THOMPSON STUDENT
RESOURCES

Integrity.

Dedication.

Respect.

Excellence.

Perseverance.

SHOW

P.R.I.D.E.

IN ALL THAT YOU DO

Purpose

The **PURPOSE** of the paragraph establishes the reason for writing and determines what the writer is trying to prove. For single paragraphs, the **PURPOSE** is the main argument. In an essay, it supports the thesis.

❖ Must be debatable/arguable/defensible
❖ Must be clearly stated (not implied)
❖ Must establish a claim and/or support the thesis of an essay
❖ Begins the paragraph

1-2 sentences

Evidence

What **TEXTUAL EVIDENCE** does the author provide that supports (proves) your **PURPOSE** statement. **EVIDENCE** can be directly quoted or responsibly paraphrased. **EVIDENCE** must be properly cited.

❖ Must have a signal phrase (or lead-in) to create context for the quote
❖ Must CLEARLY support the PURPOSE statement
❖ Must come from a source text

1-2 sentences

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Analysis

EXPLAIN how your chosen evidence supports your PURPOSE statement. The ANALYSIS uses context to give your reader background information and makes logical connections to support/prove a claim. In argumentative essays, you will include recognition and refutation statements also known as Counter Argument.

❖ Most important part of the paragraph
❖ Comes from the writer and expresses YOUR thought process
❖ Establishes connections and context for your reader

Questions to ask yourself:
❖ What does the quote mean?
❖ Why did the author include the quote?
❖ How does the quote prove my point?
❖ How does the evidence relate to my thesis?

3-5 sentences

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ATHLETICS ACADEMICS ACTIVITIES ARTS

So What?

How can you connect your reader to what you've written in your paragraph? The connection often takes place as a "**General Truth**" (or a statement to which the reader can personally relate). Here, the writer answers the question "SO WHAT?"

❖ Must connect your paragraph to the reader
❖ Often concludes the paragraph and, in an essay, transitions to the next
❖ Avoids restating what you've already written

1-2 sentences

Assessment Goal Setting

My Most Recent Language Arts CAASPP Score is:_____.

My Language Arts CAASPP goal for This Year is: _____.

My Most Recent Math CAASPP score is: _____.

My Math CAASPP goal for This Year is: _____.   .

RI Proficiency Bands

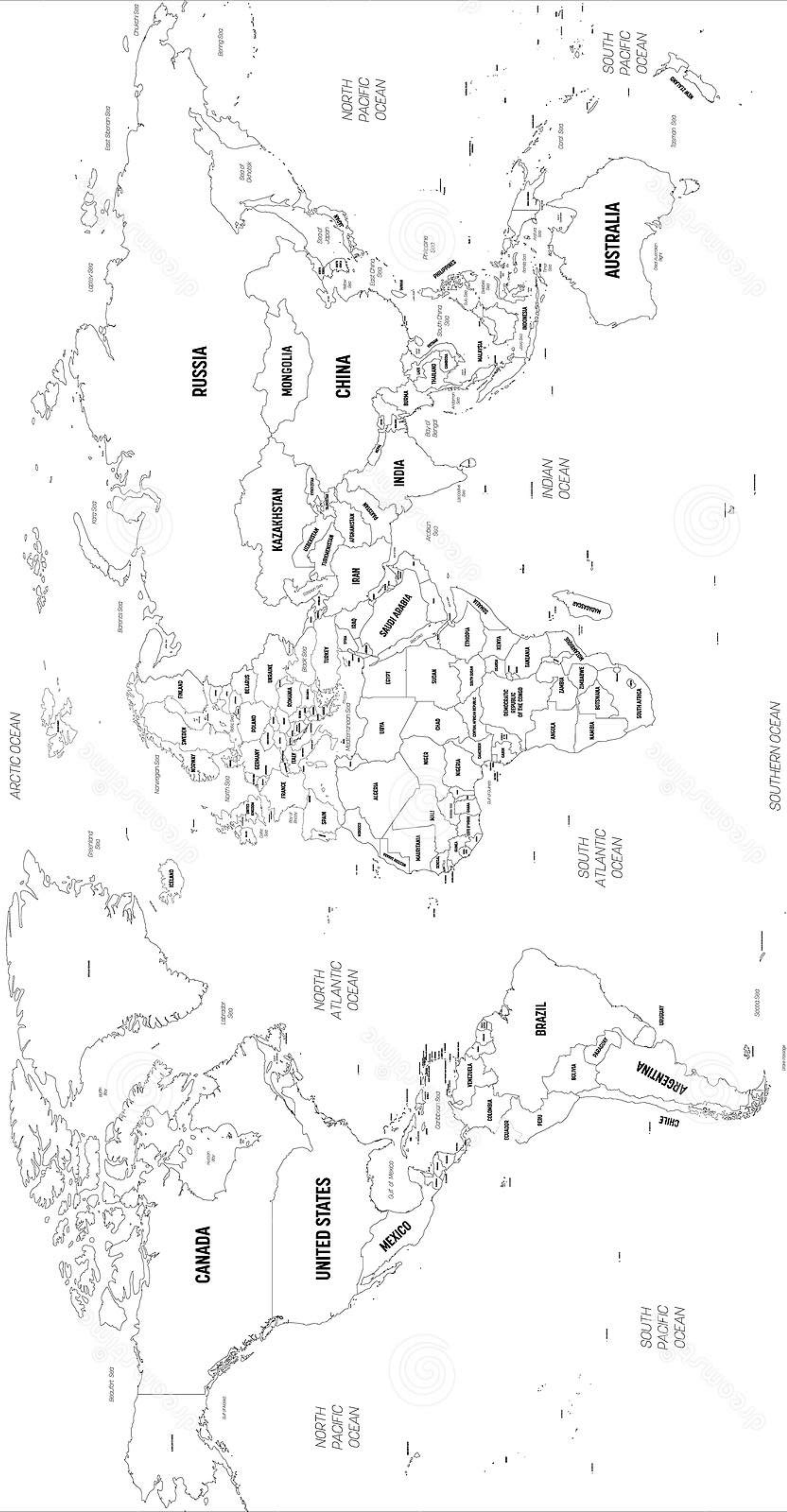| Grade	Below Basic	Basic	Proficient	Advanced
1	BR -0	BR-189	190-530	531-1700+
2	BR-219	220-419	420-650	651-1700+
3	BR-329	330-519	520-820	821-1700+
4	BR-539	540-739	740-940	941-1700+
5	BR-619	620-829	830-1010	1011-1700+
6	BR-729	730-924	925-1070	1071-1700+
7	BR-769	770-969	970-1120	1121-1700+
8	BR-789	790-1009	1010-1185	1186-1700+
9	BR-849	850--1049	1050-1260	1261-1700+
10	BR-889	890-1079	1080-1335	1336-1700+
11	BR-984	985-1184	1185-1385	1386-1700+
12	BR-984	985-1184	1185-1385	1386-1700+

Reading Inventory Goals

Assessment #1 Score: _____

Assessment #2 Goal: _____

Assessment #2 Score: _____

Assessment #3 Goal: _____

Assessment #3 Score: _____

Assessment #4 Goal: _____

Assessment #4 Score: _____

Imagine Math Performance Levels

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
3	EM - 130Q	135Q - 235Q	240Q - 385Q	390Q - 770Q	775Q & Above
4	EM - 275Q	280Q - 385Q	390Q - 525Q	530Q - 910Q	915Q & Above
5	EM - 340Q	345Q - 555Q	560Q - 685Q	690Q - 1005Q	1010Q & Above
6	EM - 430Q	435Q - 675Q	680Q - 805Q	810Q - 1075Q	1080Q & Above
7	EM - 515Q	520Q - 795Q	800Q - 865Q	870Q - 1150Q	1155Q & Above
8/Algebra Readiness	EM - 605Q	610Q - 835Q	840Q - 945Q	950Q -12220Q	1225Q & Above
Algebra I/HS Math I	EM - 680Q	685Q - 895Q	900Q - 1015Q	120Q – 1295Q	1300Q & Above
Geometry/HS Math II	EM - 730Q	735Q - 1065Q	10710Q -1155Q	1160Q – 1350Q	1355Q & Above

Imagine Math Goals

Assessment #1 Score: _____   Assessment #2 Goal: _____

Assessment #2 Score: _____   Assessment #3 Goal: _____
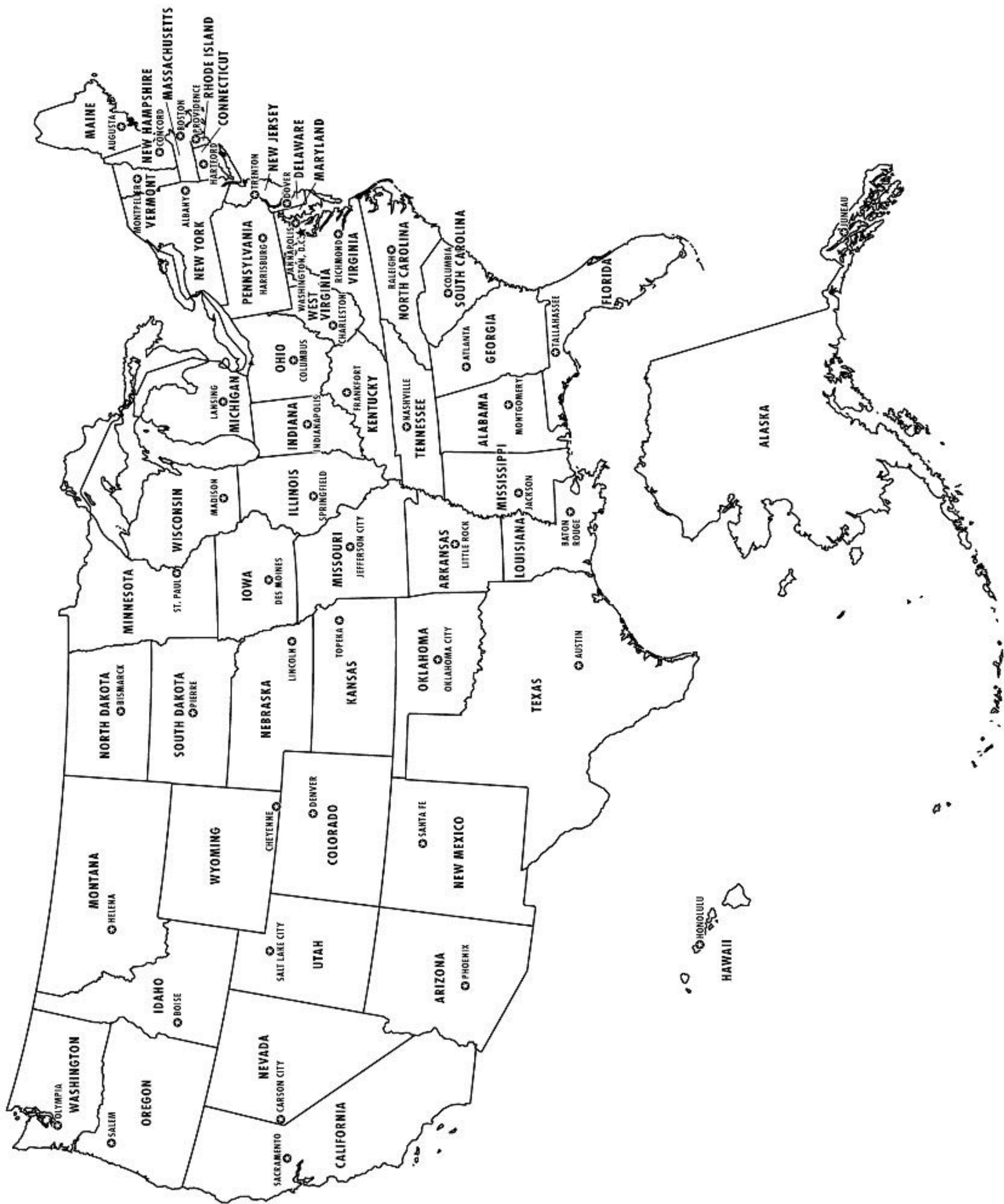
Assessment #3 Score: _____   Assessment #4 Goal: _____

Assessment #4 Score: _____

RUSSIA

MONGOLIA

CHINA

KAZAKHSTAN

INDIA

IRAN

SAUDI ARABIA

CANADA

UNITED STATES

MEXICO

BRAZIL

ARGENTINA

AUSTRALIA

ARCTIC OCEAN

NORTH PACIFIC OCEAN

NORTH ATLANTIC OCEAN

SOUTH ATLANTIC OCEAN

SOUTH PACIFIC OCEAN

INDIAN OCEAN

SOUTHERN OCEAN

MADAGASCAR

SOUTH AFRICA

NIGERIA

EGYPT

SUDAN

CHAD

NIGER

ALGERIA

LIBYA

MALI

ANGOLA

ZAMBIA

ZIMBABWE

BOTSWANA

NAMIBIA

ETHIOPIA

KENYA

TANZANIA

DEMOCRATIC REPUBLIC OF THE CONGO

CENTRAL AFRICAN REPUBLIC

TURKEY

IRAQ

SWEDEN

NORWAY

FINLAND

POLAND

GERMANY

FRANCE

SPAIN

ITALY

UKRAINE

ROMANIA

BELARUS

ICELAND

MAURITANIA

PHILIPPINES

INDONESIA

MALAYSIA

THAILAND

NEW ZEALAND

VENEZUELA

COLOMBIA

PERU

BOLIVIA

PARAGUAY

URUGUAY

CHILE

ECUADOR

UZBEKISTAN

TURKMENISTAN

AFGHANISTAN

PAKISTAN

MAINE
AUGUSTA
NEW HAMPSHIRE
CONCORD
MASSACHUSETTS
BOSTON
PROVIDENCE
RHODE ISLAND
CONNECTICUT
HARTFORD
MONTPELIER
VERMONT
ALBANY
NEW YORK
TRENTON
NEW JERSEY
DOVER
DELAWARE
MARYLAND
PENNSYLVANIA
HARRISBURG
ANNAPOLIS
WASHINGTON, D.C.
RICHMOND
VIRGINIA
WEST VIRGINIA
CHARLESTON
RALEIGH
NORTH CAROLINA
COLUMBIA
SOUTH CAROLINA
FLORIDA
OHIO
COLUMBUS
GEORGIA
ATLANTA
TALLAHASSEE
MICHIGAN
LANSING
INDIANA
INDIANAPOLIS
FRANKFORT
KENTUCKY
NASHVILLE
TENNESSEE
ALABAMA
MONTGOMERY
ALASKA
JUNEAU
WISCONSIN
MADISON
ILLINOIS
SPRINGFIELD
MISSOURI
JEFFERSON CITY
ARKANSAS
LITTLE ROCK
MISSISSIPPI
JACKSON
LOUISIANA
BATON ROUGE
IOWA
DES MOINES
ST. PAUL
MINNESOTA
NORTH DAKOTA
BISMARCK
SOUTH DAKOTA
PIERRE
NEBRASKA
LINCOLN
KANSAS
TOPEKA
OKLAHOMA
OKLAHOMA CITY
TEXAS
AUSTIN
DENVER
COLORADO
CHEYENNE
WYOMING
SANTA FE
NEW MEXICO
MONTANA
HELENA
SALT LAKE CITY
UTAH
ARIZONA
PHOENIX
HONOLULU
HAWAII
IDAHO
BOISE
NEVADA
CARSON CITY
WASHINGTON
OLYMPIA
OREGON
SALEM
SACRAMENTO
CALIFORNIA

Argumentative Writing: History

Matrix Graphic Organizer

Take notes in the graphic organizer below about Lorenzo de'Medici. This table will help you organize your research and evidence for the essay.

	GOOD WAYS	BAD WAYS
Source #1 PBS website: http://www.pbs.org/empires/medici/index.html	-The Medicis clawed their way to the top -The Medicis were powerful -Had a relationship with the Church -Innovative new ways of banking	-Those who stood in Medici's way could end up humiliated or dead
Source #2 PBS video: http://www.youtube.com/watch?v=iBlGkTTol9E	-Had the lower class on Lorenzo's side -Allowed artist to push boundaries -Created first art school	-Feud with Pazzi and Church put Florence in danger -Made poor banking decisions, couldn't do favors anymore
Source #3 Lorenzo de Medici: A True Renaissance Man, posted online by "coffeeshopthinking"	-Renaissance man because of his education and character -Florence benefitted from artists brought there to create art	
Source #4 Excerpt from "The Medicis, Bankers that Influenced the Renaissance", by Eric Wynn	-Influential in banking during Renaissance	-Gained access to world because of relationship with Church -Collected taxes for Church

Periodic Table of the Elements

1																	18
1 H Hydrogen 1.008	2											13	14	15	16	17	2 He Helium 4.003
3 Li Lithium 6.941	4 Be Beryllium 9.012											5 B Boron 10.811	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998	10 Ne Neon 20.180
11 Na Sodium 22.990	12 Mg Magnesium 24.305	3	4	5	6	7	8	9	10	11	12	13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.066	17 Cl Chlorine 35.453	18 Ar Argon 39.948
19 K Potassium 39.098	20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.88	23 V Vanadium 50.942	24 Cr Chromium 51.996	25 Mn Manganese 54.938	26 Fe Iron 55.933	27 Co Cobalt 58.933	28 Ni Nickel 58.693	29 Cu Copper 63.546	30 Zn Zinc 65.39	31 Ga Gallium 69.732	32 Ge Germanium 72.61	33 As Arsenic 74.922	34 Se Selenium 78.09	35 Br Bromine 79.904	36 Kr Krypton 84.80
37 Rb Rubidium 84.468	38 Sr Strontium 87.62	39 Y Yttrium 88.906	40 Zr Zirconium 91.224	41 Nb Niobium 92.906	42 Mo Molibdenum 95.94	43 Tc Technetium 98.907	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.906	46 Pd Palladium 106.42	47 Ag Silver 107.868	48 Cd Cadmium 112.411	49 In Indium 114.818	50 Sn Tin 118.71	51 Sb Antimony 121.760	52 Te Tellurium 127.6	53 I Iodine 126.904	54 Xe Xenon 131.29
55 Cs Cesium 132.905	56 Ba Barium 137.327	57-71 Lanthanides	72 Hf Hafnium 178.49	73 Ta Tantalum 180.948	74 W Tungsten 183.85	75 Re Rhenium 186.207	76 Os Osmium 190.23	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.967	80 Hg Mercury 200.59	81 Tl Thallium 204.383	82 Pb Lead 207.2	83 Bi Bismuth 208.980	84 Po Polonium [208.982]	85 At Astatine 209.987	86 Rn Radon 222.018
87 Fr Francium 223.020	88 Ra Radium 226.025	89-103 Actinides	104 Rf Rutherfordium [261]	105 Db Dubnium [262]	106 Sg Seaborgium [266]	107 Bh Bohrium [264]	108 Hs Hassium [269]	109 Mt Meitnerium [268]	110 Ds Darmstadtium [269]	111 Rg Roentgenium [272]	112 Cn Copernicium [277]	113 Uut Ununtrium unknown	114 Fl Flerovium [289]	115 Uup Ununpentium unknown	116 Lv Livermorium [298]	117 Uus Ununseptium unknown	118 Uuo Ununoctium unknown

57 La Lanthanum 138.906	58 Ce Cerium 140.115	59 Pr Praseodymium 140.908	60 Nd Neodymium 144.24	61 Pm Promethium 144.913	62 Sm Samarium 150.36	63 Eu Europium 151.966	64 Gd Gadolinium 157.25	65 Tb Terbium 158.925	66 Dy Dysprosium 162.50	67 Ho Holmium 164.930	68 Er Erbium 167.26	69 Tm Thulium 168.934	70 Yb Ytterbium 173.04	71 Lu Lutetium 174.967
89 Ac Actinium 227.028	90 Th Thorium 232.038	91 Pa Protactinium 231.036	92 U Uranium 238.029	93 Np Neptunium 237.048	94 Pu Plutonium 244.064	95 Am Americium 243.061	96 Cm Curium 247.070	97 Bk Berkelium 247.070	98 Cf Californium 251.080	99 Es Einsteinium [254]	100 Fm Fermium 257.095	101 Md Mendelevium 258.1	102 No Nobelium 259.101	103 Lr Lawrencium [262]

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Plant vs. Animal

● Animal only
● Plant only

nucleus
— nuclear pore
— nuclear envelope
— nucleolus
— chromatin

chloroplast

— mitochondrion
— ribosomes
— centrioles
— microtubules **

— vacuole

— ribosomes
— cytoplasm

— lysosome*
— plasma membrane ***

cytoplasm
— Golgi apparatus
— secretory vesicle **

cell membrane ***
— smooth endoplasmatic reticulum

cell wall
— rough endoplasmatic reticulum

Cell Diagrams
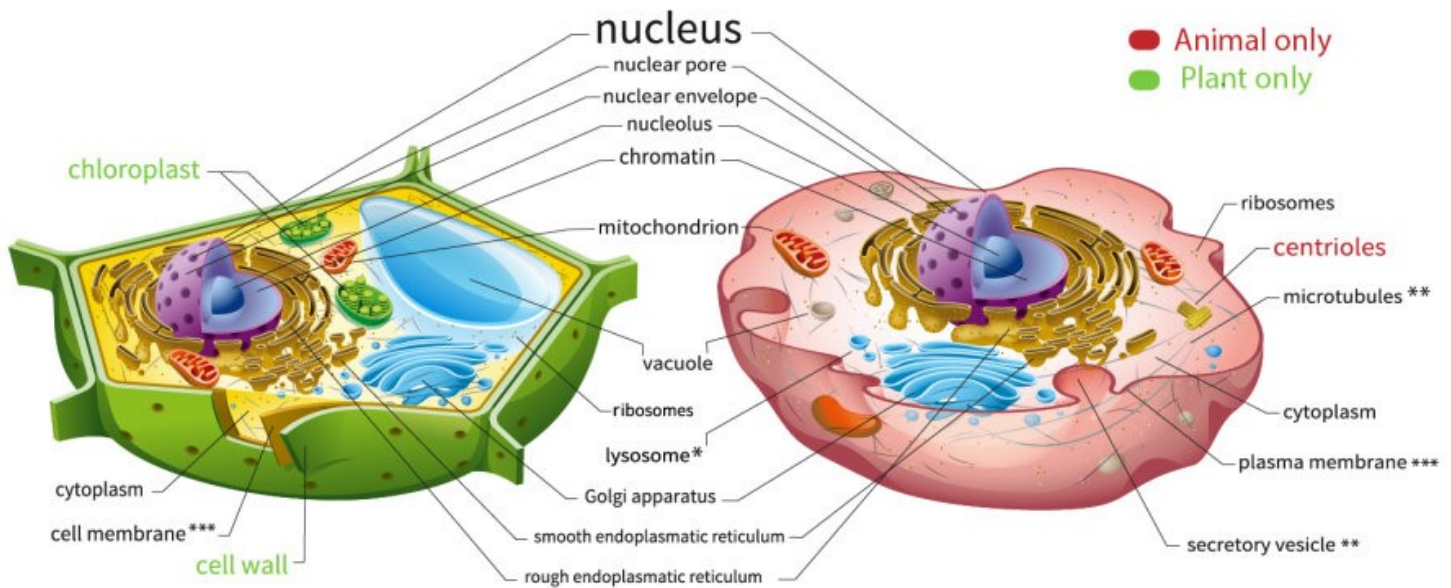
*   Plants may have lytic vacuoles, which act like lysosomes in animal cells.

**   Although they're not labelled here, plant cells have microtubules and secretory vesicles, too.

***   Cell membrane and plasma membrane are just different names for the same structure.

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C E R

CER Explained			Sentence Starter Ideas
C	Claim	**ANSWER THE QUESTION** State the answer to the question being asked or your hypothesis stated in an if/then format. <u>Usually just one or two sentences.</u>	- After conducting the investigation, it was determined that… - After viewing the evidence available it is obvious that… - After researching the topic, it can be concluded that… - After reading the text provided it is clear that… - Upon reviewing all the information available it is likely that… - After analyzing all the data available, it is evident that…
E	Evidence	**LIST THE PROOF** State/list all the proof you have to back up your claim. The more proof the better. Refer to data tables, charts, reliable sources etc., <u>Use as many sentences as you need to list all your evidence.</u>	- As can be seen from data collected in column B of the table… - According to the bar graph you can see that… - The most convincing piece of evidence is… - During the investigation it was observed that…
R	Reasoning	**EXPLAIN THE PROOF** Explain why/how the evidence helps to prove your point. Elaborate and explain this as if the reader knows little nothing about the science behind the evidence. <u>Use as many sentences as you need to explain each piece of evidence you gave.</u>	- This evidence supports the claim because… - This evidence confirms that… - This evidence demonstrates that… - This evidence is significant because… - This evidence suggests that… - This evidence is important because… - This evidence proves that… - This supports what we are learning in class because…

Visualize

Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.

When visualizing, ask:
- *What does this look like?*
- *How can I draw this concept/idea?*
- *What visual and/or symbol best represents this idea?*

Summarize

Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.

Summaries will:
- *State what the paragraph is about*
- *Describe what the author is doing*
- *Account for key terms and /or ideas*

Clarify

Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.

In order to clarify information, you might:
- *Define key terms*
- *Reread sections of the text*
- *Analyze or connect ideas in the text*
- *Paraphrase or summarize ideas*

Connect

Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.

While reading, you might ask:
- *How does this relate to me?*
- *How does this idea relate to other ideas in the text?*
- *How does this relate to the world?*
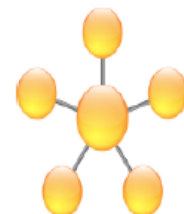
Respond

Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.

Readers will often respond to:
- *Interesting ideas*
- *Emotional arguments*
- *Provocative statements*
- *Author's claims*
- *Facts, data, and other support*
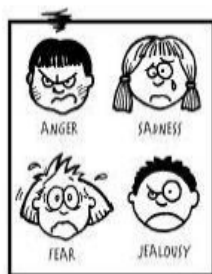
Question

Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.

While reading, you might ask:
- *What is the author saying here?*
- *What is the author doing?*
- *What do I understand so far?*
- *What is the purpose of this section?*
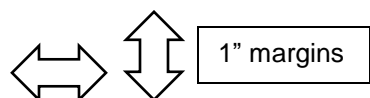- *What do I agree/disagree with?*

Language for Academic Discussions

Stating opinions

1. I think___ because _____.
2. I (firmly, strongly) believe _____.
3. In my opinion _____.
4. From my perspective, _____.
5. I am convinced _____.
6. My opinion on this (topic, issue) is__

Supporting/Elaborating

1. For (example, instance), _____.
2. A relevant example I (heard, read) was ____.
3. One (possible, convincing) reason is ___.
4. A (key, major) reason is _____.
5. A relevant experience I had was _____.
6. I experienced this when _____.

Providing Evidence

1. After hearing___, I am convinced____.
2. The data on ___ suggests _____.
3. After reading ____, I conclude that ____.
4. After reviewing ___, I assume that ____.
5. Drawing from experience, I know that ___.
6. Based on experience, it seems evident that ___.

Comparing/Contrasting

1. My (idea, response) is similar to (Name).
2. My (opinion, perspective) is similar to (Name)
3. My response is similar to that of my classmates.
4. My response is different from (Name).
5. My (analysis, conclusion, solution) is different from (Name).

Agreeing/Disagreeing

1. I completely agree with (Name) that ____.
2. I share your perspective.
3. My idea builds upon (Name).
4. I don't (quite, entirely) agree.
5. I disagree (somewhat, completely).
6. I have a different perspective on this (topic, issue).

Modern Library Association (MLA) Reference

1" margins

Your Full Name

Teacher's Name

Class

Day Month Year

½" margin between top of page and header

Do not bold, italicize, or underline title

Indent ½" or 5 spaces

Title is Centered

The format you will be using for all written assignments is called MLA (Modern Language Association). Your paper will have one inch margins, a header with your last name and page number on every page, a heading on the first page only, a title created by the writer, and consistent double-spacing using Times New Roman font in size 12. There is no cover page required; please do not include one.

In-text citations, also known as parenthetical citations, follow a specific format. When quoting directly from a written work, be sure to do so correctly. For example, "when using a quote from the text, you must write it word for word, exactly as it is seen, put quotation marks around it, and then cite the author's name and the page number where it is located in the text in parenthesis at the end" (Shakespeare 59). The end punctuation follows the last parenthesis mark. Try to embed quotes "so that your work is more fluid and less choppy" (64). Make sure that you include a works cited page, if needed.

You should always cite the sources for quotations, facts that are not common knowledge, and ideas that are not your own.

The Works Cited appears at the end of your paper. You must include ALL sources used in your essay.

1. Title it Works Cited
2. Double space between each entry, not each line.
3. Each entry is in alphabetical order by author's last name (if there is no author, the title).
4. If the entry has more than one line, the second and third lines are indented five spaces.
5. There is a period at the end of each entry.
6. If you cannot fit the entire web address (URL) on one line, continue it on the next line after a slash only.

Newspaper/Magazine Article	Article in an Online Newspaper
Author's Last, First Middle Name. "Title of Article." *Name of Publication,* vol., no., Year of Publication, pp. Page Numbers of Article. Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.	Author's Last, First Middle Name. "Title of Article." *Name of Newspaper/Magazine*, Day Month. Year of Publication, URL. Accessed Day Month Year. Vergano, Dan. "Planets More Like Earth Found Circling Nearby Stars." *USA Today,* 1 Sept. 2004. 13 Nov. 2004, http://www.usatoday.com/. Accessed 4 May 2009.
Article from Online Database	**Online Image**
Author's Last, First Middle Name. "Title of Article." *Name of Publication*. Vol., no., Year of Publication, pp. of publication. *Name of Database,* doi: or URL. Accessed Day Month Year. Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal,* vol. 50, no. 1, 2007, pp. 173-96. *ProQuest*, doi:10.1017/S0018246X06005966. Accessed 27 May 2009.	Author's Last, First Middle Name. *Title of image*. Year of creation. Institution, City where work is housed. *Name of Website*, URL. Accessed Day Month Year. Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*, www.artchive.com/artchive/K/klee/twittering_machine.jpg.html. Accessed 4 May 2006.
Film or Video Recording	**The Bible**
Director's First Middle Last Name. *Title*. Media Format. Distributor, Year of Release. Lucas, George, director. *Star Wars Episode IV: A New Hope*. Twentieth Century Fox, 1977.	*The Bible. Version,* Publisher, Year of Publication. *The Bible. King James Version,* Oxford UP, 1998. **In-text citation should include the name of the edition, followed by an abbr. of book, chapter and verse(s). *New Jerusalem Bible*, Ezek. 1.5-10.
Online Video	**Document from an Internet Site**
"Title of video." *Name of Website*, uploaded by Name, Day Month. Year, URL. "8 Hot Dog Gadgets put to the Test." *YouTube*, uploaded by Crazy Russian Hacker, 6 Jun. 2016, www.youtube.com/watch?v=WBlpjSEtELs. *Cite author's name before title if different from uploaded by	Author's Last, First Middle Name. "Article or Page Title." *Title of Entire Web Site*. URL Accessed Day Month Year. Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, www.ehow.com/how_10727_make-vegetarian-chili.html. Accessed 6 July 2015.
Book with one author	**Song**
Author's Last, First Name Middle Name. *Title of Book*. Publisher, Year of Publication. Ride, Sally. *Exploring Our Solar System*. Crown, 2003. ** Editor instead of an author: Ride, Sally, editor.	Last, First Middle Name of Writer. "Title of Song." *Title of Album*, Publisher, Year of Publication. Nirvana. "Smells Like Teen Spirit." *Nevermind*, Geffen, 1991.
Book with two authors	**Online Encyclopedia/Dictionary**
Author's Last, First Middle Name and Author's First Middle Last Name. *Title of Book*. Publisher, Year of Publication. Gonzalez**,** Guillermo and Jay Wesley Richards. *The Privileged Planet: How Our Place in the Cosmos is Designed for Discovery*. Regency, 2004. **If there are three or more authors, list: first author, et al.	Author's Last, First Middle Name. "Title of Article." *Name of Database Reference Source*, Publisher, Year of Publication. *Name of Database*, URL. Accessed Day Month Year. "Perchloric acid." *The American Heritage Stedman's Medical Dictionary*, Houghton Mifflin, 1995. *Dictionary.com*, www.dictionary.com/ browse/perchloric-acid?s=t. Accessed 13 Dec. 2010.
Laws, acts, and similar documents: *U.S. Constitution*. Art./Amend. XII, Sec. 3. **In-text citation: (US Const. amend. XII, sec. 3).	

ACES Writing Strategy

A
ANSWER THE QUESTION IN A FORM OF A SENTENCE

- Restate the question into a statement
- Answer the question completely
- This sentence is your *claim*
- Provide explanation of answer

C
CITE AN EXAMPLE OR EVIDENCE

- Use clear, specific examples or evidence from the text that supports your claim
- Use *signal phrases* to introduce evidence
- Use quotations when citing direct quotes
- Cite evidence in MLA format

E
EXPLAIN, ELABORATE, OR EXPAND ON EVIDENCE

- Explain the *connection* between your evidence and your claim
- Answer the question "So what?"
- Explanation may come before OR after evidence

S
MAKE A SUMMARY STATEMENT

- Refer back to your claim
- Use an appropriate transition
- Wrap up your paragraph

Signal Words
- For example,
- For instance,
- As noted in paragraph two,
- In the words of...
- As stated in the text,
- According to the author,
- When the author states, "..."

Summary Transitions
- Overall
- In conclusion
- Finally
- Briefly
- In the end
- To conclude
- To summarize

48
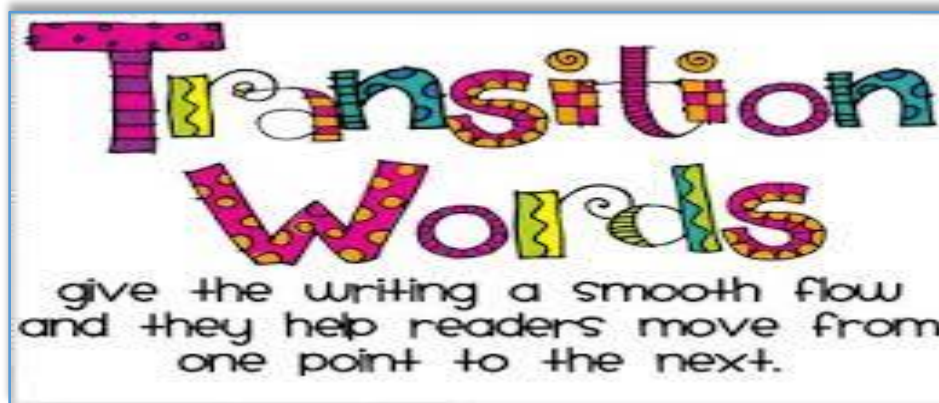
Basic Transitional Sequence: When ideas/details are being introduced, integrated, and linked together.

First of all	In addition	Consequently
To begin	Furthermore	Finally
The most significant	Equally important	Therefore
First, Second, Third	In fact	The final
For example	Next	For this reason
The primary reason	Still another reason	Moreover
The most compelling	A further example	In spite of
Of major concern	For instance	Besides
According to	A major factor	The best evidence

Transitional Sequence for Making a Point: When ideas/details are being explained and elaborated.

In conclusion	In summary	Finally
In closing	All in all	As has been noted
In any event	In other words	As shown
Thus	Therefore	As mentioned earlier
Clearly	Consequently	For this reason

Time Sequence: When some details occur before others in time.

At the beginning	In the middle	In the end
First	Then, Next	Last
Before	During	After
Currently	Suddenly	Finally
Previously	Subsequently	Later
Presently	As soon as	Over time
Earlier	Immediately	By this time
In the past	Meanwhile	Afterwards

Final Sequence: When ideas are being concluded or summarized.

In conclusion	In summary	Finally
In closing	All in all	As has been noted
In any event	In other words	As shown
Thus	Therefore	As mentioned earlier
Clearly	Consequently	For this reason

FINAL

Contrast Cues: When words are needed to indicate relations of degree.
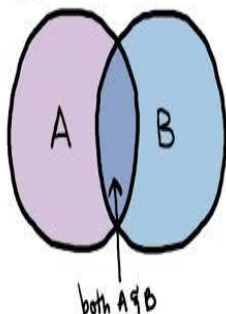
The best thing	The worst thing	After all
On the one hand	On the other hand	In contrast
In comparison	By the same token	Similarly
Different from	The same as	Nonetheless
Unlike the	However	Likewise
On the contrary	Instead	Nevertheless
Again	Also	In the same way
At the same time	In the same way	Otherwise

Transitional Sentence Frames for Analyzing Text and Citing Evidence

Direct Evidence - Select significant passages of texts that support your answer. Be sure to use quotation marks around the author's exact words.

For example/for instance on page ____ in the article/story, (*insert title*), by (*insert author's name*), it states "_____".

According to the article/story, (*insert title*), the author states/writes that "_____".

Evidence can be found in the article/story, (*insert title*), that claims "_____".

A detail that supports this idea from the article/story, (*insert title*), is "_____".

In paragraph ____ on page ____ of the article/story, (*insert title*), it states "_____".

_____ is/was an example of _____. According to the author/text, (*insert author's name/insert title*) it is clear that "_____".

The most significant reason for/example of _____ can be found in the text (*insert title*) on page ____ where the author states "_____".

Equally important is _____. Evidence to support this idea is shown in the text (*insert title*) on page ____. The author, (*insert author's name*), claims "_____".

Indirect Evidence - Refer to significant parts of the text that support your answer. Summarize in your own words.

A close reading of (*insert title*) suggests/clarifies/reveals _____ when the author talked about _____.

Based on the information from (*insert title*), we can assume that _____ because the text mentioned _____.

Transitional Sentence Frames for Explaining the Text and Elaborating on an Idea

This means _____.

The text/information proves/shows/demonstrates _____.

This is evidence/proof that _____.

This validates/confirms/reinforces _____.

It is important because _____.

In other words _____.

The evidence seems to suggest _____.

More specifically, it is important because _____.

Another point about that is _____.

A different way to think about it is _____.

It is also important to remember _____.

One should also consider _____.

Sentence Starters for:
Listening, Speaking, and Writing

*Need Help Getting Started? Not sure on what to ask. Try a **Sentence Starter.***

Clarifying Starters:
Questions to ask to better understand what the person has said or asked.

- I agree with what _____ said because….
- You bring up an interesting point, and I also think….
- That's an interesting idea. I wonder…? I think… Do you think…?
- I thought about that also and I'm wondering why…?
- I hadn't thought of that before. You make me wonder if…? Do you think…?
- _____ said that… I agree and also think….
- Based on the ideas from _____, _____ and _____, it seems like we all think that….

Building on What Others Say: *You might like what someone had to say or see a way to add information on to that thought. The phrases below can help you start the conversation.*

- Could you repeat that?
- Could you give us an example of that?
- I have a question about that: …?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- Would you mind going over the instructions for us again?
- So, do you mean…?
- What did you mean when you said…?
- Are you sure that…?
- I think what _____ is trying to say is….
- Let me see if I understand you. Do you mean _____ or _____?
- Thank you for your comment. Can you cite for us where in the text you found your information?

Probing for Higher Level Thinking:
Taking the discussion to the next level.

- What examples do you have of…?
- Where in the text can we find…?
- I understand…, but I wonder about….
- How does this idea connect to…?
- If _____ is true, then…?
- What would happen if _____?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?

Expressing your Opinion

- I think / believe / predict / imagine that _____ What do you think?
- In my opinion….
- It seems to me that….
- Not everyone will agree with me, but….

Interrupting

- Excuse me, but… (I don't understand.)
- Sorry for interrupting, but… (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Sentence Starters for:
Listening, Speaking, and Writing

*Need Help Getting Started? Not sure on what to ask. Try a **Sentence Starter**.*

Disagreeing: *How to disagree in a polite and academic way.*	**Inviting Others into the Dialogue:** *Get the group talking.*
• I don't really agree with you because…. • I see it another way. I think…. • My idea is slightly different from yours. I believe that… I think that…. • I have a different interpretation than you….	• Does anyone agree/disagree? • What gaps do you see in my reasoning? • What different conclusions do you have? • _____ (name), what do you think? • I wonder what _____ thinks? • Who has another idea/question/interpretation? • _____ (name), what did you understand about what _____ said? • We haven't heard from many people in the group. Could someone new offer an idea or question?

Offering a Suggestion/Redirecting the Seminar

• We can't seem to find the connection to the text. Could you point out what and where that connection is?

• We all want to remember that our goal is a flow of questions and comments and ideas to be shared, rather than a debate to be won. How could your comment be rephrased to reflect our goal?

• Maybe you/we could….

• Here's something we/you might try: ….

• What if we … ?

• We seem to be having a debate instead of a dialogue, can we….

• Who has another perspective to offer that will help us re-focus the conversation?

• Let's look at page _____ and see what we think about….

50

Reference: How to Avoid Plagiarism

Purpose:

To avoid using another writer's ideas or words as if they were your own without giving credit.

Plagiarism Includes:

◉ taking ideas, words, phrases, or sentences from another person's work without giving them direct credit (internal citation).

◉ cutting and pasting from the internet (or any other source).

◉ paraphrasing or summarizing information but not using proper internal citations to indicate its source within the text of your paper.

◉ changing a few words around from a source and pretending they are your own.

ORIGINAL PASSAGE	Many people report instances of extrasensory perception, commonly known as ESP, involving their pets. For example, when a dog appears to know when its owner will arrive home, even when the owner comes home at different times each day. Scientists, too, have found evidence of some animals' predictive ability-for example, animals that seem to be able to predict catastrophic events, such as an earthquake or tornado.

• **bolded** words are too similar to the original

• **bolded** words are a direct quotation without quotation marks

PLAGIARIZED PASSAGE	Some people believe that animals have ESP. Some dog owners, for example, have observed that their dog seems **to know when they will arrive home**, even when their schedule is unpredictable. **Scientists, too, have found evidence of some animals' predictive ability** because these animals seem to have predicted natural disasters (Rogo 44).

• synonyms used and sentence structure changed
• direct quotation is now paraphrased
• another option is to include quotation marks around the direct quotation

ACCEPTABLE USE (NOT PLAGIARISM)	Some people believe that animals have telepathic abilities. Some dog owners, for example, have observed that their dog can predict daily events despite changes in the regular routine. Researchers have even discovered that animals can foresee natural disasters (Rogo 44).

Reference: How to Paraphrase

Purpose:

To describe the main point, from a source, using your own words. To put a source statement into perspective or to clarify the position.

How to Paraphrase:

1) Select an appropriate text for your research.

2) Read the section that you want to paraphrase.

3) Find key words.

4) Find synonyms for those key words. Usually, proper nouns do not have synonyms— e.g. Julius Caesar, Pythagorean Theorem.

5) Cover the original text with your hand.

6) Rewrite your statement using the synonyms.

7) Check the original statement to make sure you have captured the main point.

8) Remember, the majority of the words and sentence structure need to be your own.

Source
Lehman, Christopher. *Energize Research Reading and Writing: Fresh Strategies to Spark Interest, Develop Independence, and Meet Key Common Core Standards, Grades 4-8.* Portsmouth, NH: Heinemann, 2012. Print.

Example:

Original Text:

"When the last Severan ruler died in A.D. 235, Rome's government became unstable. For almost 50 years, army leaders fought each other for the throne" (Spielvogel 145).

Paraphrased Text:
After the Severan rulers ended their rule in A.D. 235, Rome fell into volatile times as military leaders fought for control of the empire (Spielvogel 145).

Reference: Four Ways to Include Evidence

I.   Direct Textual Evidence/Quotations

Quotations illuminate and support the ideas you are trying to develop. Explain how the textual evidence/quotation is connected to your point.

> Jonas becomes a different person when he decides he wants to make his own choices. For instance, when learning about different colors, Jonas says he wants to **"wake up in the morning and decide things" (97).** Clearly, Jonas has defied societal norms and decides against having all his choices made for him by his community.

II. Specific Detail

Various types of details from the text support the main idea of your response. These details add credibility to the point you are trying to make. Details should be short and incorporated into your own sentences.

> According to a *Smithsonian* article entitled "Founding Fathers and Slaveholders," **"Jefferson knew that slavery was wrong, but he didn't have the courage to lead the way to emancipation" (Ambrose 1)**.

III. Paraphrase

Paraphrase when you need the details of the original but not necessarily the words of the original: to paraphrase is to put someone else's words into your own words.

> **Original:** "But every once in awhile, you find someone who's iridescent, and when you do, nothing will ever compare" (96).
>
> **Paraphrase:** On his walk with Bryce, **Chet explains how sometimes in life we meet people who possess such a wide array of amazing qualities, making the experience of being with those people unlike any other.** He wants Bryce to accept Juli for her unique traits (96).

IV. Summary

If a key event or series of events in the text spans multiple pages, a brief summary instead of a direct quotation could be used.

> President Monroe kept America afloat during the first major economic depression, the Panic of 1819. **By asking Congress to increase tariffs, taxes on imported goods, and to lower government spending, Monroe played a large role in ensuring the nation did not collapse during this trying time** (Alavosus 178–179).

Reference: Punctuating & Formatting Evidence

I.   Punctuation

When citing, punctuation marks such as periods and commas should appear *after* the parentheses.

> An example of the use of metaphor in Jean Craighead George's *Julie of the Wolves* is "[t]he great wolf's eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra" (9)**.**

II. Omitting or Changing Text

When omitting an unneeded section of the text, use an ellipsis (…),

> "The great wolf's eyes**…**quickly hardened into brittle yellow jewels as he scanned the flat tundra" (9).

When changing a word in a section use brackets [ ] to insert clarifying text.

> Original Text from *The Declaration of Independence*: "He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people" (US 1776).
>
> "**[King George III]** has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of **[American colonists]**" (US 1776).

III. Dialogue

In cases of dialogue, use the single quotation mark inside the double quotation marks.

> When Julie got lost in the tundra, she cried out to Amaroq, "'Amaroq, ilaya, wolf, my friend…look at me. Look at me'" (8).

IV. Long Passages — Block Quoting

When citing long passages (four or more lines), indent one inch (or two tabs) from the main margin, do not use quotation marks, and the period comes before the parentheses.

> Realizing his wife's intentions, Kino reacts violently:
> > **Quietly he tracked her, and his brain was red with anger. She burst clear out of the brush line and stumbled over the little boulders toward the water, and then she heard him coming and she broke into a run. Her arm was up to throw when he leaped at her and caught her arm and wrenched the pearl from her. He struck her in the face with his clenched fist and she fell among the boulders, and he kicked her in the side. (58-59)**

Note: Unless you *really* need to cite a long passage in full, keep your quotations short.

V. Multiple Sources

When comparing two sources by different authors, document the author's name before the page number.

> Brian and Julie both change tremendously after their journeys. In the end, "Brian…never said a word about…the Secret" **(Paulsen 189)**, while Julie came to the realization "the hour of the wolf and the Eskimo is over" **(George 170).**

VI. Poetry

For short quotations of verse, use a slash (/), preceded and followed by a space, to show where each new line of verse begins. Cite the line numbers.

> Lord Byron uses alliteration in the following lines, "Where thoughts serenely sweet express **/** How pure, how dear their dwelling-place" **(11-12).**

VII. Verse Drama

When quoting from verse drama, cite the act, scene, and line. For prose drama punctuating and formatting rules, please see your teacher.

> When she discovers Romeo's identity, Juliet exclaims, "My only love, sprung from my only hate! / Too early see unknown, and known too late!" (1.5.22).

Works Cited

Purpose:

The purpose of a Works Cited or Bibliography is to give credit to an author and to help the reader find the material that was used in the essay. This list of sources should be on a separate page at the end of your writing.

Structure/How to:

◉ Begin each entry flush with the left margin; if an entry runs more than one line, use a **hanging indentation** from the left margin on all following lines.

◉ Alphabetize entries by author's or editor's last name, or if none, by the first significant word in the citation.

◉ Use abbreviations wherever possible for places, publishers, dates, etc.

◉ Double space entries.

◉ Use the correct punctuation, capitalization, and style within the citation. Use of EasyBib, accessible via the JLS Library webpage, is helpful and encouraged.

Some of the more commonly used citations:

Book with One Author

Author Last name, First name. *Book Title*. City of Publication: Publisher, Year Published. Print.
(City of publication can be omitted if only one edition of the book was printed.)

Book with Two or Three Authors

Author #1 Last name, First name, and Authors #2 and #3 First name Last name. *Book Title*. City of Publication: Publisher, Year Published. Print.

Encyclopedia Article

Author Last name, First name. "Article Title." *Encyclopedia Name.* Edition. Year Published. Medium. *(The medium may be print or web.)*

Magazine Article

Author Last name, First name. "Article Title." *Magazine Title,* vol. #, no., yyyy; pp. Medium.
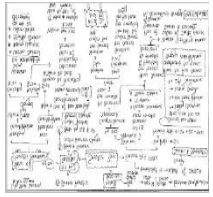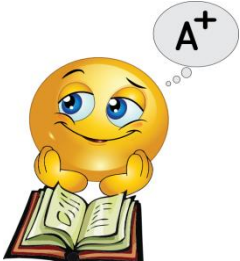
Website, Professional or Personal

Author Last name, First name. "Title of Web Page." *Title of Overall Web Site.* Version or Edition if indicated. Publisher or Sponsor, if different from the name of the website. Date Published or revised dd Mmm yyyy if known or N.d. Web. Access Date dd Mmm yyyy. URL. *(Omit http:// at the start of the URL.)*

Image from the Internet

Artist Last name, First name. "Description or Title of Image." Type of Image (e.g. photo, map, drawing, etc.) *Title of Web Site,* Date of image (if known). Web. Access Date dd Mmm yyyy. URL. *(Exclude URL only at your instructor's request.)*

~Focused Note-taking Checklist~

Phase 1: Note-taking	• Name, date, class/teacher/period • Topic and EQ • All main ideas recorded, spacing between lines, bullets and indentation, paraphrase • Done in pencil, black or dark blue ink!
Phase 2: Processing Notes	• Revising Notes **such as**: (circle key terms/highlight main ideas/ideas chunked/missing info added) • Box up concepts or "Aha" moments • Questions reflect underlined main ideas and correspond to chunks • Use **different color ink** (from Phase 1) or use highlighter
Phase 3: Thinking & Connecting	• Annotations!!! • Information added into notes in different colors (information explains revisions and shows content understanding) • Make connections for easy recalling of information • Ask Higher Level Questions • "Flag" information • Add Post-it Notes if more space is needed
Phase 4: Summary	• Summary addresses Essential Question (EQ) & all questions/notes mentioned. • There should be a summary on **each page** for it to count as a complete set of notes. **SUMMARY**
Phase 5: Applying Learning – Reflection	• How will this **knowledge** help you be better prepared? How will you apply it? • How do you plan to use these notes for test/essay/tutorial, etc. **REMEMBER: Notes are a LEARNING TOOL!!!**

Focused Notes

Topic:_____
_____

Name: _____

Class: _____ **Period:** _____

Essential Question:

Questions/Main Ideas:	Notes:

Summary:

Addition

Positive + Positive = Positive	$5 + 3 = 8$
Negative + Negative = Negative	$(-5) + (-3) = -8$
Positive + Negative or Negative + Positive	$(-5) + 3 = -2$
· use the larger number and its sign, subtract	$3 + (-5) = -2$
	$(-3) + 5 = 2$
	$5 + (-3) = 2$

Subtraction

Negative - Positive = Negative	$(-5) - 3 = (-5) + (-3) = -8$
Positive - Negative = Positive	$5 - (-3) = 5 + 3 = 8$
Negative - Negative = Negative + Positive	$(-5) - (-3) = (-5) + 3 = -2$
· use the larger number and its sign, subtract	$(-3) - (-5) = (-3) + 5 = 2$

Multiplication

Positive x Positive = Positive	$5 \times 3 = 15$
Negative x Negative = Positive	$(-3) \times (-5) = 15$
Negative x Positive = Negative	$(-3) \times 5 = -15$
Positive x Negative = Negative	$3 \times (-5) = -15$
· change double negatives to a positive	

Division

Positive ÷ Positive = Positive	$15 \div 3 = 5$
Negative ÷ Negative = Positive	$(-15) \div (-3) = 5$
Negative ÷ Positive = Negative	$(-15) \div 3 = -5$
Positive ÷ Negative = Negative	$15 \div (-3) = -5$
· change double negatives to a positive	

Number	Divisibility Rule	Example
Two (2)	A number is divisible by two if it is **even**. Another way to say a word is even is to say it ends in 0, 2, 4, 6 or 8.	642 is divisible by two because it ends in a two, which makes it an even number
Three (3)	A number is divisible by three if the **sum of the digits adds up to a multiple of three**.	423 is divisible by three because $4 + 2 + 3 = 9$. Since nine is a multiple of three (or is divisible by three), then 423 is divisible by three
Four (4)	A number is divisible by four if it is even and **can be divided by two twice**.	128 is divisible by four because half of it is 64 and 64 is still divisible by two
Five (5)	A number is divisible by five if it **ends in a five or a zero**.	435 is divisible by five because it ends in a five
Six (6)	A number is divisible by six if it is **divisible by both two and three**.	222 is divisible by six because it is even, so it is divisible by two and its digits add up to six, which makes it divisible by three
Nine (9)	A number is divisible by nine if the **sum of the digits adds up to a multiple of nine**. This rule is similar to the divisibility rule for three.	9243 is divisible by nine because the sum of the digits adds up to eighteen, which is a multiple of nine
Ten (10)	A number is divisible by ten if it **ends in a zero**. This rule is similar to the divisibility rule for five.	730 is divisible by ten because it ends in zero

One Step Addition Example

The Opposite of Addition is Subtraction

$$y + 14 = 20$$
$$-14 \quad -14$$
$$y \quad\quad = 6 \checkmark$$

The value which makes the equation true is 6.

ONE STEP SUBTRACTION EXAMPLE

The Opposite of Subtraction is Addition

$$x - 120 = 80$$
$$+120 \quad +120$$
$$x \quad\quad = 200 \checkmark$$

The value which makes the equation true is 200.

Multiplication Example

The Opposite of Multiplication is Division

$$3n = 12$$
$$\frac{3n}{3} = \frac{12}{3}$$

3/3 cancels down to become 1/1 =1

$$n = 4 \checkmark$$

1n is simply "n"

The value which makes the equation true is 4.

One Step Division Example

The Opposite of Division is Multiplication.

$$\frac{k}{2} = 16$$

K is divided by 2, so we need to multiply both sides by 2

$$\frac{k}{2} \times 2 = 16 \times 2$$

2/2 cancels down to become 1/1 =1

$$k = 32 \checkmark$$

1k is simply "k"

The value which makes the equation true is 32.

Solving Two-Step Equations

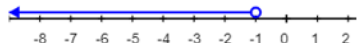Remember undo Addition/Subtraction the undo Multiplication/Division
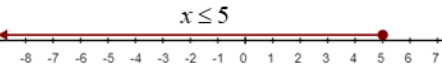
$$2n - 7 = 15$$
$$+7 \quad +7$$
$$\overline{\quad\quad\quad\quad}$$
$$\frac{2n}{2} = \frac{22}{2}$$

Add 7 to both sides

Divide by 2 on both sides

$$n = 11 \quad\quad \text{Done!}$$

Inequalities on a Number Line

Symbol	Words	Example
>	Greater than	$x > 5$
<	Less than	$x < -1$
≥	Greater than and equal	$x \geq 3$
≤	Less than and equal	$x \leq 5$

MULTIPLICATION TABLE

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Murrieta Valley Unified School District
Crisis and Helpline Resources

In the event of a Mental Health related crisis and/or emergency that puts you, your child or others in danger, please dial 911.

Crisis Lines

Riverside County Crisis & Suicide Helpline- (951) 686-HELP
National Suicide Prevention Lifeline- (800) 273-8255 (TALK)
Crisis Text Line- Text HOME to 741741
CA Peer Warm Line (non-crisis)- (855) 845-7415
Trevor Project (LGBTQ)- (866) 488-7386
Children's Protective Services- (800) 422-4918
Alternatives to Domestic Violence- (800) 339-7233
CONTACT (Loneliness) Helpline- (800) 932-4616
RUHS Youth Crisis Hotline- (800) 843-5200
SafeHouse What's Up Crisis Text Line (youth)- (844) 204-0880
RUHS Teen Line- (800) 852-8336

Emergency Evaluation Centers	
Emergency Treatment Services (ETS) 9990 County Farm Road, Suite 4 Riverside, CA 92503 Adults & Minors (951) 358-4881	**Loma Linda University Behavioral Medical Center** 1710 Barton Road Redlands, CA 92373 (909) 558-9200
Riverside University Health System 41002 County Center Drive, Suite Temecula, CA 92591 (951) 600-6355	**Perris Mental Health Urgent Care** 32085 Ramona Expressway, Suites 1-3 Perris, CA 92571 (951) 349-4195

Regional Behavioral Health Centers	
Riverside University Health System Behavioral Health, Temecula Children's Services (Medi-Cal/Healthy Kids/Healthy Families) Children's Treatment Services 41002 County Center Drive Suite 320 Temecula, CA 92591 (951) 600-6355	**Loma Linda University Behavioral Medical Center** 28078 Baxter Rd, Suite 230 Murrieta, CA 92563 (951) 290-6530

Additional Resources
Community Referrals- Dial 211
Connectie.org- Search for free/reduced cost services like medical care, food, job training and more.
CARES Line- (Medi-Cal Beneficiaries seeking Mental Health Services)- (800) 706-7500
Help Line- (951) 686-4357 (24-hour hotline) • Suicide crisis • Crisis intervention and counseling referrals • Homeless referrals • Food pantry • Financial assistance