried that the government would imprison her father.

Anne Frank **was** constantly worried that they would all **be** found by the Nazis.
Anne Frank constantly worried that the Nazis would locate the family's hiding place.

Soda Pop **was being** tormented by his own thoughts.
Tormented by his own thoughts, Soda Pop created an alternate reality.

****Note:** Any "be verb" in a quote will not count in the total be verbs--only your own words count.

Types of Literature

The three major types of writing are persuasive, descriptive, narrative, and expository. You will learn about each of these types in detail, as well as see some short examples to help further understanding. Just remember that all academic writing must use higher level vocabulary and non-elementary transitions. Academic writing should also avoid contractions and slang.

Narrative Essays: Telling a Story

In a **narrative essay** the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. “I” sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards a universal lesson (theme) and moral.

Expository Essays: Just the Facts

The **expository essay** is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers do not reveal their emotions or write in the first person.

Argumentative Essays: Convince Me

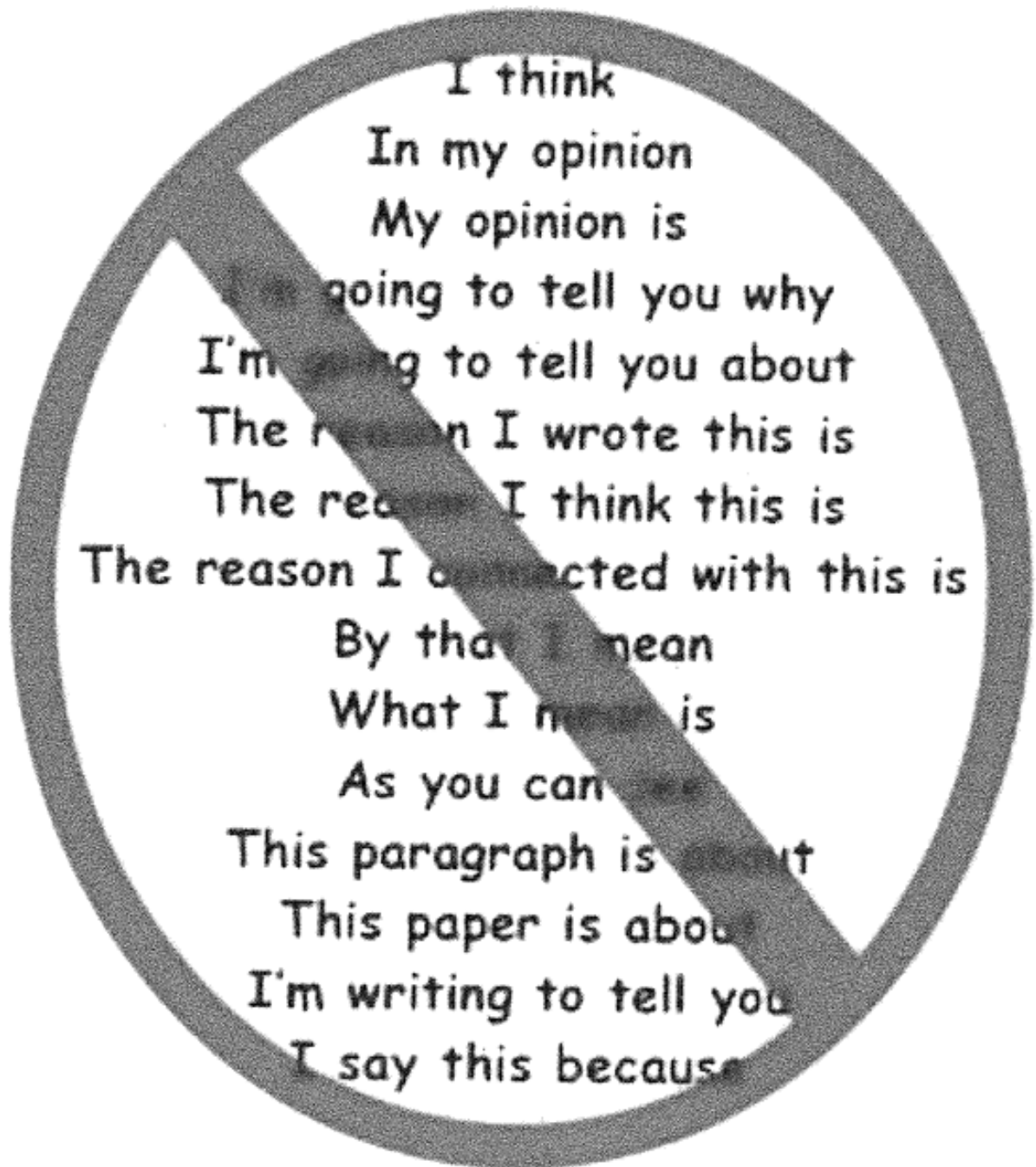
While like an expository essay in its presentation of facts, the goal of the **Argumentative essay** is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

Author's Purpose

The reason the author chose to write the passage. There are five of them: Persuade, Inform, Entertain, Explain, and Describe. You will use this information when writing the last sentence of an academic summary.

Purpose	Definition	Examples
Persuade	the author wants you to do, buy, or believe something	advertisements, persuasive letters, opinions, campaign speeches
Inform	the author wants to give you information	textbooks, non-fiction books, expository essays, biographies, newspaper articles, directions
Entertain	the author wants to amuse you or for you to enjoy the writing	fiction stories, poems, songs, plays, jokes, narratives
Explain	the author wants to tell you how to do something or how something works	instructions, directions, steps, procedures, how-to, recipes
Describe	the author wants you to visualize or experience a person, place, or thing	product descriptions, descriptive essays, imagery

Don't Write About Your Writing



IVF Statement

An IVF summary statement is a summary of a work broken down into one sentence. It includes the following: identifying the type of writing, title and author of the work, a strong, clear action verb, and a short synopsis and/or main point of the work using ten to fifteen words.

IVF Template

Identify the writing

Verb

Finish the thought

IVF Examples

In the fictional novel *Call of the Wild*, the author Jack London describes how one dog's adventure through the Alaskan wilderness changes him forever

**Please note that there should be 10-15 words in the "finish the thought" section.*

The memoir "Warriors Don't Cry" by Melba Patillo Beals details the day she was escorted by the military to her first day to integrate a southern high school.

The novel, *Harry Potter and the Sorcerer's Stone* by J.K. Rowling describes a boy wizard who begins training to battle for his life with the dark wizard who murdered his parents.

The short story, "Born Worker" by Gary Soto illustrates Jose who believes he was born to work, but then realizes that he is much more than that.

IVF Practice Page

The excerpt The Lord of the Rings by JRR Tolkein explores multiple storylines involving hobbits, elves, dwarves, and men who attempt to defeat the evil forces of a wizard named.

Type of Writing

Title

Author's name

Verb

Summary of the text

The _____ “ _____ ”by _____
Type of Writing Title Author's first and last name

Verb Summary of the text

The _____ “ _____ ”by _____
Type of Writing Title Author's first and last name

Verb Summary of the text

The _____ “ _____ ”by _____
Type of Writing Title Author's first and last name

Verb Summary of the text

The _____ “ _____ ”by _____
Type of Writing Title Author's first and last name

Verb Summary of the text

<u>Key</u>	
Types of Writing	Article, book, chapter, excerpt, essay
Verb	Explores, investigates, discusses, provides, etc. (see page 15)

Concluding Sentences

The last sentence of a paragraph or essay. It does not add any new information or introduce any new topics. It's main purpose is to summarize the main point. However, it may transition to the next paragraph or conclude in a call to action.

Transition: sum up the paragraph and introduce the next paragraph

Example: Martin Luther King Jr showed bravery while underpressure, but he also showed leadership as well.

Restate: restate the same words/phrases to make an idea clearer

Example: It takes determination to forge new paths, but Jackie Robinson did just that when he became the first black man to play Major League Baseball.

Relate: add a connection to the writing. This can come from another story, world event, etc.

Example: Just like the genie in Aladdin, Laney understands the difficulty of dealing with everyone's demands while not really having the freedom to do what she wanted.

Reflect: add a personal meaning to the writings. This can include thoughts, feelings, emotions etc.

Example: I understand exactly what Marnie went through, because my puppy died earlier this year.

Call to Action: inspires your audience to do something

Example: The evidence is clear that bottled water fills landfills, so please use refillable cups when possible to do your part.

Summary

A summary is an overview that provides a reader with the overarching theme, but does not expand on specific details. It describes a larger work and should include noticeable less content than the original work. Summaries can save the reader time because it prevents the reader from having to actually go through and filter the important information from the unimportant information.

Summary Template

IVF statement

(Transition) Relevant Information from the beginning

(Transition) Relevant Information from the middle

(Transition) Relevant Information from the end

Author's Purpose connected to the universal theme

Summary Example

The article “All Children Fib,” written by Joey MacGlaGla suggests that children over the age of three deliberately lie to their parents. Initially the article explains that children are not actively taught to lie. However, after some studying researchers found that children often lie to avoid some form of punishment. Additionally, Children will also lie to receive extra treats, playtime, or other rewards they desire. The author's purpose was to inform new parents that lying is a trait that all little children exhibit and love will help guide toddlers to behave as the parents wish for their children.

Summary Verbs	Transitions
acknowledges	furthermore
states	moreover
explains	additionally
describes	finally
explores	with this in mind
investigates	in addition
demonstrates	to begin with
points out	initially
reports	continues

TEA Statement

T = Thesis/Claim

E = Evidence/Examples

A = Analysis/Response

Thesis/Claim Statement

A one sentence statement that tells the reader what the writing will be about. It is developed, supported, and explained in the text using examples and evidence used to answer all questions and in most writings by restating the prompt.

Evidence

Quotes or paraphrased truths that prove to or persuade the reader of the validity of an argument.

“Thirty-five percent of children ages five to eighteen have little or no food available to them after school” (36).

or

Thirty five percent of school age children have to make due with little or no food after school is out for the day (36).

Analysis

Evaluation or interpretation of the author’s writing. It often attempts to connect to the main point or has a larger world application.

TEA Statement Example

In many cities across America, children are hungry. *“Thirty-five percent of children ages five to eighteen have little or no food available to them after school” (36).* The fact that these children are often malnourished and tired, shows that they often perform poorly in school, because they cannot concentrate because they are hungry.

Constructed Response

IVF Statement or Context

Claim/Thesis

Reason

Evidence 1

Analysis

Reason

Evidence 2

Analysis/Reason

Counter Argument (if any)

However,

Concluding Sentence

Constructed Response Example

“Life on the Mississippi” Constructed Response

The excerpt, “Life of the Mississippi” by Mark Twain describes Twain’s childhood ambition of becoming a steamboatman on the mighty Mississippi River. Twain describes how there was no generosity in the greatness of a boy that was the first to work on the river from his small village. This means that the village people had conflicting feelings over the boy’s accomplishments. According to the text, Twain writes, “We could all see him and envy him and loathe him” (1). This shows that the other boys were jealous of the steamboat man's accomplishments, yet they continued to watch his every move. Additionally, Twain writes that after seeing this boy become a steamboatman that many boys afterward became one as well (2). This proves that even though the village boys disliked the steamboatman on the outside, they really aspired to be just like him and did so. These conflicting feelings of admiration and jealousy occur often when we see someone do something or have something that we want ourselves.

Constructed Response Template

<p style="text-align: center;">Sentence 1:</p> <p style="text-align: center;"><u>Topic Sentence</u> IVF</p>	<p>The (text type), "(title)" by (author), (verb)_____ (summary of text)_____</p> <hr/>
<p style="text-align: center;">Sentence 2:</p> <p style="text-align: center;"><u>Thesis/Claim</u> Answer the prompt in your own words.</p>	
<p style="text-align: center;">Sentence 3:</p> <p style="text-align: center;"><u>Evidence #1</u> From the text Quote or Paraphrase Choose evidence that SUPPORTS your claim. Introduce the quote and put it in context. Cite evidence correctly at the end of the sentence.</p>	<p>According to the text, the author stated, " _____ (author,page number)."</p> <hr/>
<p style="text-align: center;">Sentence 4:</p> <p style="text-align: center;"><u>Analysis #1</u> Explain E1 and show HOW E1 supports your claim.</p>	<p>This proves that _____ because _____.</p> <hr/>
<p style="text-align: center;">Sentence 5:</p> <p style="text-align: center;"><u>Evidence #2</u> From the text Quote or Paraphrase Choose evidence that SUPPORTS your claim. Introduce the quote and put it in context. Cite evidence correctly at the end of the sentence.</p>	<p>In addition, the text states, _____ (author, page number).</p> <hr/>
<p style="text-align: center;">Sentence 6:</p> <p style="text-align: center;"><u>Analysis #2</u> Explain E2 and show HOW E2 supports your claim.</p>	<p>The fact that _____ shows that _____ because _____.</p> <hr/>
<p style="text-align: center;">Sentence 7:</p> <p style="text-align: center;"><u>Restatement, Relate, or Reflect</u> How can we ALL relate to this topic? Why is it important?</p>	<p>This is important because _____.</p> <hr/>

Sentence Frames for Multiple Subjects

This quotation clearly shows _____. The author's perspective is that _____. This means _____. This is important because _____.

The author claims _____. The text states, _____. This shows that _____, because _____.

The **(article, book, chapter, excerpt, essay)** entitled, _____, by _____ author's name _____ **(explores/investigates/discusses/provides)** _____ (summarize the text) _____.

In the **(article, book, chapter, excerpt, essay)** entitled, _____, the **(author/narrator/writer/reporter)** _ **(explores/investigates/discusses/provides)** _____ (main point and elaborate) _____.

The author uses **(imagery, alliteration, metaphors)** to **(explain, show, confirm)** the **(theme, change in character, mood, tone)** which expresses _____.

The evidence clearly (**delineates, shows, proves, clarifies**) that _____
(due to, because) _____.

One point that the author clearly (**proves, presents, exemplifies**) is _____
because the text states, _____.

Only a minimum amount of evidence proves _____,
so the reader must conclude _____.

Based on (**prior knowledge, evidence, observation**) the data indicates that _____
is _____.

The author emphasizes, "**quote here**" to reveal _____
because _____.

The author's purpose is to _____ in order that
_____.

MLA Formatting

What is MLA Style? The Modern Language Association (MLA) developed a style guide for academic writing. Part of the style guide deals with standardized ways to document the writer's source materials. MLA provides guidelines for the creation of a bibliography (called a "Works Cited" page) and the corresponding parenthetical (within the text) citation.

Why is it Important that I Cite Sources? As a writer, it is your responsibility to give proper credit to your sources. It is also very important that you give this credit in accordance with MLA style. If you fail to give proper credit to a source, you have committed plagiarism.

What is plagiarism? If you have not given proper credit to your sources, you have committed plagiarism. Essentially, it is like you are lying to your reader. You have used someone else's ideas without telling your reader where you took it from. Whether you have intentionally tried to pass off someone else's ideas as your own or, through careless research, you unintentionally "forgot" to cite a source, the charge is plagiarism. This will result in a redo or failing grade on the assignment.

What is a "Works Cited" Page? A "Works Cited" page is the name that MLA gives to a bibliography. It is a listing of all of the sources you cited in the body of your paper. Here are a few things to keep in mind about the "Works Cited" page:

1. The "Works Cited" page is always going to be the last page of your essay or report. You should type the words "Works Cited" and center it on the page.
2. Each entry reads like one long sentence. What this means is that it does not matter where the second line begins in an entry; it begins on the second line only because you ran out of room on the first line.
3. The second and subsequent lines are always indented five spaces.
4. The sources are listed alphabetically by the first word or name of the entry. This first word or name should be what you use in your parenthetical citation.

What is Parenthetical Citation? Parenthetical citation is when a writer directly puts into the text a note from where he or she found the information. Parenthetical or "in-text" citation allows your reader to know from what source each idea/fact came. This is how it looks in the text of your paper:

"In 2007, 37 percent of American adults sought medical information from the internet regarding a health problem they were experiencing before consulting a doctor" (Smith 38).

In the example above, notice that the author's name and the page number on which this fact was found are set off from the text within parenthesis. Note also that the punctuation of this parenthetical citation is also important. The reader would understand from this citation that on page 38 of Smith's book, this fact is mentioned. Furthermore, since the words are contained within quotes, the above example illustrates that this is a direct quote from that page. Here is an example of the same idea presented as an indirect quote:

Instead of going to a doctor right away, a recent study found that 37 percent of Americans are now turning to the internet for medical information (Smith 38).

MLA Format Example

McGlagla-1

Joey McGlagla

Mrs. Yost

ELA 6-4

28 February 2018

Homework, Gone Forever

Think of one day where the lame excuses similar to “my dog ate my homework” would not get you in trouble. Think of every lame excuse you’ve given your teachers over the years. Wouldn’t it be nice to not have to lie to your parents or teachers? Wouldn’t you want to live in a world where you never have to worry about any excuses at all. If students were not assigned homework, then no lying would occur. Students K-12 should not have homework in schools.

Students need time to experience the world. Students do not have time to go on trips or even play outside. Many parents like when their kids are outside, and now they are getting less activity in their day. According to American Management Association, kids spend less time with their family and do not learn concepts that they do not teach in school (1). Some of the most important things are not taught in school but by their parents. Teachers will tell you that math and ELA are the most important aspects in education, but that is truly not correct. “Students are better equipped for the real world if they are out there experiencing it--rather than being cooped up doing homework” (Hawn 47). Students need free time to absorb what the world has to offer.

Homework is stressful to students. Students everywhere avoid homework because they are afraid of stress. Young adults should be able to go to sleep without having to worry about if they did their homework or not. According to Dr. Rogers, it is stressful, especially to teens because you have seven classes a day and are getting packets of homework daily (23). Teachers clearly do not understand that students have seven classes a day. People do not realize that stress is harmful in many ways like ruining your teeth, and hair loss.

MLA Formatting: Works Cited

Books

Author's last name, first name. Title of Book. City: Publisher, Year.

Magazine or Newspaper Articles

Author's last name, first name. "Title of Article." Title of Publication Date Published: Pages.

Online Article

Author's last name, first name. "Title of Online Article." Title of Online Publication Version (Year Published): Pages. Date Accessed <Web address>.

Film or Video Recording (DVD, Videocassette)

Title. Dir. Director's First Name Middle Name Last Name. Writer, Performer, or Producer's First Name Middle Name Last Name, Year of Original Release. Media Format. Distributor, Year of Release.

Interview (Personal or Telephone Interview Conducted by Researcher)

Last Name, First Name Middle Name of Person Interviewed. Personal, E-mail or Telephone interview. Day Abbreviated Month. Year of Interview.

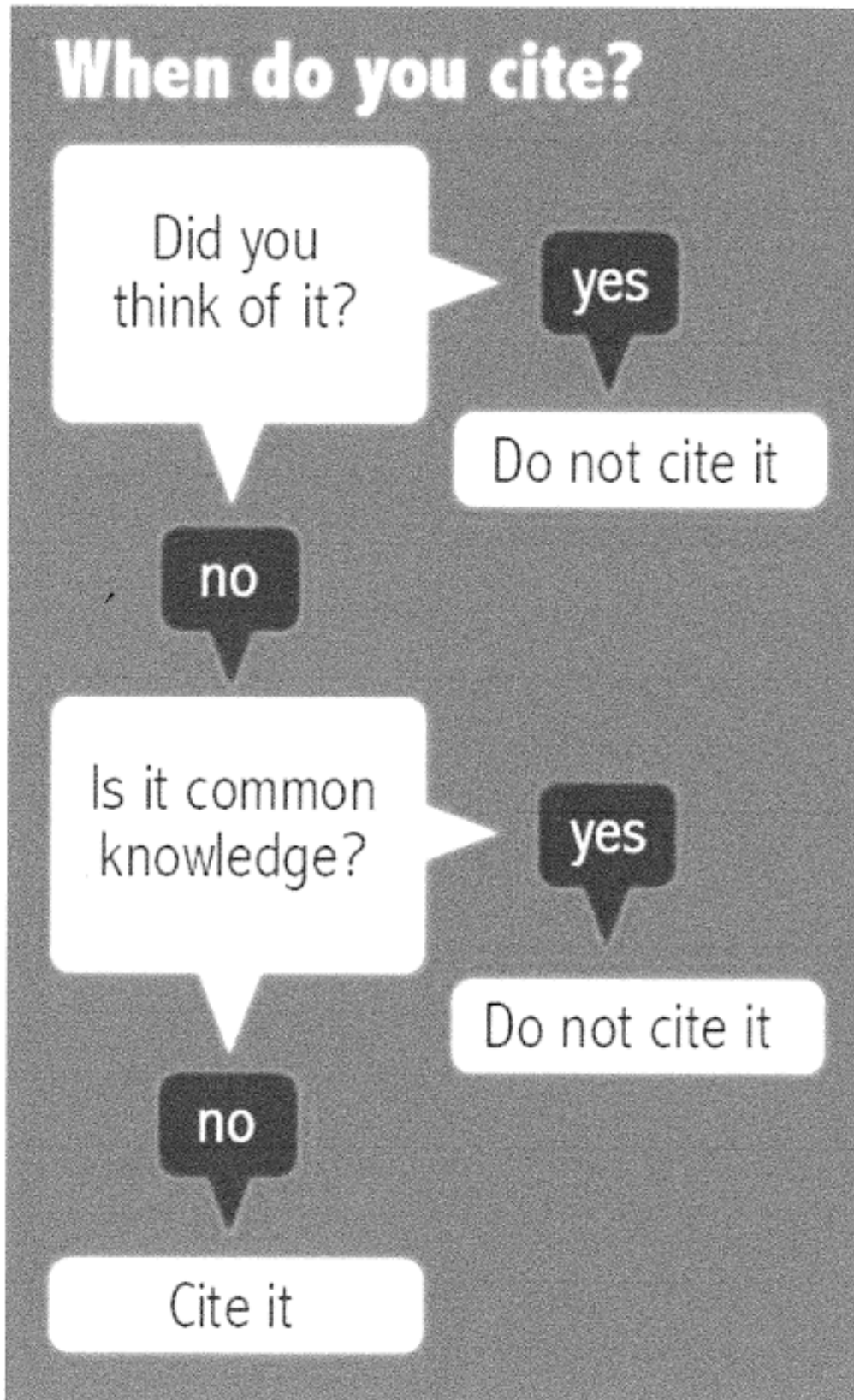
CD-ROM

"Title of Article." Title of Media. CD-ROM. City: Publisher, Year.

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Citation Guide



CONSTRUCTIVE FEEDBACK SENTENCE STARTERS

Confirming Contributions

- I see what you mean.
- I agree with _____.
- That's an interesting example.
- Now I understand your perspective.

Clarifying Contributions

- I don't quite understand what you mean by _____.
- I have a question about _____.
- Will you explain what you meant by _____?
- What makes you think that?

Reporting a Partner/Group Idea

- We decided/agreed/determined that...
- We concluded that...
- Our group sees it differently...
- _____ indicated that...
- _____ pointed out that....
- _____ shared with me that....

Reporting contributions

- My partner _____ and I discussed _____
- My partner/group and I decided/agreed on this response _____.
- One example my partner offered was _____.
- As a group, we determined that the correct _____ is _____.

Disagreeing Contributions

- I see it differently.
- I don't quite agree.
- I disagree somewhat because _____.
- I disagree completely because _____.
- I have a different point of view.
- I see what you're saying, but in my opinion _____.

Drawing Conclusions

- Based on my experience, it seems that...
- The data suggests that....
- Based on _____ I think that....
- After reading _____ I conclude that...

Conversation Starters

EXCHANGING IDEAS



1. Asking HOW

- Will you please show me how to ___?
- Will you please repeat the ___?
- How do you (say/spell/ ___)?

2. Asking for HELP

- Did I spell ___ correctly?
- May I (show/explain/ ___) my idea to you?
- Is there a better way to ___?

3. Sharing

- I think ___.
- My (idea/opinion/ ___) is ___.
- (We think/Our idea is) ___.

4. Comparing

- My idea is similar to (Name's).
- (Name) and I have similar ideas.
- My (idea/ ___) is different from (Name's).

5. Restating

- So, you (said/think/ ___) that ___.
- Yes, that's (right/correct/ ___).
- No. What I (said/meant/ ___) was ___.

6. Listening

- My favorite (idea/answer/ ___) was ___.
- I decided to write ___.
- The idea I (chose/enjoyed/ ___) was ___.

COLLABORATING about IDEAS



7. Gathering

- What should we (say/write/add ___)?
- What do you think is the best answer?
- What's your (idea/opinion/ ___)?

8. Giving

- We could (say/write/add/ ___)
- I think ___ is the best answer.
- I think we should also (say/write/add/ ___).

9. Agreeing

- That (idea/answer/ ___) would work.
- That's a great idea!
- That's a perfect (idea/example/ ___).

10. Deciding

- I still think ___ is the best (idea/answer/ ___).
- Let's combine our ideas and put ___.
- Let's use Name's idea and add ___.

11. Understanding

- I don't quite understand your ___.
- What do you mean by ___?
- Should we add ___ to our answer?

12. Reporting

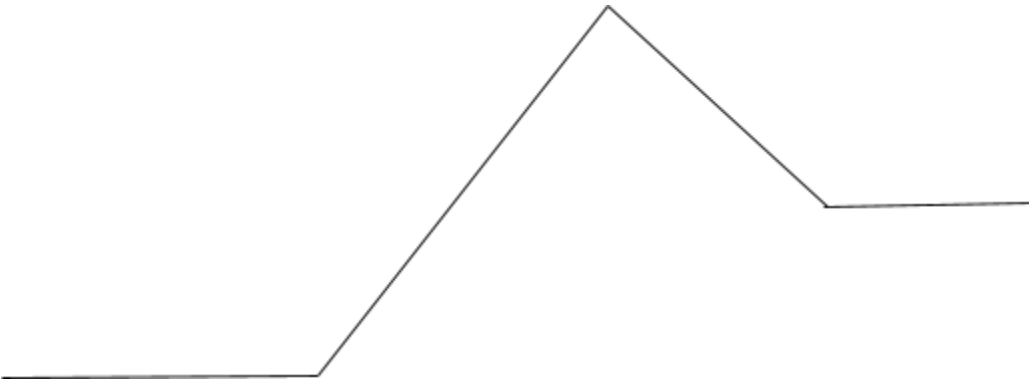
- We decided to (write/say/add/ ___).
- One (idea/example) we thought of is ___.
- Our (answer/idea/example/ ___) is ___.

FOID

Figurative Language

alliteration <i>example:</i>	The repetition of consonant sounds at the beginning of a words
allusion <i>example:</i>	Referencing some famous person, place, event
analogy <i>example:</i>	Compare similarities between two unrelated things
assonance <i>example:</i>	Resemblance in sound of words/syllables between consonants
cliche <i>example:</i>	Expression used so often that it lost the impact of the original meaning
hyperbole <i>example:</i>	An extreme exaggeration that cannot possibly be true
idiom <i>example:</i>	An expression that the meaning is different from the original words
Irony <i>example:</i>	Words used when the intended meaning is different from the actual meaning
onomatopoeia <i>example:</i>	A word that sounds like what it is describing
oxymoron <i>example:</i>	A word or group of words that is self contradicting
pun <i>example:</i>	A play on words that creates humor by suggesting more than one meaning
personification <i>example:</i>	Giving human qualities or characteristics to something not human
metaphor <i>example:</i>	A comparison of two unlike things intimating one is the other
simile <i>example:</i>	Comparison of two unlike things that uses the words "like" or "as"
symbol <i>example:</i>	An object or action that means more than its literal meaning
synecdoche <i>example:</i>	A part of something that represents the whole

Elements of Plot



Plot Graph

Plot Graph: _____

9. _____
8. _____
7. _____
6. _____
5. _____
4. _____
3. _____
2. _____
1. _____

Rising Action →

Falling Action →

Climax:

Resolution:

Exposition

Protagonist:

Antagonist:

Setting – Time:

Setting – Place:

Internal Conflict:

External Conflict:

Author's Theme:

Symbolism:

Foreshadowing:

Name _____

Plot Graph--Example

JOC SWICKIT
 Ms. Teacher
 ECA - 9
 17 July 2020

Plot Graph: Cinderella

Climax: Step Mother breaks glass slipper

Cinderella Produces other slipper

Cinderella leaves Step-family

Falling Action

Resolution: Prince & Cinderella marry

Rising Action

1. Cinderella's father remarries
2. Cinderella's Dad Dies
3. Cinderella forced to serve
4. Letter arrives for ball
5. Cinderella's Dress destroyed
6. Fairy godmother gets C. to ball
7. C. dances w/ Prince & runs away
8. Prince searches for Cinderella
9. Cinderella to try on slipper

Exposition

Protagonist: Cinderella
 Antagonist: Evil Step mother
 Setting - Time: Long, long time ago (fall)
 Setting - Place: small village near a castle
 Internal Conflict: caste
 External Conflict:

Author's Theme:
 Symbolism:
 Foreshadowing:

Name _____

Point of View

PoV	Description	Example Title
First Person	<ul style="list-style-type: none"> ● Narrator is character in the story and only the narrator's thoughts, feelings, perceptions, opinions, and beliefs are know.. ● Uses pronouns such as I, me, my, and mine. ● Reader can only know what other characters say and do. 	
Second Person	<ul style="list-style-type: none"> ● Not typically seen in narrative writing. ● Uses pronouns such as you, your, and yours ● Used in letters and giving directions. 	
Third Person Objective	<ul style="list-style-type: none"> ● Narrator is not a character in the story ● Narrator does not describe characters feelings, beliefs, and opinions ● Narrator only tells what is said and done by the characters ● Narrator attempts to give an objective, neutral, and unbiased point-of-view 	
Third Person Limited	<ul style="list-style-type: none"> ● Narrator is not a character in the story. ● Uses pronouns such as he, she, his, hers, it, its, their, theirs, they, and them ● Narrator filters everything through one character ● If this character does not experience or think about something, the reader likely not know about it. ● Only find out what other characters say and do. 	
Third Person Omniscient	<ul style="list-style-type: none"> ● Narrator is not a character in the story. ● Uses pronouns such as he, she, his, hers, it, its, their, theirs, they, and them. ● Not limited to a single character's perspective. ● Narrator is "all-knowing" and can see into the minds of all the characters. This may make it more difficult for the reader to follow. 	

Common Themes

Acceptance	These books have characters who respect & accept others' differences and beliefs.
Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.
Perseverance	These books have characters who never give up even when facing difficult times.
Cooperation	These books have characters who work together to solve a problem or achieve a goal.
Compassion	These books have characters who want to make those who are suffering feel better.
Honesty	These books have characters who find that it is best to always tell the truth.
Kindness	These books have friendly characters who are generous and considerate of others.
Loyalty	These books have characters who trust each other and never turn their backs on their friends.

Other Themes May Include:

betrayal, love, identity, friendship, revenge, survival, redemption, disillusionment, sacrifice, justice...

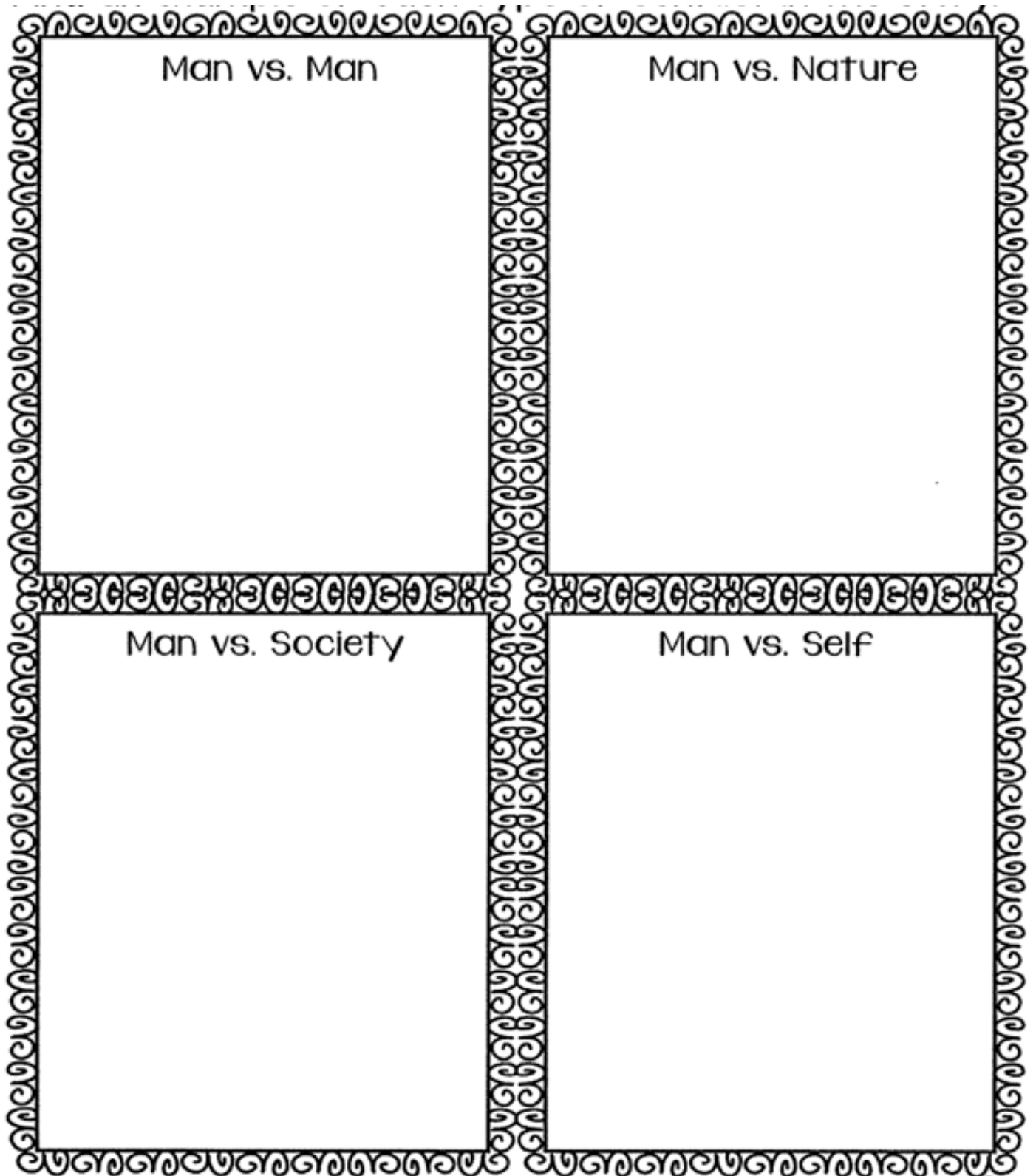
Types of Characters

Protagonist	
Antagonist	
Dynamic Character	
Static Character	
Round Character	
Flat Character	

Direct Characterization = in the story the author simply tells what the character is like

Indirect Characterization = in the story, the authors shows what a character is like through his/her thoughts, words, feelings, actions

Conflicts



Archetypes (Symbols)

Object	Symbolic Meaning
Fire	
Sun	
Tree	
Cross	
Diamond	
Skull	
Hourglass	
Lightbulb	
Owl	
Shadow	
Darkness	

Archetypes (Colors)

Color	Symbolic Meaning
Purple	
Red	
Gray	
Yellow	
Brown	
White	
Blue	
Black	
Orange	
Green	

Theme vs Moral

Theme: is a main idea or an underlying meaning of a work. It can be stated directly or indirectly. Works may include both major and minor themes. It can be boiled down into a word: love or hate

Moral: is the lesson the reader can learn from a character's experience. Usually teaches the reader how to be a better person. It is usually a phrase: slow and steady wins the race, be prepared

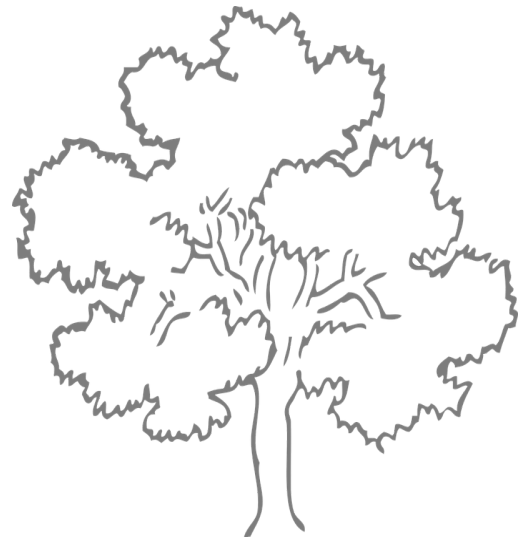
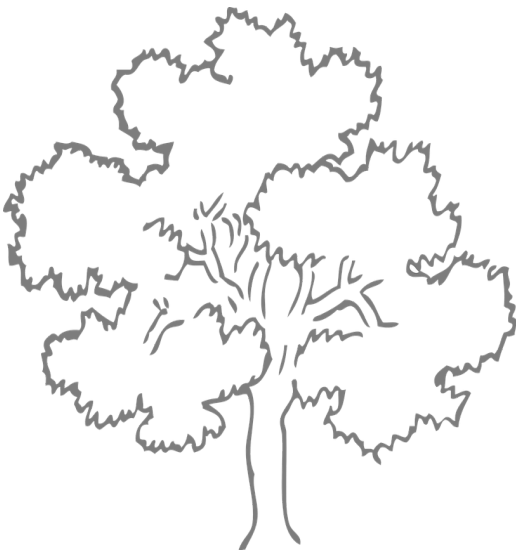
The Difference Between THEME and MORAL

Themes: Main idea of the story

death, isolation, fear, redemption, courage, justice

Moral: Lessons learned from the story

pride goes before a fall, be happy with what you have



Mood vs Tone

Mood: evokes certain feelings in the reader through descriptions. It is often referred to as atmosphere.

Tone: is the attitude of the writer toward the subject. It is conveyed through word choice and point of view. It may be formal, serious, comic, sarcastic, sad, cheerful etc.

The Difference Between TONE and MOOD

Tone is the author's feelings on the subject

Mood is the reader's feelings on the subject

Tone

Mood

Positive	Negative	Neutral	Positive	Negative
appreciative	anxious	commanding	amused	aggravated
calm	blunt	direct	calm	annoyed
cheerful	confused	impartial	determined	depressed
ecstatic	desperate	indirect	energetic	embarrassed
elated	embarrassed	meditative	excited	frustrated
flippant	enraged	objective	Hopeful	heartbroken
friendly	greedy	questioning	loving	jealous
hopeful	hostile	speculative	optimistic	nervous
proud	insecure	unconcerned	peaceful	scared
relaxed	mournful	understated	relaxed	stressed
silly	sarcastic		silly	uncomfortable
sympathetic	suspicious		thankful	violent
tender	threatening		trustful	worried

Denotation vs Connotation

Denotation: literal or dictionary meaning of a word

Connotation: refers to the wide array of positive and negative associations that most words naturally carry with them

Example: Money



Symbol vs Motif

Symbolism: can take many forms. A figure of speech where an object, person, or situation has another meaning. The actions of a character may have deeper meaning.

Motif: is an image, sound, action or figure that has a symbolic significance **and** explains the theme.

The Difference Between SYMBOL and MOTIF

Symbol is an object etc. that means something different

Motif is like symbol only directly related to the theme

Explicit vs Implicit

Explicit: fully and clearly expressed or demonstrated; described or shown in realistic detail.

Implicit: implied rather than directly or expressly stated

The Difference Between Explicit and Implicit

Explicit “There is a fire in apartment 3B.”

Implicit Smoke is rising from every window and the neighbors are complaining the hallway is hot

Evidence vs Inference

Evidence: = or paraphrases of factual information. It is presented to persuade readers, and used with powerful arguments in the texts or essays

Inference: logical deductions are made based on information thought to be true. Inferences are not so much used for coming to conclusions, but to open up new ways of looking at a concept.

The Difference Between Evidence and Inference

Evidence What we know facts that can be highlighted in a text

Inference What we still know to be true. Basically, the reader wants to set up a guess at why something happened or what might happen next based on what you have read in the text.

Context Clues




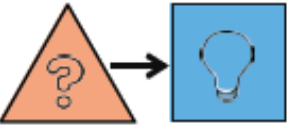

Context Clues: hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence or in a preceding sentence.

The *arbitrator*, the neutral person brought into settle the discussion, arrived thirty minutes late.

What is an arbitrator?



Informational Text Structure

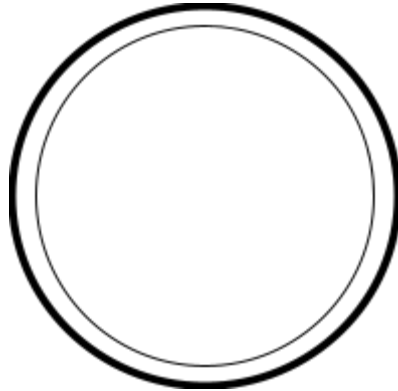
Structure	Definition	Visual	Clues
Description	the author provides several details of something to give the reader a mental picture		many adjectives, characteristics, or examples
Compare & Contrast	the author discusses similarities and differences between people, things, concepts, or ideas		likenesses and differences are discussed; also, both, in contrast, etc.
Order & Sequence	the author provides readers with chronological events or a list of steps in a procedure		events in order of occurrence, instructions given step-by-step, order words: first, next, etc.
Problem & Solution	the author gives information about a problem and explains one or more solutions		a problem is solved or needs solving; problem, solution, solve
Cause & Effect	the author describes an event or several events (cause) and the events that follow (effect)		cause, because, effect, as a result of, due to, reason

What is a central idea?

The central or _____ idea of a text is the most important point that an author makes about a _____. In other words, it answers the question: What's *it all about*?

The central or main idea can be found by looking for _____ details.

Main idea:



Details:

Detail 1

Detail 2

Detail 3

How do I find the central idea?

Before I Read:

- Look at the _____
- Text _____ (headings, captions, etc...)
- What will this be about?

During the read:

- Look to see if the main idea is _____ stated
- What do the sentences in the text explain or describe?
- What details do the sentences have in _____?
 - Look for _____ words, ideas and information.

After the read:

- How do each of these details _____ to and _____ the central idea?
- What is the most important _____ or thought about the topic?
- How does the author think and/feel about the topic?

Argumentative Types

Ethos

Logos

Pathos

EMPLOYABILITY GRADING RUBRIC

Grade	Descriptions	Attendance/ Behavioral Criteria
5	OUTSTANDING: <ul style="list-style-type: none"> ➤ Always cooperative, respectful, helpful, responsible ➤ Always uses appropriate language ➤ Doesn't have to be reminded of class rules/expectations ➤ Goes above and beyond ➤ Employers prize you!!! 	No tardies No unexcused absences 1 or fewer excused absences No contract, incident reports, or phone calls
4	Above Average: <ul style="list-style-type: none"> ➤ Generally cooperative, respectful, helpful, responsible ➤ Very rarely uses inappropriate language ➤ Very rarely needs to be reminded of class rules/expectations ➤ Very rarely talks and/or must be redirected or refocused ➤ Employers will keep you. 	1-2 tardies No unexcused absences 2 or fewer excused absences No contract, incident reports, or phone calls
3	Average: <ul style="list-style-type: none"> ➤ Occasionally uncooperative, disrespectful, unhelpful, irresponsible ➤ Occasionally talks and/or must be directed or refocused ➤ Occasionally disrupts other students due to behavior ➤ Occasionally attempts to or sleeps during class ➤ Employers <u>may</u> tolerate you. 	<u>ON CONTRACT</u> 3-4 tardies 1 unexcused absences 3 or fewer excused absences 1-2 incident reports or phone calls
2	Below Average: <ul style="list-style-type: none"> ➤ Generally uncooperative, disrespectful, unhelpful, irresponsible ➤ Regularly talks and/or must be redirected or refocused ➤ Regularly disrupts other students due to behavior ➤ Uses inappropriate language at least weekly ➤ Attempts to or sleeps at least weekly during class ➤ Employers will find a reason to fire you. 	<u>ON CONTRACT</u> 5-6 tardies 2-3 unexcused absences 4 excused absences 3 incident reports or phone calls
1	Inadequate: <ul style="list-style-type: none"> ➤ Confrontational on a regular basis ➤ Makes no effort to cooperate and participate ➤ Makes no effort to follow class rules/expectations ➤ Makes no effort to use appropriate language ➤ Employers will fire you in a heartbeat!! 	<u>CONTRACT VIOLATION--DISMISSAL</u> 7 or more tardies 4 or more unexcused absences 5 or more excused absences 4 or more incident reports or phone calls

