Sycamore Middle School
<u>Literature Notebook</u>

Name _____

Teacher_____

Period _____

Table of Contents

"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
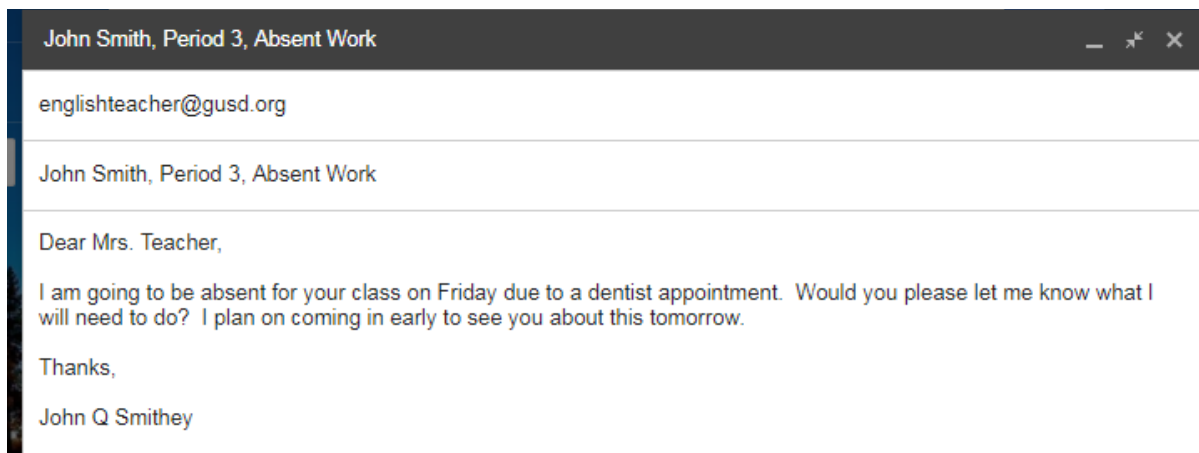
_____   _____

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 _____

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 *Before Reading*	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 *Continuing Reading*	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 *During Reading*	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 that 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 *After Reading*	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 *After Reading if Continuing*	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

teachthought

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?

<u>Annotations</u>

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

← 2.5 inches →

Notes

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

WHEN:
During class

← 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 eachother
  B. Summary of Act II

3 Column Notes (Math & Science)

Point of Confusion	Notes to Help	Steps to Answer

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	freasy	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

<u>Transition Words List</u>

TRANSITION WORDS IN ENGLISH

Emphasis	Addition	Contrast	Order
Undoubtedly	Along with	Unlike	Following
Unquestionably	Apart from this	Nevertheless	At this time
Obviously	Moreover	On the other hand	Previously
Particularly / in particular	Furthermore	Nonetheless	First/ firstly
Especially	Also	Despite / in spite of	Second/ secondly
Clearly	Too	In contrast (to)	Third/ thirdly
Importantly	As well as that	Contrary to	Finally
Absolutely	Besides	Whereas	Subsequently
Definitely	In addition	Alternatively	Above all
Without a doubt	Not only…but also	Conversely	Before
Indeed	In addition to this	Even so	Last but not least
It should be noted	Additionally / an additional	Differing from	First and foremost

Result	Illustration	Comparison	Summary
As a consequence (of)	Such as	Similarly	Briefly
As a result	In this case	Equally	In short
Thus	For example	Likewise	In conclusion
Hence	For instance	Just as	To summarise
Consequently	To clarify	Just like	Altogether
For this reason	Including	Compare to	To sum up
Due to	Namely	Same as	In summary
Therefore	Proof of this	Correspondingly	To conclude
	To demonstrate	In the same way	

Reason	Condition	Concession	Generalisation
Because of	If	Admittedly	As a rule
With this in mind	In that case	All the same	For the most part
In fact	In case	Up to a point	In general/ Generally
In order to	Unless	Even so	On the whole
Due to		In spite of	Overall
		Although/Even though	In most cases
		Even if	
		However	

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.
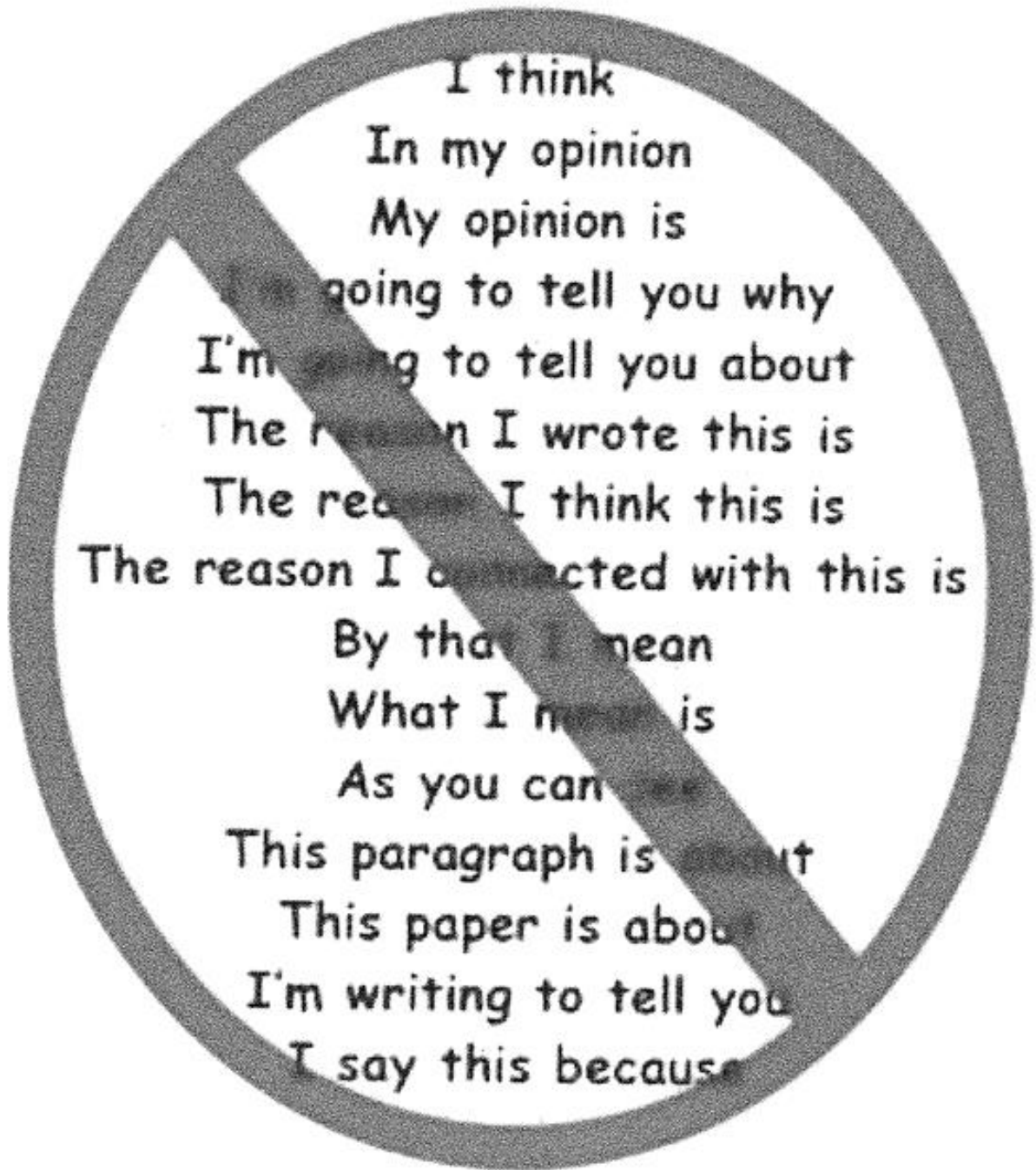
Argumentative Essays: Convince Me

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

I think

In my opinion

My opinion is

I'm going to tell you why

I'm going to tell you about

The reason I wrote this is

The reason I think this is

The reason I connected with this is

By that I mean

What I mean is

As you can see

This paragraph is about

This paper is about

I'm writing to tell you

I say this because

IVF Statement

An IVF summary statement is a summary of a work broken down into <u>one sentence</u>. 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

| Type of Writing | Title | Author's name | Verb | Summary | of | the | text |

hobbits, elves, dwarves, and men who attempt to defeat the evil forces of a wizard named.

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**

Key	
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 Lurther 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).

<div align="center">or</div>

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).* <u>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.</u>

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

Sentence 1:	The (text type), "(title)" by (author), (verb)_____(summary of text)_____
Topic Sentence **IVF**	
Sentence 2:	

Thesis/Claim **Answer the prompt in your own words.**	
Sentence 3: **Evidence #1** **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.**	According to the text, the author stated, "_____(author,page number)."
Sentence 4: **Analysis #1** **Explain E1 and show HOW E1 supports your claim.**	This proves that_____because _____.
Sentence 5: **Evidence #2** **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.**	In addition, the text states, _____(author, page number).
Sentence 6: **Analysis #2** **Explain E2 and show HOW E2 supports your claim.**	The fact that_____ shows that_____because_____.
Sentence 7: **Restatement, Relate, or Reflect** **How can we ALL relate to this topic? Why is it important?**	This is important because_____.

Citation Guide

When do you cite?

Did you think of it? → yes → Do not cite it

no ↓

Is it common knowledge? → yes → Do not cite it

no ↓

Cite it
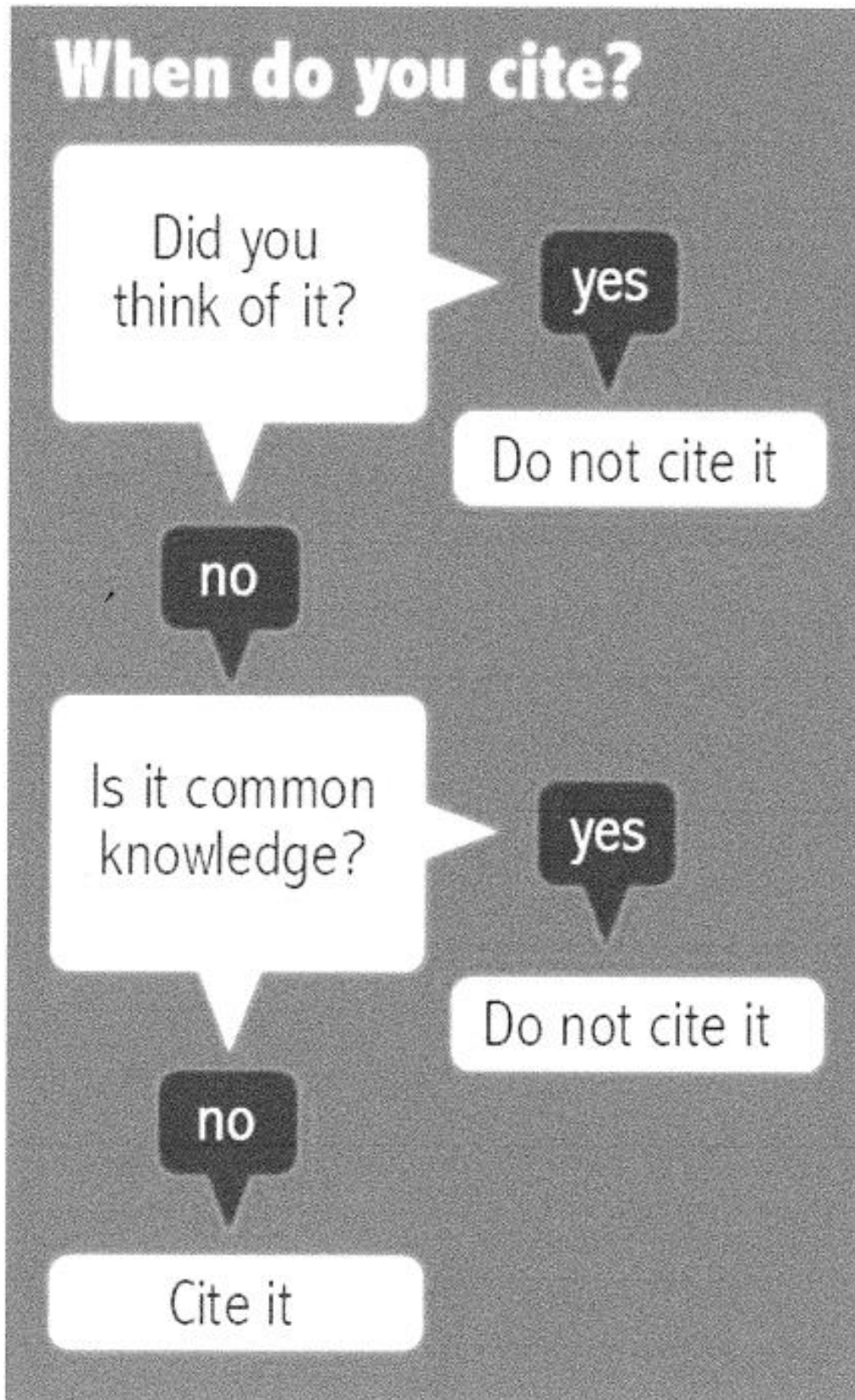
MLA Formatting

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

Joey McGlagla

Mrs. Yost

ELA 6-4

28 February 2018

<center>Homework, Gone Forever</center>

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 teeths, 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.

Works Cited

Baker, James. "Why the Berlin Wall Fell." *Newsweek* 16 Nov. 2009: 13. Print.

Biesinger, Joseph A. "Berlin Wall (1961-1989)." *Germany: a Reference Guide from the
Renaissance to the Present.* New York: Facts on File, 2006. Print.

Croan, Melvin. "Berlin Wall." *World Book Student.* World Book, 2010. Web. 22 March 2010.

Delviscio, Jeffrey, Victoria Shannon, Baden Copeland, and Jon Huang. "The Berlin Wall
Through Time - Interactive Feature - NYTimes.com." *The New York Times - Breaking
News, World News & Multimedia.* New York Times, 26 Oct. 2011. Web. 26 Oct. 2011.*

Hammer, Joshua. "A Night to Remember." *Forbes* 3 Nov. 2009: 108. *MAS Ultra School
Edition.* EBSCO. Web. 28 Oct. 2010.

Sentence Frames for Multiple Subjects

This quotation is about _____.   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 _____.

Constructive Feedback Sentence Starters

<u>**Confirming Contributions**</u>
- I see what you mean.
- I agree with _____.
- That's an interesting example.
- Now I understand your perspective.

<u>**Clarifying Contributions**</u>
- 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?

<u>**Reporting a Partner/Group Idea**</u>
- We decided/agreed/determined that…

<u>**Reporting contributions**</u>
- My partner _____ and I discussed _____

- **We concluded that…**
- **Our group sees it differently…**
- **____indicated that…**
- **____pointed out that….**
- **____shared with me that….**

- **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 __.

FOLD

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 __.
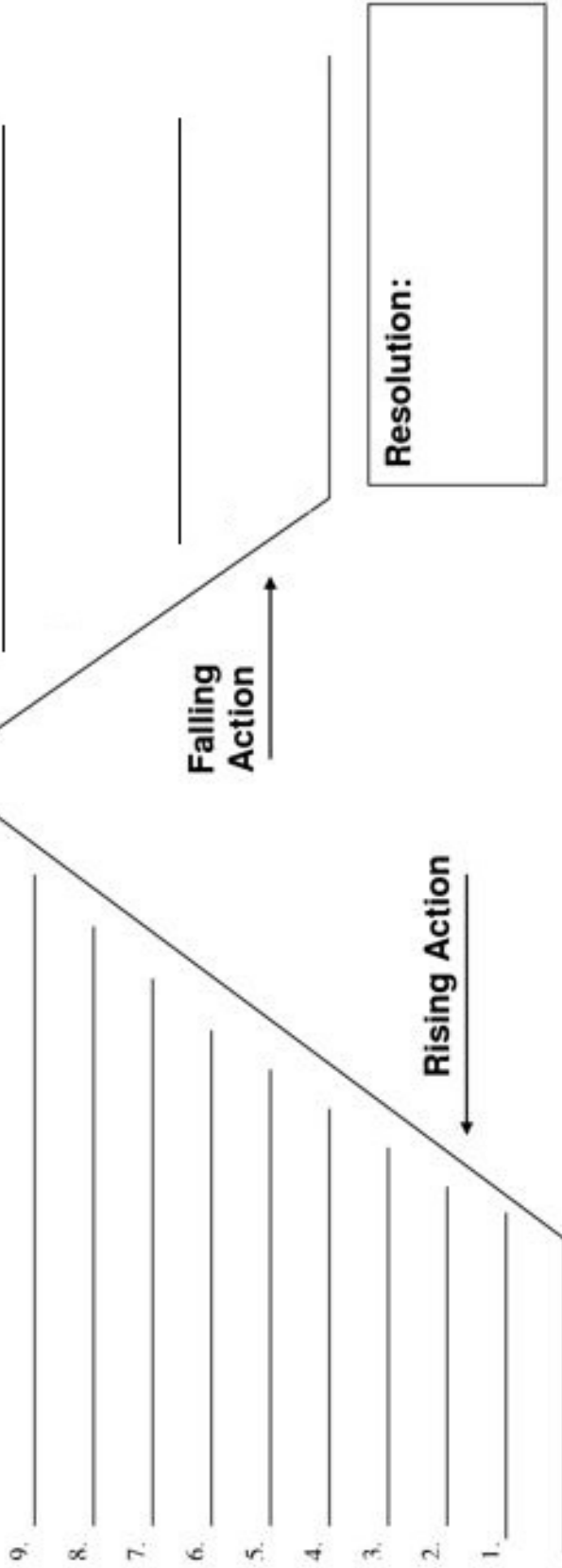- Our (answer/idea/example/__) is __.

<u>Figurative Language</u>

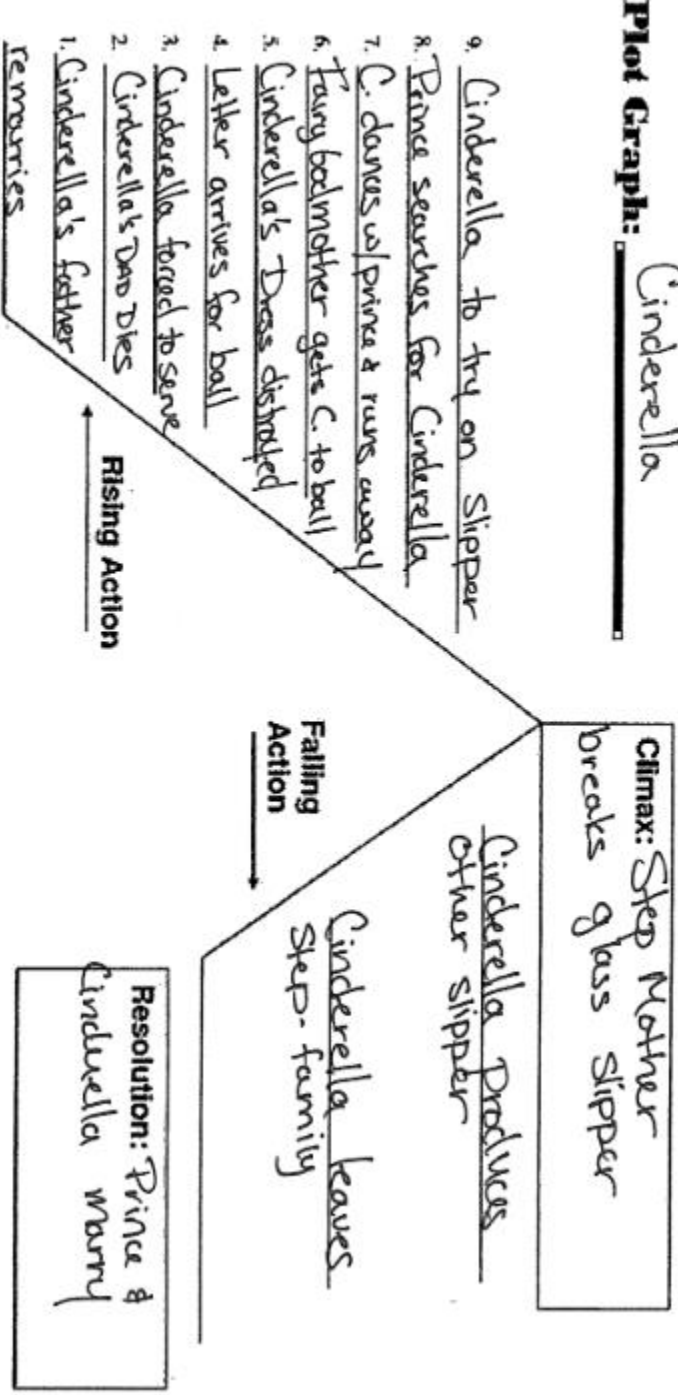|	
alliteration *example:*	The repetition of consonant sounds at the beginning of a words
allusion *example:*	Referencing some famous person, place, event
assonance *example:*	Resemblance in sound of words/syllables between consonants
cliche *example:*	Expression used so often that it lost the impact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

Elements of Plot

Plot Graph

Plot Graph:

Climax:

Falling Action

Rising Action

Resolution:

Exposition

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

Protagonist:
Antagonist:
Setting – Time:
Setting – Place:
Internal Conflict:
External Conflict:

Author's Theme:

Symbolism:

Foreshadowing:

Name _____

Plot Graph--Example

Plot Graph: Cinderella

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

Rising Action

Climax: Step Mother breaks glass Slipper

Cinderella Produces other slipper

Cinderella leaves Step-family

Falling Action

Resolution: Prince & Cinderella marry

Exposition
Protagonist: Cinderella
Antagonist: Evil Step mother
Setting – Time: Long, long time ago (ball)
Setting – Place: Small village near a castle
Internal Conflict:
External Conflict:

Author's Theme:
Symbolism:
Foreshadowing:

Name _____

Point of View

PoV	Description	Example Title
First Person	- 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	- Not typically seen in narrative writing. - Uses pronouns such as you, your, and yours - Used in letters and giving directions.	
Third Person Objective	- 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	- 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	- 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

Man vs. Man

Man vs. Nature

Man vs. Society

Man vs. Self
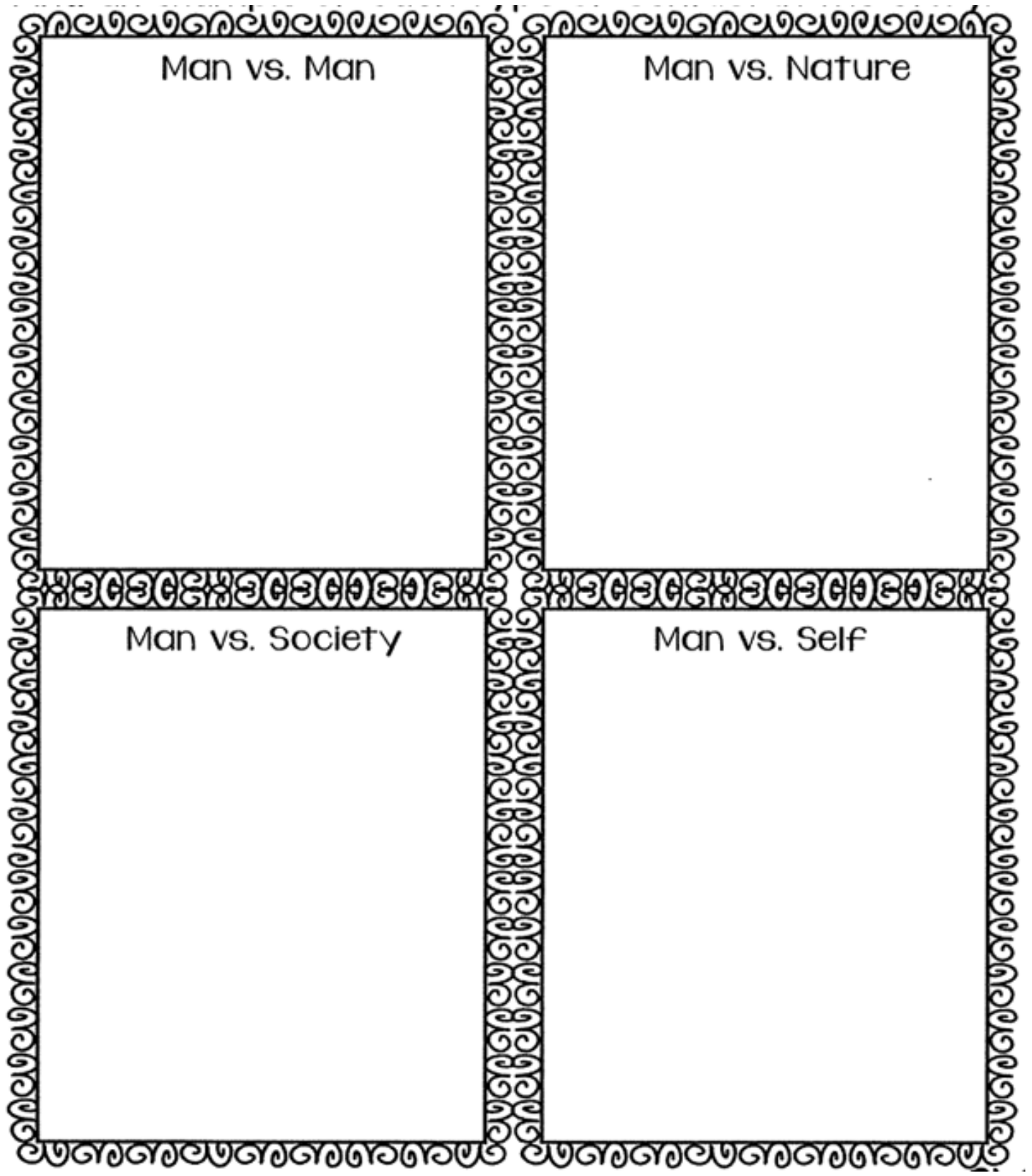
Archetypes (Symbols)

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
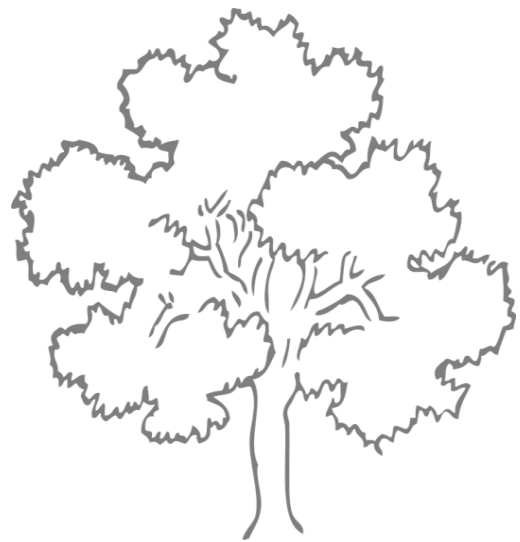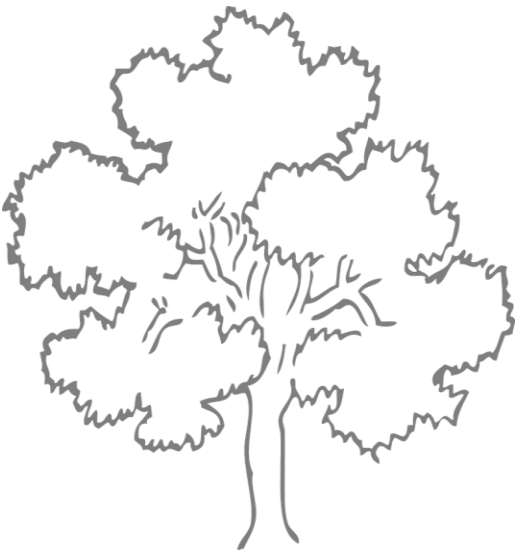
Mood vs Tone

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
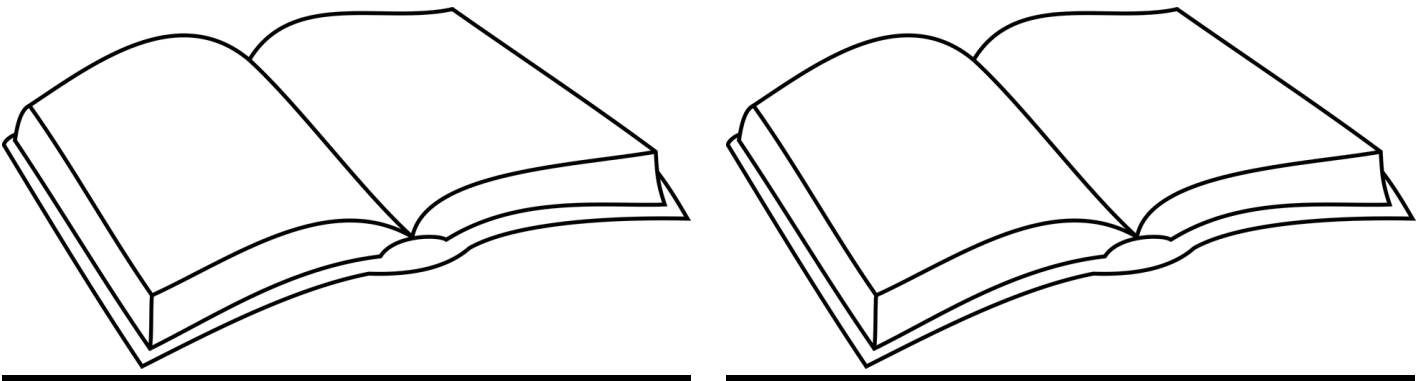
Denotation vs Connotation

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.
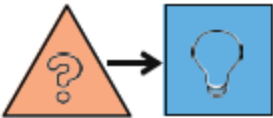
Context Clues

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:
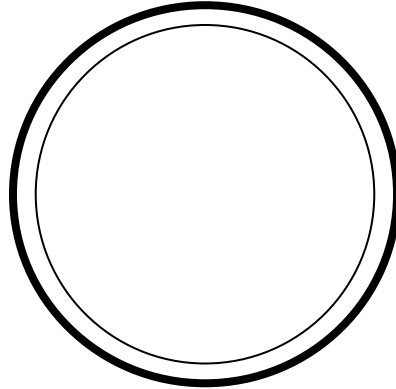
Details:

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/or feel about the topic?

<u>Argumentative Types</u>

Ethos

Logos

Pathos

EMPLOYABILITY GRADING RUBRIC

Grade	Descriptions	Attendance/ Behavioral Criteria

5	**OUTSTANDING**: ➢ 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:** ➢ 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:** ➢ 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.**	**ON CONTRACT** 3-4 tardies 1 unexcused absences 3 or fewer excused absences 1-2 incident reports or phone calls
2	**Below Average:** ➢ 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.**	**ON CONTRACT** 5-6 tardies 2-3 unexcused absences 4 excused absences 3 incident reports or phone calls
1	**Inadequate:** ➢ 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!!**	**CONTRACT VIOLATION--DISMISSAL** 7 or more tardies 4 or more unexcused absences 5 or more excused absences 4 or more incident reports or phone calls