**Name:**

**2014-2015 Unit Vocabulary**

**Boot Camp**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Marks (Reading)** | Actively reading to mark the key information.  **Use the symbols as you read to mark…**   |  |  | | --- | --- | |  | **Key Words.**  Including Names, Dates, Places, Transition Words, & Power Verbs. | | \_\_ | **Key Info** or **Descriptions.** | | **\*** | **Separate Information** or **Descriptions.** | | **#s** | **Order** or **Points.** | | **+/-** | **Pros/Cons** or **Opposing Views**. | | ! | Something **interesting** or has a **“wow” factor**. | | ? | Something you have a **question** about & will **return to**. | |
| **Cornell Notes (Writing)** | A system of note-taking and includes:   1. Title 2. Date 3. Cue Column 4. Note-Taking Area 5. Summary   http://www.elcamino.edu/faculty/bpeppard/english-b-textbook/cornell.png |

|  |  |
| --- | --- |
| **Kansas Writing Strategies (Writing)** | **Subject**: a noun that the sentence is mostly about  **Verb**: an action (ran, eat, dance) or link (is, am, are) to description  **Simple Sentence**: the most basic sentence that contains at least one subject and one verb  **Formulas**: SV, SSV, SVV, SSVV  **Compound Sentence**: Connects 2 simple sentences (independent clause)  **Ways to Connect a Compound Sentence**:   1. \_\_\_\_\_\_\_; \_\_\_\_\_\_\_.   Ex: I love pizza; my favorite topping is pepperoni.   1. \_\_\_\_\_\_\_, (coordinating conjunction) \_\_\_\_\_\_\_.   Ex: I love pizza, and my favorite topping is pepperoni.  **Coordinating Conjunctions**: (Remember… FANBOYS)  F-for  A-and  N-nor  B-but  O-or  Y-yet  S-so  **5 Requirements of a Complete Sentence**:   1. Beginning Capital Letter 2. Subject 3. Verb 4. Makes Sense 5. End Punctuation |
| **Main Idea (Reading)** | Who or what the passage is mostly about.  **Steps of Main Idea**:   1. Decide who or what is talked about the most. 2. Identify the details in the passage. 3. Classify the details in the passage.   **Main Idea Statement**: \_\_#1\_\_ + \_\_\_\_\_\_\_\_\_\_#3\_\_\_\_\_\_\_\_\_\_.  **Supporting Details**: gives information about the main idea (facts, description, example) |
| **Fact** | Something the can be proven true or false. |
| **Opinion** | Something that can’t be proven true or false. |
| **RAP (Reading/Writing)** | **Respond to ERQs**:  **R**- Restate! (the question)  **A**- Answer! (all parts of the question)  **P**- Prove it! (Prove your answer and demonstrate your thinking by using evidence and connecting it to your answer.)  **Prove it! Evidence:**   1. Connect to text- Quote or paraphrase proof from the passage. 2. Use a fact. 3. Show an example from your life, the world etc.   **Prove it! Transitions:**   * I know this because… * As a matter of fact… * I understand this because… |
| **Skimming Text (Reading)** | Quickly learn what the passage is about by scanning:   1. Titles/Headings 2. Captions/Pictures 3. 1st Sentence of each Paragraph |

**Personal Narrative**

|  |  |
| --- | --- |
| **Narrative** | A story. |
| **Personal Narrative** | A story about me and I am a main character. |
| **Sequence of Events** | The order of which events take place. |
| **Setting** | The time and place of the story. |
| **Dialogue** | Conversation between characters.  **Purpose?** Helps tell the story and share details about the events, characters, and problem in the story. |
| **Point of View** | View from which the story is told.  **1st Person Point of View**: storyteller is a character in the story. Pronouns Used- I, me, my.  **2nd Period Point of View**: reader’s actions are narrated. Pronouns Used- You.  **3rd Person Point of View**: storyteller is someone outside the story. Pronouns Used- he, she, them, they. (Sometimes the storyteller is **omniscient** which means they are all-knowing about everything that is taking place in the story.) |
| **Transition Words and Phrases** | Words and phrases used to move and connect the reader through ideas, details, or events in my writing.  Ex: first, then next, also, finally |
| **Sensory Details** | Describing something using the five sense (see, smell, taste, touch, feel). |
| **Frozen Moment** | An incident that feels like a frozen piece of time and can be describe in great detail. |
| **Vivid Verbs** | Words that provide a specific depiction on an action.  Ex: The dog barked and ran after the cat =>The dog growled and sprang after the cat. |
| **Characterization** | Method a writer uses to develop characters and includes Action, Description, and Dialogue (ADD). |
| **Conflict** | A problem or struggle in the story.  **Internal Conflict**: a problem that occurs inside the character. Ex: making the right decision, meet a goal, etc.  **External Conflict**: problems between a character and outside forces. Ex: nature, another character, or society. |
| **Cause** | An initial action that makes something happen. |
| **Effect** | The result on an action. |
| **Hook** | Used at the beginning of a writing piece to capture (hook) the reader’s attention. (AQQS)  Anecdote ( A short biographical sketch)  Question  Quote  Statement of Intrigue |
| **Tone** | Attitude towards a specific subject. |
| **Mood** | Overall emotional quality of a work. |

**Figurative Language**

|  |  |
| --- | --- |
| **Simile** | Comparison using “like” or “as.” |
| **Metaphor** | Comparison between 2 unlike things without “like” or “as.” |
| **Personification** | Describing animals or objects with human characteristics. |
| **Alliteration** | Repetition of beginning consonant sounds. |
| **Imagery** | Description used to create a word pictures & appeal to the 5 senses. |
| **Onomatopoeia** | A word that imitates the sound it makes. |
| **Hyperbole** | Extreme exaggeration used for emphasis. |
| **Idiom** | A figure of speech that cannot be taken seriously. |

**Short Story**

|  |  |
| --- | --- |
| **Plot** | Sequence of related events that make up a story. |
| **Exposition** | Beginning of a story with events that give the reader background information (like the setting and main character) needed to understand the story. |
| **Rising Action** | Major events featuring the conflict of the story. These events develop the plot, build suspense, and lead to the climax. |
| **Climax** | The turning point of the story in which things will no longer be the same. |
| **Falling Action** | Events after the climax of a story in which the plot begins to settle down. |
| **Resolution** | The outcome of the conflict in the story where loose ends are tied. |
| **Conflict** | A problem or struggle in the story. |



**Informational Writing**

|  |  |
| --- | --- |
| **Informational Writing** | A type of writing that is used to share information.  Ex: letter, article, historic documents, how-to books, legal documents, brochures, recipes, textbooks. |
| **Effective Informational Writing Uses:** | |  |  |  | | --- | --- | --- | | **Focus** | **Support** | **Clarity** | | * Remember… WWF * Focus ***Who*** you’re writing to. Choose what you write and how you write based on your audience. * Focus on ***Why*** you’re writing. Are you writing to argue, inform, or tell a story? * Focus on the ***Format***. For example, articles, letters, and brochures are different from one another. | * **Prove it!** Develop a response with detailed ideas and examples. * **Dig deep!** Show the depth and complexity of your ideas by digging deep. | * Select **formatting options** to help communicate ideas better- headings, paragraphs, bullet points, etc. * Use **transitional words and phrases** to enhance writing. * **Restate** the question and use **topic sentences** to organize your writing. * Demonstrate a **command of written language** with correct grammar, punctuation, & spelling. | |
| **Types of Informational Writing:** | |  |  | | --- | --- | | **Description**: The author describes a topic by listing characteristics, features, and examples. Transitions: for example, characteristics are | http://www.stanford.edu/~arnetha/expowrite/images/chrtdescript.gif | | **Sequence:** The author lists items or events in numerical or chronological order. Transitions: first, second, third; next; then; finally |  | | **Compare & Contrast:** The author explains how two or more things are alike and/or how they are different. Transitions: different; in contrast; alike; same as; on the other hand | |  |  | | --- | --- | |  |  | |  |  | | | **Cause & Effect:** The author lists one or more causes and the resulting effect or effects. Transitions: reasons why; if...then; as a result; therefore; because |  | | **Problem & Solution:** The author states a problem and lists one or more solutions for the problem. A variation of this pattern is the question- and-answer format in which the author poses a question and then answers it. Transitions: problem is; dilemma is; puzzle is solved; question... answer |  | |

**Argumentative Writing**

|  |  |
| --- | --- |
| **Argument** | A statement that someone believes is or should be true. |
| **Counterargument** | Expresses the opposite point of view. |
| **Supporting Example** | Helps explain why the point you’re making is true. |
| **Thesis Statement** | States the purpose for why you’re writing |

**On-Demand Writing**

|  |  |
| --- | --- |
| **Step 1: WWF** | Read the prompt and answer the following:  Who am I writing to?  Why am I writing? (Narrative, Informational, Argumentative)  Format? (Article, Letter, Essay, Blog, Speech, Email) |
| **Step 2: Organize My Thoughts (Graphic Organizer)** | Narrative: See Plot Diagram or graphs under Informational Writing.  Informational: See notes under Informational Writing.  Argumentative: T-Chart |
| **Step 3: Draft Response** | Follow your graphic organizer & 5-Paragraph Formatting. |
| **Step 4: Edit & Revise** | Make improvements to your writing piece, and refer back to the scoring guide to make sure have met all criteria. |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Formatting | Letter | E-Mail | Blog | Speech | Article |
| Date | X | X | X | X | X |
| Greeting | X | X | X | X |  |
| Closing | X | X | X | X |  |
| Signature | X | X | X |  |  |
| Subject |  | X |  |  |  |
| Title |  |  | X | X | X |
| Headings/Subheadings |  |  | X |  | X |
| By \_\_\_\_\_ |  |  |  | X | X |