Pocatello/Chubbuck

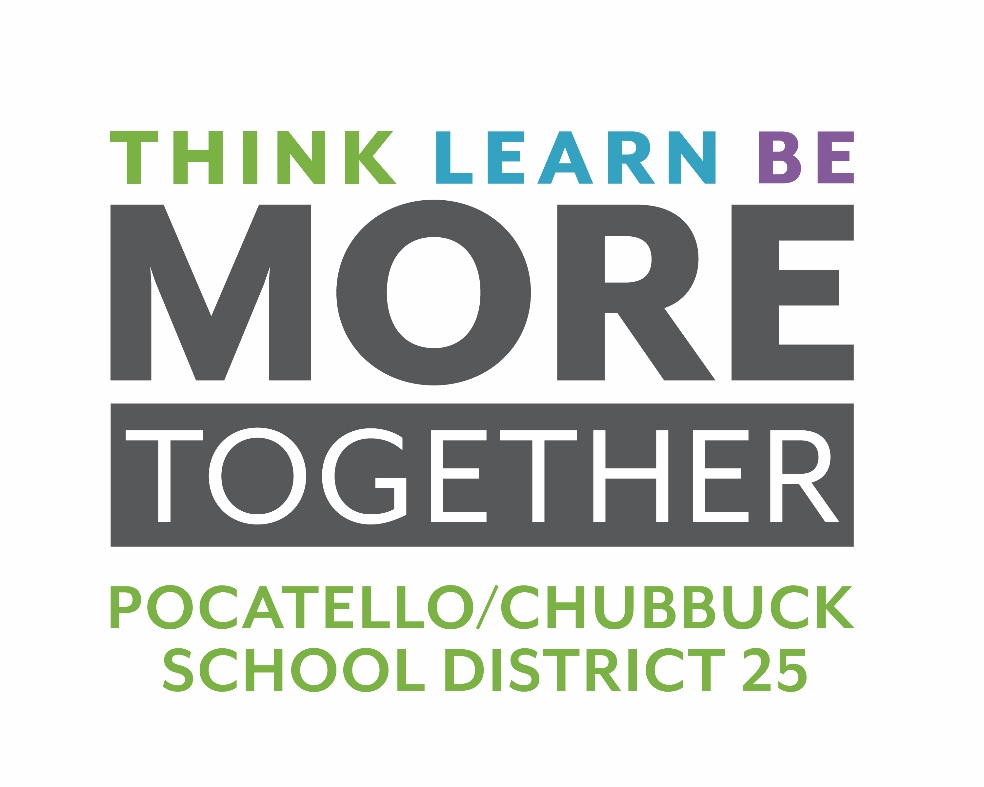
School District #25

WRITING HANDBOOK

“Writing is the most powerful means of discovery

accessible to all of us throughout life.”

-Peter Stillman



Pocatello/Chubbuck School District #25

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[www.sd25.us](http://www.sd25.us)

Revised August 2019

“Putting words together in a way which is unique, to me is something I still think

is one of the most thrilling things that one can do in one’s life.”

-Seymour Simon

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# Introduction

We live in a technological society in which we rely more and more on computers and less on printed materials. Yet, our computer – the electronic office – is surrounded still by mounds of printed material. This provides justification that even if we throw away traditional pens and paper, the aim and method of becoming competent writers remains the same (Kennedy & Kennedy 1).

Reading and writing literacy is every person’s responsibility. One of the best ways of learning to write is to read. Reading enhances the vocabulary and sentence development of students. However, people do not learn only by reading but also by writing. Writing improves one’s ability to think, to process information, and to put information in perspective in every content area.

The goal of the Pocatello/Chubbuck School District is to graduate competent writers to the world of work or post-secondary pursuits. One measure of success will be students receiving a proficient or advanced score through standard testing. In addition, students will be required to complete a senior project which will serve as a culminating experience to their academic career. The senior project will include a research paper. To this end, the Writing Handbook will be a resource for students. Students will have access to this handbook throughout their academic career.

# Writing Terminology

The following terms should be consistently used throughout Pocatello/Chubbuck School District #25 in all disciplines

Essay: A piece of writing that gives a writer’s thoughts (commentary) about a

subject.

Audience &

Purpose: Effective writing addresses the reader, or intended audience, and clearly

responds to the prompt and its purpose. Writers adapt their ideas,

structure, and style of writing to the audience, occasion, and purpose for

which they are writing.

First Draft: The first version of an essay. It is also called a rough draft.

Final Draft: The final version of an essay.

Peer Editing: Critiquing and proofreading a peer’s paper.

Writing Terminology

## Six Stages of Writing

Brainstorming: Select a topic and use a graphic organizer (such as a spider graph)

appropriate to the specific writing assignment to extend supporting details.

See examples on following pages.

Pre-Writing: The process of getting concrete details down on paper before organizing a

new essay into paragraphs.

Grades 6-8: Create an outline with a thesis statement and three supporting topics.

Grades 9-12: Create an outline using the material from a graphic

organizer.

Drafting: Using information from the prewriting organizer(s), write a rough draft in

paragraph format that coincides with material from the outline. Compose

an introduction that includes a thesis statement; a body that includes

supporting detail sentences, explanations, details, and examples; and a

conclusion that ties all ideas together and restates the thesis statement.

Revising: The process of reconsidering and modifying a text. This includes adding,

deleting, and substituting or reformulating the essay. Revise the draft for

meaning, clarity and effective organization. Add an “attention-getter,”

interesting title, and transitional words/phrases. Delete unnecessary or

redundant information. Rearrange information as needed. Use a variety of

sentence structures to enhance writing style and improve sentence fluency.

Proofreading/

Editing: The process of reading and rereading in order to find errors while

preparing a manuscript for publication. Proofread the essay while

searching for errors in spelling, grammar, and punctuation. Correct writing

errors using editing symbols. Edit the errors to create the best possible

essay.

Publishing/

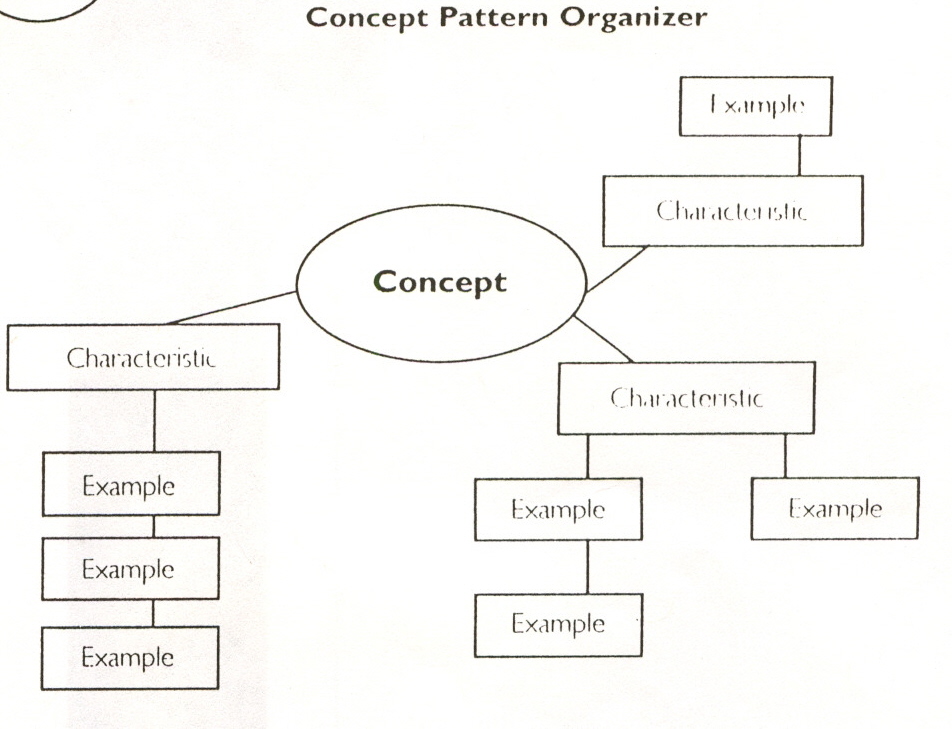
Present: Final copy should be typed using double spaced, 12 point, Times New

Roman font or written in black ink. After creating a final draft, publish or

present the essay to the audience (the teacher, a class, or possibly local

newspaper).

## Graphic Organizers

****

Example

Example

Example

Example

Example

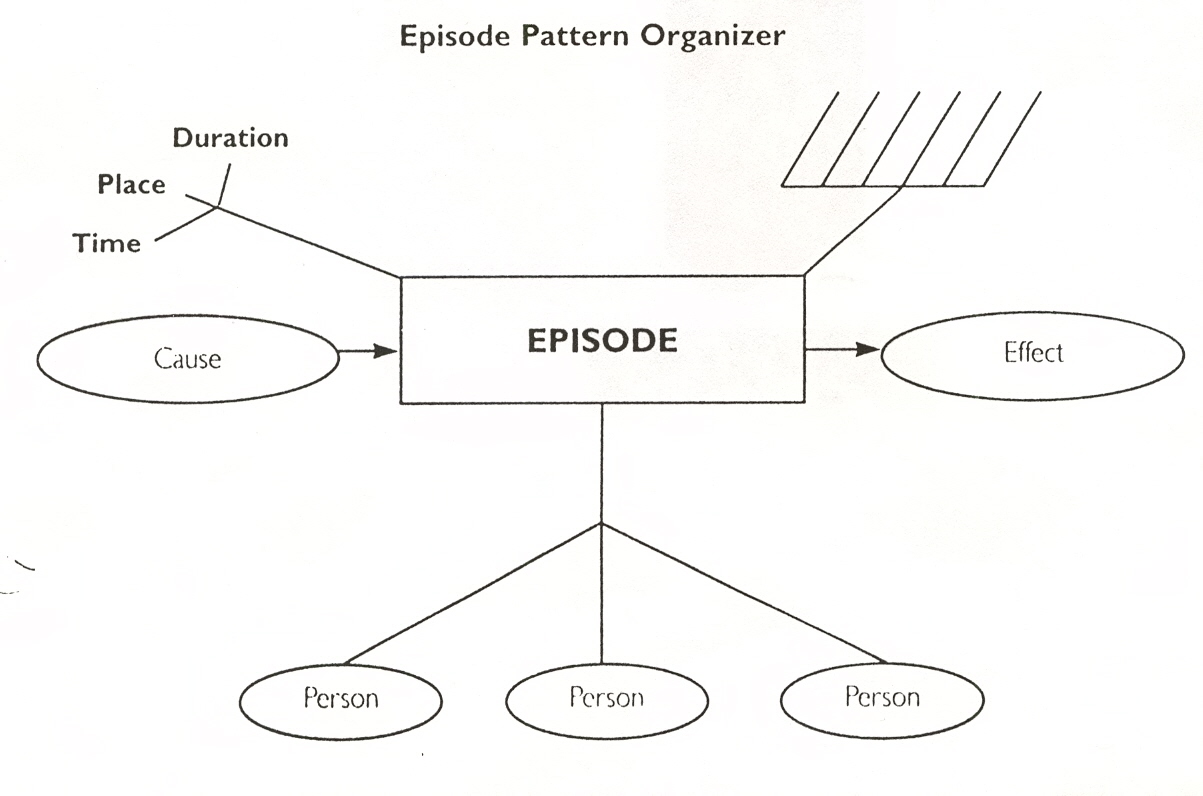
Example

Example

Characteristic

Characteristic

Characteristic

****

Cause

Effect

Person

Person

Person

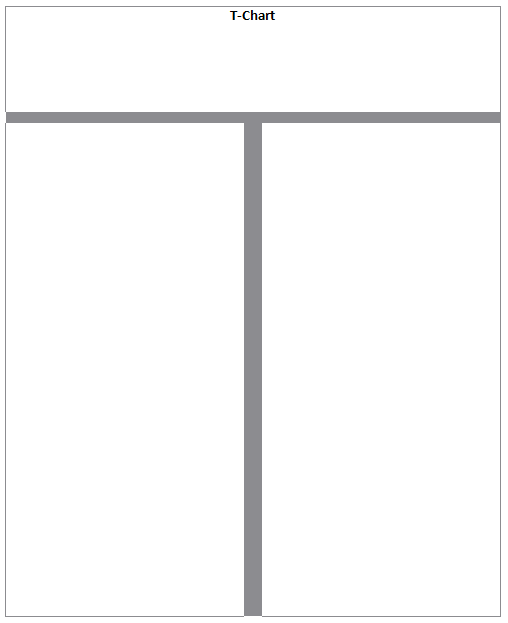
## Comparison/Contrast

## Venn Diagram

Different

Different

Alike



## Chronological Sequence

Topic:

Example:

Topic:

How to make a peanut butter & jelly sandwich

Spread jelly on top of peanut butter

Spread peanut butter on bread with knife

Open jars

Get stuff out

Clean up

the mess

Eat sandwich

Cut sandwich

Place both pieces of bread together

Writing Terminology

Introduction

Introductory

Paragraph: The first paragraph(s) in an essay introduces the topic and states the thesis.

Attention Getter: A statement/startling fact, quote, question, or anecdote that appears at the

beginning of the introduction and “hooks” or “grabs” the reader’s

attention.

Thesis Statement: The thesis is a sentence that makes a claim and summarizes the focus of

the paper in a fair and logical manner.

Body

Body Paragraphs: The paragraphs that develop logical points a writer wants to make to support the thesis. A strong body paragraph starts with a topic sentence that is supported with concrete detail and commentary and ends with a return to claim from the thesis.

Transition: To move from one part of writing to another, a good writer uses

transitional words, phrases, sentences, and paragraphs to assure

smoothness and continuity. See page 30 for examples.

Concrete Details: Specific details form the backbone or core of the body paragraphs.

Synonyms for concrete details include facts, specifics, examples,

descriptions, illustrations, support, proof, evidence, quotations,

paraphrasing, or plot references.

Commentary: The writer has a clear voice which may include insight, analysis, interpretation, inference, personal response, feelings, evaluation,

explication, or reflection. Commentary ties the concrete detail back to the thesis.

Conclusion

Concluding

Paragraph: The last paragraph in an essay sums up ideas, reflects on what has been

said in the essay, provides more analysis or clarification of voice about the subject, or gives a personal statement. The concluding paragraph subtly restates the thesis statement. An effective concluding paragraph will use techniques such as anecdotes, wit, strong images, or irony in order to give finality.

Six Traits of Writing

Ideas: Ideas are the focus of the essay that, with relevant supporting details, build

the reader’s understanding. The writer chooses details that are interesting, important, and informative. The ideas appropriately demonstrate an awareness of purpose and audience.

Organization: Organization, the internal structure of an essay, includes an introduction

with a clear thesis statement, body, and conclusion. Additionally,

transitions within the writing connect the ideas in a logical sequence.

Voice: Voice is the presence of the writer on the page. It is the sense that a real

person who cares about the message is speaking to the reader. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. All other traits contribute to the development of a strong voice.

Word Choice: The use of rich, colorful, precise language that moves and enlightens the

reader. It is the love of language, a passion for words, combined with a

skill in choosing words that creates just the right mood, impression, or

image in the heart and mind of the reader. Effective word choice includes

specific nouns, vivid verbs, and descriptive modifiers.

Sentence Fluency: Effective sentence construction creates an easy flow and rhythm to the

writing. The writing is free of word patterns that interfere with readability.

Students should be able to vary sentence structure, beginnings, and length.

Conventions: Conventions (grammar and usage, spelling, punctuation, capitalization,

and paragraphing) are the mechanical correctness of an essay.

# Five Paragraph Essay Format

In accordance with Idaho Core Standards (ICS), this is a foundation to transition into more complex essays. **This organization should be used as a starting point when an essay is assigned.** Types of essays that would fit this format include expository and persuasive; both should include an introduction that introduces the subject and narrows it to a specific focus or thesis. The body paragraphs add support material to the thesis. Finally, the essay concludes with a closing paragraph that summarizes the thesis and supporting material.

This is a basic format that gives a strategy for organizing material for a variety of writing assignments. Once this strategy is familiar and comfortable, it becomes a foundation for creative experimentation and development of a more sophisticated writing style.

INTRODUCTION:

1. Use an attention getter to ‘hook’ the reader

such as anecdotes, dramatic facts, statistics,

impressive quotes, and/or a vivid description.

2. Follow with a broad topic sentence(s) that

introduces the topic.

3. Narrow to a limited subject or central point

(thesis.)

Opening Comments

Thesis Statement

Topic Sentence 3

Specific Details/Commentary

Topic Sentence 2

Specific Details/Commentary

Topic Sentence 1

Specific Details/Commentary

SUPPORT/EVIDENCE:

1. Give concrete details (examples, facts,

statistics, anecdotes, personal

observations/experiences, expert opinions,

quotations).

2. Acknowledge source of information (cite

references).

3. Add commentary (explanation of relevance of

detail to topic).

4. Use transitions.

CONCLUSION:

1. No new information can be introduced here.

2. Connect back to introduction.

3. Rephrase the thesis.

4. Summarize.

5. Give predictions, quotations, statistics,

recommendations or calls for action.

Rephrase Thesis

Closing Comments

## Thesis Generator

Example

|  |  |
| --- | --- |
| 1. Identify the *subject* of your paper. | Growing up Native American |
| 2. Turn your subject into a guiding question. | How is growing up Native American influenced by living in a primarily Caucasian community? |
| 3. Answer your question with a statement. | As children grow up in white communities, they face challenges form both the white and Native worlds. |
| 4. Refine this statement into a *working* thesis. | Growing up Native American in a primarily white community required teens to find ways to live in two different cultures while remaining true to their own identities. |

|  |  |
| --- | --- |
| 1. Identify the *subject* of your paper. |  |
| 2. Turn your subject into a guiding question. |  |
| 3. Answer your question with a statement. |  |
| 4. Refine this statement into a *working* thesis. |  |

May be photocopied for classroom use. © 2010 by Jim Burke from *What’s the Big Idea?* Portsmouth, NH: Heinemann.

**For additional information about Teaching with Questions visit:**

http://www.englishcompanion.com/pdfDocs/BurkeHOutsTeachingwithQuestions.pdf

**Electronic copy of Thesis Generator:**

http://www.atech.org/faculty/burke/WRITING/thesisoutlinegenerator.html

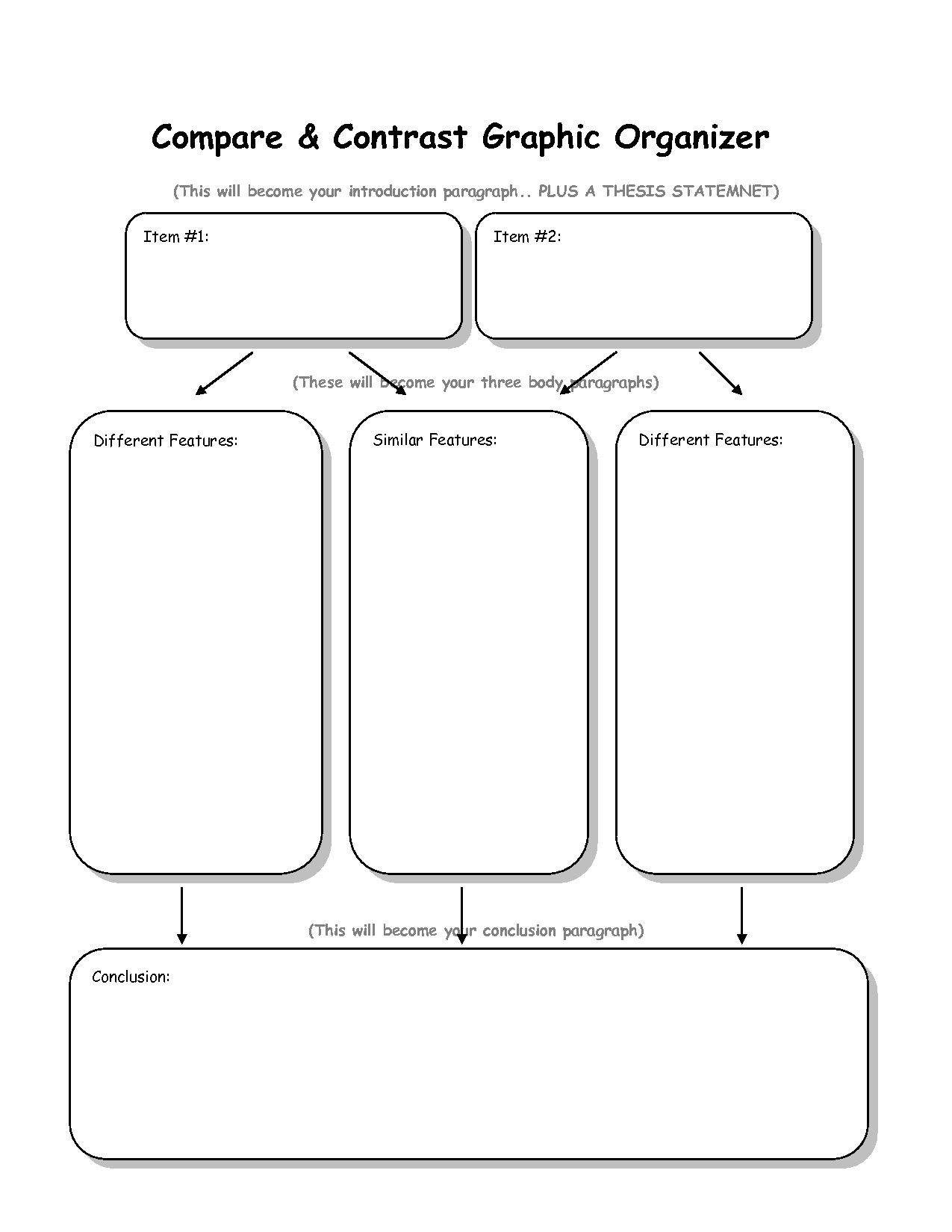
**Paper copy of Thesis Generator:**

http://www.heinemann.com/shared/companionResources/E02157/BurkeWTBIChapter1/ThesisGenerator\_Fig1.2.pdf

CCSS doesn’t focus on the narrative

Comparison and Contrast Essay Format

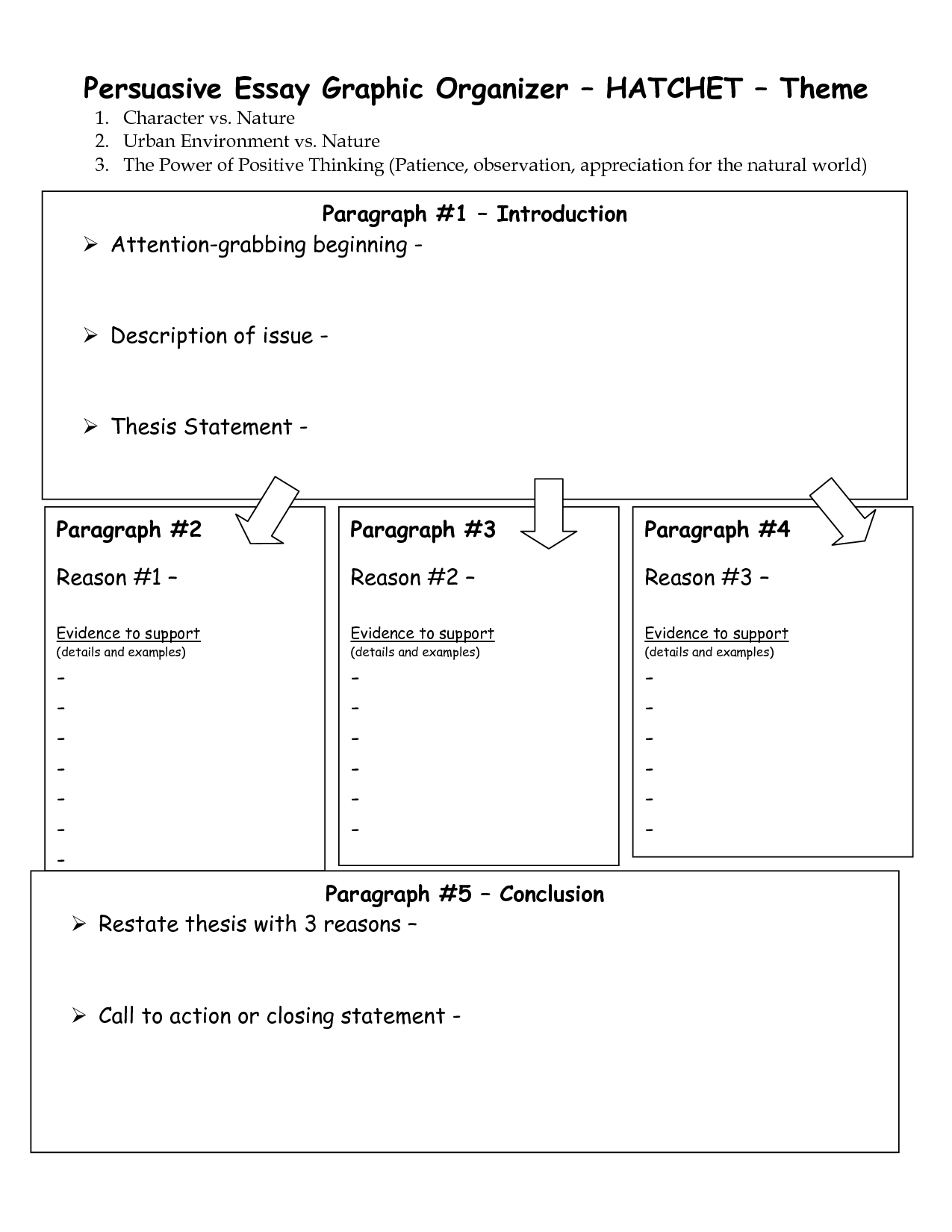
## Compare and Contrast Chart Graphic Organizer



Another Resource for Compare/Contrast:

Teaching compare/contrast writing through modeling

<http://www.readwritethink.org/classroom-resources/student-interactives/comparison-contrast-guide-30033.html>



# MLA Format Requirements

Essential Question for all grade levels: Why do we cite resources?

1. We cite resources to give credit to the people who created these resources.
2. We cite resources to allow other people who are interested in our projects to find out

more, so they can “track back” and look at our original source of information.

1. We cite resources to add validity to our claims, arguments, and explanations.
2. This is how scholarship works, from elementary school all the way through graduate research.

**Definitions**

**Works Cited page** - According to MLA style, you must have a Works Cited page at the end of your paper. All entries in the Works Cited page must correspond to the in-text citation.

**In-text Citation** - a reference to the source (either in the sentence itself or in parenthesis following the quotation or paraphrase) that guides the reader to the works cited page.

**Signal Phrase** - A method of referring to the works of others in your text by placing relevant source information **in a phrase that introduces a quote or paraphrase**.

**Parenthetical Citation**- a method of referring to the works of others in your text by placing relevant source information **in parentheses after a quote or paraphrase.**

**MLA Format**

Formatting is how words and symbols are placed on the page. All writing will conform to the Modern Language Association (MLA) format requirements. This format was chosen for its alignment with Common Core standards. These guidelines have been adapted for appropriateness at different grade levels yet still maintain standard format. See sample below.

1. Use standard sized 8 ½” x 11” plain white paper; 12 point font, Times New Roman.

2. Typed documents should be double spaced; use one side only.

3. Set margins to 1” on top, bottom, and sides.

4. Insert header which will include pages consecutively numbered in the upper right-hand

corner, ½” from the top with your last name before the page number on multiple-page

documents.

5. The essay should begin with a heading on the first page, beginning 1” from the top and

flush with the left margin. The heading should include these items in the following order:

student’s first and last name, teacher’s name, class name and period (or what teacher

prefers), and date (International Dating, see example). Write out the month of the year.

6. All documents need a title. The title follows the heading and is centered. The title’s font

should be the same as the rest of the paper. Do not bold, italicize, add quotation marks or

underline.

7. Paragraphs should be indented ½”.

1”

½”

Smith 1

1”

John Smith

Mr. Jones

English 10A, 3rd Period

03 February 2010

The Nursing Profession

Remember to indent your paragraphs and double-space your typed

papers.

## Sample Pages of a Research Paper in MLA Style

First Page of a Research Paper

8 ½”

Double-space

½”

Josephson 1

Laura N. Josephson

Professor Bennett

Humanities 2710

8 May 1999

Ellington’s Adventures in Music and Geography

In studying the influence of Latin American, African, and Asian music on modern American

composers, music historians tend to discuss such figures as Aaron Copland, George Gershwin, Henry

Cowell, Alan Hovhaness, and John Cage (Brindle: Griffiths 104-39; Hitchcock 173-98). They usually

overlook Duke Ellington, whom Gunther Schuller rightly calls “one of America’s great composers” (318),

probably because they are familiar only with Ellington’s popular pieces, like “Sophisticated Lady,” “Mood

Indigo,” and “Solitude.” Still little known are the many ambitious orchestral suites Ellington composed,

several of which, such as *Black, Brown, and Beige* (originally entitled *The African Suite*), *The Liberian*

*Suite*, *The Far East Suite*, *The Latin American Suite*, and *Afro-Eurasian Eclipse*, explore his impressions of

the people, places, and music of other countries.

Not all music critics, however, have ignored Ellington’s excursions into longer musical forms.

In the 1950s, for example, while Ellington was still alive, Raymond Horricks compared him with Ravel,

Delius, and Debussy:

The continually enquiring mind of Ellington [. . .] has sought to extend steadily the

imaginative boundaries of the musical form on which it subsists. [. . .] Ellington

since the mid-1930s has been engaged upon extending both the imagery and the formal

construction of written jazz. (122-23)

Ellington’s earliest attempts to move beyond the three-minute limit

1”

Indent ½”

11”

Indent 1”

1”

## Using Sources: MLA Format

**Writers must document everything they borrow** – not only direct quotations and paraphrases – but also information and ideas. Writers may paraphrase, summarize, borrow parts as fact, or directly quote, but all of this information must be documented. (See section on documentation.) The information in the format/documentation section comes from Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

Modified MLA for K-5 links

## Plagiarism

What is plagiarism and how can it be avoided? Plagiarism is using someone else’s ideas and/or words and presenting them as your own without giving credit to the source (Gibaldi 30). Downloading or cutting and pasting papers from the Internet, copying information out of a book, and putting someone else’s information in your own words without giving proper credit to the source are all examples of plagiarism. To avoid plagiarism, always give credit whenever you use someone else’s ideas, opinions, or theories; use facts or statistics taken from published work; use quotations from someone else’s spoken or written words; or use paraphrased spoken or written words. In other words, give credit where credit is due. When in doubt, credit a source. It is better to err on the side of caution than to risk plagiarizing someone else’s words or ideas.

We take plagiarism very seriously in the Pocatello/Chubbuck School District. Plagiarism is treated the same as cheating and is subject to the rules of the classroom teacher or may be referred to an administrator for a major discipline referral.

Links for plagiarism tutorials:

http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

https://plagiarism.duke.edu/def/

## MLA Citation for Paraphrasing

The current recommended forms of citation are called Parenthetical and/or In-text Citation. Parenthetical citation directs the reader to the Works Cited page in order to verify reliability and lists the reference immediately following the information given in the text. Usually the author’s last name and a page number are enough to identify the source and location from which you have borrowed material.

1.    When a source by one author is used, place the author’s name and page number right

    after the quoted, paraphrased, or summarized material. **Note that the parentheses go**

**before the end punctuation, and no punctuation goes between the author’s name**

**and page number.**

**Example:**

    Although pop art often resembles the comic strip, “it owes a debt to such painters as

    Magritte, Matisse, and de Kooning” (Rose 184).

2.     When using a source by one author and giving credit to that author by name within the

paper, only the page number and parentheses are needed.

**Example:**

According to critic Barbara Rose, pop art owes a large debt to such painters as Margritte, Matisse, and de Kooning (184).

3.     When directly quoting material longer than five typed lines, follow the rules for blocked

quotations.

**Example:**

At the conclusion of *Lord of the Flies*, Ralph and the other boys realize the horror of their actions:

            The tears began to flow and sobs shook him. He gave himself up to them

            now for the first time on the island; great, shuddering spasms of grief that

            seemed to wrench his whole body. His voice rose under the black smoke

            before the burning wreckage of the island; and infected by that emotion,

            the other little boys began to shake and sob too. (Golding 186)

4.     When citing more than one work by the same author, include a short title in the parentheses.

**Example:**

    Within 50 years the Inca and Aztec civilizations were defeated and overthrown by outside invaders (Thomas, *Lost Cultures* 198).

5.     When citing a work by two authors, use both last names and the page number.

**Example:**

Prisons today are overcrowded to the point of emergency:  conditions could not be worse, and the state budget for prison reform is at an all-time low (Smith and Jones 72).

6.     When citing a work that has no author given, use the work’s title and the page number.

**Example:**

    Each year 350,000 Americans will die of a heart attack before reaching a hospital (“First Aid for Heart Attacks” 88).

7.     If the work you are citing appears in a series, include the volume and page number with the

author’s name.

**Example:**

    The most common view camera format is 4” by 5”, though many sizes are available on

today’s market (Pursell 1:29).

## Using Direct Quotations: MLA Formatting

1.    **Always quote accurately.** Even minor mistakes in transcribing a passage damage a reader’s

confidence in the reliability of the writer.

2.    **Brief quotations.** Quoted short passages and/or sentences woven into the text of paragraphs

should blend smoothly with the writer’s style tense used. The quotation must support some

point in the paper and not be “just thrown in.”

Quotations of four lines or less of prose or two lines of verse are placed between quotation marks and followed by documentation.

**Example:**

        The Connecticut Yankee learns, “You can’t throw too much style into a miracle. It costs trouble, and work, and sometimes money, but it pays in the end” (Bailey 8).

3.    **Longer (blocked) quotations.** Quotations of five lines or more of prose or three lines or

more of verse need to be blocked.

1. Indent 10 spaces from the left-hand margin for each line of the blocked quotation.

b.   Do not use quotation marks around the blocked passage since this special

typographical form indicates that you are quoting. However, if the material you are citing has quotation marks within, you do include those marks in your  blocked passage. In other words, the punctuation in a blocked quoted passage looks exactly as it did in the source you used.

c.   Documentation must follow the quote.

d.   Be sure to relate the ideas in the blocked passage to the points the writer is making in the text of his/her paper.

# Works Cited

The works cited page appearing at the end of the paper should include all of the sources actually cited in the paper.

1. Everything should be double spaced.

2. Citation-building websites are NOT completely reliable and OFTEN format incorrectly

3. The Works Cited page is the last SEPARATE page of your paper.

4. The entries are arranged alphabetically by author’s last name. In the MLA format, note

that the author’s last name is given first. If no author is given, use the first work in the

title omitting a, an, the.

5. The entries are not numbered or bulleted.

6. The punctuation on the Works Cited page needs to be exact.

7. Unlike prose, the second and the following lines are indented five spaces—hanging indent.

8. Titles of major works (books, magazines, websites, plays, CDs, movies, etc.) are

italicized when typed.

9. Titles of lesser works (magazine articles, news articles, essays, titles of poems) have

quotation marks around them.

## Resources for evaluating websites:

http://www.ala.org/ala/mgrps/divs/rusa/sections/history/resources/pubs/usingprimarysources/index.cfm

http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html

http://library.acadiau.ca/tutorials/webevaluation/

http://www.library.cornell.edu/olinuris/ref/research/webeval.html

## Citation Building Websites:

<http://www.bibme.org/>

<http://citationmachine.net/>

## Creating Works Cited Entries in MLA Format

Instead of strict rules for format, MLA format now requires writers to identify core elements to create a citation. Core elements are those basic pieces of information that should be common to all sources, from books to articles, from lectures to tweets. The MLA core elements, which are assembled in a specific order, are as follows:

1. Author.
2. Title of Source.
3. Title of Container,
4. Other Contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication Date,
9. Location.

## Sample Works Cited Forms

**Books**

**Book by Single Author**

Meriwether, Louise. *Daddy Was a Number Runner*. Prentice-Hall, 1970.

**Book by Two Authors**

    Przeworski, Adam, and Henry Teune. *The Logic of Comparative Social Inquiry*. Wiley-Interscience, 1970.

**Book by Three or More Authors**

    Glenn, Neal E., et al. *Secondary School Music: Philosophy-Theory and Practice*.

        Prentice-Hall, 1970.

**Corporate author**

    United Nations. *Consequences of Rapid Population Growth in Developing Countries.*

Taylor and Francis, 1991.

**Anthologies or Compilations**

**Single Editor or Compiler**

    Nunberg, Geoffrey, editor. *The Future of the Book*. U of California P, 1996.

**Multiple Editors or Compilers**

    Eastman, Arthur, et al., editors. *The Norton Anthology of Poetry*. Norton, 1970.

**An essay/short story/poem in a Compilation or Anthology**

Dewar, James A., and Peng Hwa Ang. “The Cultural Consequences of Printing and the Internet.” *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein,* edited by Sabrina Alcorn Baron et al., U of Massachusetts P / Center for the Book, Library of Congress, 2007, pp. 365-77.

**Visual Media**

**Film and/or Television**

“Hush.” *Buffy the Vampire Slayer*, created by Joss Whedon,  performance by Sarah Michelle Gellar, season 4, episode 10, Mutant Enemy, 1999.

**If the focus is on the performance of an Actor**

Geller, Sarah Michelle, performer. *Buffy the Vampire Slayer*. Mutant Enemy, 1997-2003.

**Film or Television viewed online**

“Under the Gun.” *Pretty Little Liars,* season 4, episode 6, ABC Family, 16 July 2013. *Hulu*,  www.hulu.com/watch/511318.

**Tweet**

@persiankiwi. “We have report of large street battles in east & west of Tehran now - #Iranelection.” *Twitter*, 23 June 2009, 11:15 a.m., twitter.com/persiankiwi/satus/2298106072.

**Periodicals**

**Journal/ magazine/ newspaper**

Baron, Naomi S. “Redefining Reading: The impact of Digital Communication Media.” *PMLA,* vol. 128, no. 1, Jan. 1023, pp. 193-200.

**Electronic Sources**

**Website with Known Author**

Hollmichel, Stefanie. “The Reading Brain: Differences Between Digital and Print.” *So Many Books*, 25 April 2013, somanybooksblog.com/2013/04/25/the-reading-brain-differences-between-digital-and-print/.

## Resources for MLA Formatting:

<https://owl.english.purdue.edu/owl/resource/747/01/>

http://www.ipl.org/div/aplus/linkciting.htm

**Citation Progression**

**Pocatello/Chubbuck School District**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Expectation** | **Skills**  [**Owl Purdue**](https://owl.purdue.edu/owl/purdue_owl.html) | **Classroom Instruction Techniques** |
| K | Awareness of Ownership | Cite author and/or title orally | Orally  Whole class |
| 1 & 2 | Awareness of ownership and formatting | Cite author and/or title orally or in a works cited page | Orally  Whole Class |
| 3rd | Introductory knowledge of formatting guidelines of in-text and works cited (up to Author, Title, and Container\*). | Introduce basic in-text citations and signal phrases (e.g. last name, page number, “said”, etc.). Introduce formatting guidelines for following core MLA elements: Name of Author/Creator, Title, and Container. Title should be italicized in typed work, but can be underlined in handwritten work. | Whole Class |
| 4th | Knowledge of formatting guidelines of in-text and works cited (up to Author, Title, Container\*, and Location). | In-text citations, including parenthetical citations, and signal phrases. Formatting guidelines for following core MLA elements: Name of Author/Creator, Title, Container, and Location. (e.g., page number, URL). Title should be italicized in typed work, but can be underlined in handwritten work. | Whole Class |
| 5th | Knowledge of formatting guidelines of in-text and works cited (up to Author, Title, Container\*, and Location). | Continued development of in-text, including parenthetical citations, and signal phrases. Creation of complete entry on the Works Cited page. | Whole Class  Small Group |
| 6th | Knowledge and use of formatting guidelines of in-text references as they connect to the works cited page. A complete works cited entry is as follows: Author, Title, Container, Other Contributors, Version, Number, Publisher, Publication date, and Location. | Continued development of in-text, parenthetical citations, and signal phrases. Creation of complete entry on the Works Cited page. | Whole Class  Small Group  Individual |
| 7th | Knowledge and use of formatting guidelines of in-text references as they connect to the works cited page. A complete works cited entry is as follows: Author, Title, Container, Other Contributors, Version, Number, Publisher, Publication date, and Location. | Continued development of in-text, parenthetical citations, and signal phrases. Creation of complete entry on the Works Cited page.  Students should be able to cite a book and electronic sources. | Small Group  Individual |
| 8th | Knowledge and use of formatting guidelines of in-text references as they connect to the works cited page. A complete works cited entry is as follows: Author, Title, Container, Other Contributors, Version, Number, Publisher, Publication date, and Location. | Continued development of in-text, parenthetical citations, and signal phrases. Creation of complete entry on the Works Cited page.  In addition to citing books and electronic sources, students will be able to cite other common sources such as interviews, film, and movies. | Small Group  Individual |
| 9 & 10 | Mastery of MLA Format | Use of multiple and varied in-text citations, parenthetical citations, and signal phrases. Complete and accurate entries on a Works Cited page, paying special attention to the punctuation and formatting of names, titles, and containers. MLA format used throughout an entire paper. Students will also begin to independently evaluate sources as well as find formatting information. | Whole Class  Small Group  Individual |
| 11 & 12 | Mastery of MLA Format | Use of multiple and varied in-text citations, parenthetical citations, and signal phrases. Complete and accurate entries on a Works Cited page. MLA format used throughout an entire and extended paper. Students can independently evaluate sources. | Small Group  Individual (Most of 12th grade work should be done independently). |

\*The container is where the material that you are looking for is housed. If the source that is documented is part of a larger **whole**, the larger **whole** is the container that holds the source. The title of the container is italicized and is followed by the comma since the information that follows describes the container.

# Root Words

|  |  |
| --- | --- |
| Common Latin Roots | |
| audi: | auditory, audience, audit, auditorium, audible, inaudible, audition |
| dict: | dictate, predict, dictator, edict, contradict, dictation, indict, prediction |
| ject: | reject, inject, projection, interjection, eject, objection, dejection |
| port: | transport, transportation, import, export, porter, portable, report, support |
| rupt: | rupture, erupt, eruption, interrupt, interruption, disruption |
| scrib/  script: | scribe, describe, manuscript,  inscription, transcript, description, prescription |
| spect: | spectator, inspect, inspector, respect, spectacle, spectacular |
| struct: | structure, construct, construction, instruct, destruction, reconstruction |
| tract: | tractor, traction, attract, subtraction, extract, retract, attractive |
| vis: | vision, visual, visit, supervisor, invisible, vista, visualize, visionary |

|  |  |
| --- | --- |
| Common Greek Roots | |
| auto: | automatic, autograph, autobiography, automobile, autocracy |
| bio: | biology, biosphere, biography, biochemistry, biometrics, biophysics |
| graph: | graphite, geography, graphic, photograph, phonograph |
| hydro: | anhydrous, dehydration, hydrogen, hydrant, hydrostatic, hydrophobia, hydrotherapy, hydroplane |
| meter: | speedometer, odometer, metronome, thermometer, chronometer, perimeter, hydrometer |
| ology: | geology, theology, zoology, meteorology, phonology |
| photo: | photography, photocopy, phototropism, photostat, photogenic |
| scope: | periscope, stethoscope, telescope, microscope, microscopic |
| tele: | telephone, telepathy, telegraph, television |
| therm: | thermos, thermodynamics, thermostat, thermophysics |

## Grade 7-8 “No Excuse” Spelling List

|  |  |  |  |
| --- | --- | --- | --- |
| accept  except | to agree or take what is offered  leave out or exclude | emigrate  immigrate | exit country  into country |
| advice  advise | It is good advice to drive slowly on the ice.  To advise you must be wise. | ensure  insure | make certain of  business purposes (insurance) |
| affect  effect | v. to change or shape  n. result or outcome | everyday  every day | routine, daily  every single day |
| aid  aide | to help  the actual helper | foreword  forward | opening info in a book  move ahead |
| a lot  allot | a great number of  I want make a lot of money!  to allocate  I will allot $10.00 to this project. | its  it’s | possessive pronoun  it is |
| all ready  already | all is ready  past | lose  loose | not win, misplace  not tight |
| all right  alright | Not a word! | pair  pear | two  fruit |
| all together  altogether | all at once  entirely or whole | passed  past | v. to pass  preceding time |
| allusion  illusion | a reference; to refer or allude to  false impression | peak  peek  pique | high point (mountain peak)  try to see something  intrigue, interest (pique my interest) |
| altar  alter | in a church  to change | principle  principal | law or belief  major or head (principal of school); money that earns interest in a bank) |
| breath  breathe | single | quiet  quite | calm, silent  to a certain extent |
| Capital  Capitol | money/letters  The Capitol building in D.C. | stationery  stationary | paper to write a letter on  lacks motion, doesn’t move |
| karat  carat  caret  carrot | measurement of gold  measurement of diamond weight  symbol ^  vegetable | there  their  they’re | If you are not here you are over there!  Their new car is black.  They are |
| cite  sight  site | refer to sources  vision/view  location (web or building) | to  two  too | to the store  two (2) candy bars  also |

Resources

Grade 7-8 “No Excuse” Spelling List

|  |  |  |  |
| --- | --- | --- | --- |
| coarse  course | rough  path, class, ‘of course’ | whose  who’s | possessive of who  who is |
| complement  compliment | Complete ‘Those earrings complement your outfit.’  praise | your  you’re | possessive pronoun  you are |
| council  counsel | group/committee  to give advice |  |  |
| desert  dessert | dry, arid place; to leave  follows main course of meal |  |  |
| dual  duel | two  fight |  |  |

# Suggested Sentence Beginnings

1. Two adjectives

Tall, handsome lifeguards flirt…

2. An appositive

Sam, the tall, handsome lifeguard, flirts…

3. A parallel structure

Tall and handsome, Sam flirts…

4. A question

Who could that tall, handsome lifeguard be?

5. A prepositional phrase

On the high tower the tall, handsome lifeguard lounges…

6. An infinitive

To sit all day in the high tower is the job of the lifeguard.

7. A gerund

Sitting all day in the high tower, watching the pretty girls, is the lifeguard’s duty.

8. A perfect infinitive

To have sat in the burning sun all day was a challenge for the guards.

9. A perfect participle (past participle)

Having sat all day in the tower, the lifeguard left to find a cold drink.

10. A present participle

Smiling at the happy crowds, the lifeguard keeps watch.

11. A perfect gerund

Having sat there all day was a challenge for the guards.

12. A predicate adjective

Tall and handsome was the guard.

# Some Suggested Transitions

To show time since during afterward

meanwhile later as time passed

eventually until soon

at last finally next

first, second soon after gradually

To show place here there elsewhere

beyond opposite in front of

nearby to the left next to

east far away on top of

To show result therefore as a result accordingly

or effect due to because of consequently

for this reason thus hence

To give an for example that is such as

example for instance specifically to illustrate

To add a point in addition furthermore also

moreover besides second

To compare similarly likewise also

To contrast however yet nevertheless

on the other hand in contrast but

To emphasize in particular most important note that

To conclude in conclusion to conclude finally

To summarize in other words in short to sum up

# Synonyms

Synonyms are words that have similar meanings. Dictionaries often use synonyms in their definitions. There are whole books of synonyms and special reference works, such as the thesaurus, that have clusters of words or phrases, all with similar meanings. These are particularly useful in finding just the right word when writing. **Caution:** A synonym may be for only one meaning of a word with several meanings.

able – capable – competent

abrupt – sudden – hasty

achieve – accomplish – attain

add – total – sum up

after – following – subsequent

aim – purpose – goal

all – every – entire

allow – permit – grant

anger – rage – fury

answer – response – reply

arrive – reach – get to

ask – question – interrogate

astonish – surprise – amaze

back – rear – behind

bear – endure – tolerate

before – prior to – in front of

begin – start – initiate

below – under – beneath

birth – origin – genesis

border – edge – margin

bother – annoy – pester

boy – lad – youth

brave – courageous – daring

bulge – swell – protrude

busy – occupied – engaged

call – shout – yell

calm – composed – serene

car – auto – vehicle

carry – tote – lug

careful – cautious – prudent

change – vary – alter

charm – fascinate – enchant

cheat – deceive – swindle

children – youngsters – tots

city – borough – town

close – shut – seal

consent – agree – acquiesce

continue – persevere – persist

country – nation – state

cure – heal – restore

danger – peril – hazard

decrease – lessen – diminish

defect – flaw – blemish

delay – postpone – procrastinate

different – varied – diverse

disaster – calamity – catastrophe

divide – separate – split

during – while – at the same time

dwell – live – reside

eat – consume – devour

effort – exertion – endeavor

end – finish – complete

energy – power – strength

enough – adequate – sufficient

error – mistake – fallacy

explain – expound – elucidate

faith – trust – reliance

fat – plump – stout

fetch – bring – retrieve

find – locate – discover

fix – repair – mend

flat – level – flush

food – nourishment – sustenance

form – shape – make up

fragile – delicate – breakable

freedom – independence – liberty

frequent – often – many times

gay – lively – vivacious

gift – present – donation

give – grant – hand over

glum – morose – sullen

go – leave – depart

grateful – appreciative – thankful

great – grand – large

grow – mature – develop

happy – glad – joyous

hard – difficult – troublesome

hate – detest – despise

have – own – possess

heal – mend – cure

help – aid – assist

hide – conceal – secrete

high – tall – lofty

hold – grasp – clutch

hurry – rush – accelerate

idea – thought – concept

ill – sick – indisposed

income – revenue – earnings

injure – would – hurt

job – work – occupation

junk – rubbish – waste

just – fair – right

keep – hold – retain

key – answer – solution

kind – considerate – helpful

kill – slaughter – murder

large – big – enormous

last – endure – persist

late – tardy – delayed

learn – acquire – understand

leave – depart – go away

like – enjoy – be fond of

listen – hear – attend

little – small – petite

long – lengthy – drawn out

look – glance – see

mad – crazy – insane

make – build – construct

many – multitudinous – numerous

marvelous – wonderful – extraordinary

mean – stand for – denote

mend – repair – restore

method – way – manner

might – may – perhaps

mistake – error – blunder

move – transport – propel

name – title – designation

near – close by – in the vicinity

need – require – want

new – fresh – recent

noise – uproar – clamor

novice – beginner – learner

occur – happen – take place

often – frequently – repeatedly

old – aged – ancient

omit – delete – remove

one – single – unit

open – unlock – unseal

ornament – decoration – adornment

outlive – survive – outlast

page – sheet – leaf

pain – ache – hurt

pair – couple – duo

pardon – forgive – excuse

part – portion – piece

peak – summit – top

people – public – populace

play – frolic – romp

praise – acclaim – applaud

primary – chief – principal

prohibit – forbid – restrict

put – place – locate

raid – attack – invade

reckless – careless – rash

remote – distant – secluded

renew – restore – revive

respect – honor – revive

revise – alter – correct

right – correct – proper

say – state – remark

seem – appear – look

sell – vend – market

shame – humiliation – mortification

show – demonstrate – display

sorry – regretful – penitent

speed – haste – hurry

start – begin – commence

still – unmoving – silent

stop – halt – end

story – tale – account

strength – power – energy

supply – provide – furnish

surpass – exceed – outdo

take – grab – seize

tense – taut – rigid

terrify – frighten – alarm

thanks – gratitude – appreciation

thaw – melt – dissolve

thief – robber – crook

thin – slender – slim

think – reflect – contemplate

time – period – season

timid – fearful – cowardly

tiny – small – diminutive

trial – test – experiment

true – faithful – loyal

try – attempt – endeavor

turn – revolve – pivot

ugly – homely – plain

understand – comprehend – discern

unify – consolidate – combine

uproar – tumult – pandemonium

urge – press – exhort

use – operate – employ

vacant – empty – unoccupied

value – worth – price

vast – huge immense

verify – confirm – substantiate

victor – winner – champion

walk – stroll – saunter

want – desire – crave

waver – fluctuate – vacillate

weak – feeble – impotent

wealthy – riches – fortune

word – term – expression

work – labor – toil

world – globe – earth

write – record – draft

Bernard Fry, Ph.D., Edward, et al. *The Reading Teacher’s Book of Lists*. Paramus, NJ: Prentice-

Hall, 2000. Print.

## Synonyms for SAID

addressed

advised

alleged

approved

assumed

avowed

began

commented

cried

disclosed

droned

entreated

explained

feared

grinned

indicated

laughed

mimicked

mused

noted

opined

pleaded

predicted

propounded

reassured

remonstrated

resumed

roared

scolded

snapped

specified

stated

suggested

told

vowed

acquiesced

described

advocated

allowed

argued

assured

babbled

boasted

complained

debated

disrupted

elaborated

enunciated

exposed

foretold

grunted

inferred

lectured

moaned

muttered

notified

orated

pled

proclaimed

publicized

reciprocated

repeated

retorted

ruled

screamed

sneered

spoke

stipulated

taunted

twitted

wailed

denied

admitted

affirmed

announced

assented

asked

bantered

called

confided

dictated

divulged

emphasized

estimated

expressed

fumed

held

instructed

maintained

mumbled

nagged

objected

ordered

pointed out

professed

quibbled

refuted

responded

returned

sanctioned

shouted

sobbed

sputtered

stormed

thought

urged

acknowledged

denounced

admonished

agreed

answered

asserted

attested

bargained

claimed

contradicted

directed

drawled

enjoined

exclaimed

faltered

giggled

implied

itemized

mentioned

murmured

narrated

observed

petitioned

prayed

prompted

ranted

related

restated

revealed

scoffed

shrieked

solicited

stammered

stressed

threatened

uttered

demurred

added

## Action Words/Verbs

aching

bashing

bubbling

beeping

beaming

blistering

blinking

blaring

blinding

battering

bickering

babbling

crowing

clucking

creeping

crackling

coughing

clanking

chugging

chatting

crunching

cackling

chanting

crooning

dribbling

dazzling

drifting

dancing

engulfing

entertaining

flailing

fuming

floating

flowing

flapping

flaring

flittering

flopping

flickering

glistening

gunning

grinding

gliding

glaring

glowing

glittering

groaning

hooting

hissing

inviting

jumping

jerking

kissing

kicking

laughing

leaping

lighting

loaning

mumbling

mocking

moaning

munching

nailing

nicking

popping

pouncing

pattering

piling

pounding

plopping

peeping

quacking

reflecting

roaring

rattling

rumbling

shimmering

shrieking

sloshing

sputtering

sprinkling

slapping

sizzling

soaring

spinning

squawking

sparking

smoking

splashing

streaking

smashing

scolding

sailing

trilling

thumping

thundering

twinkling

whipping

whisking

whirring

wailing

winking

wheezing

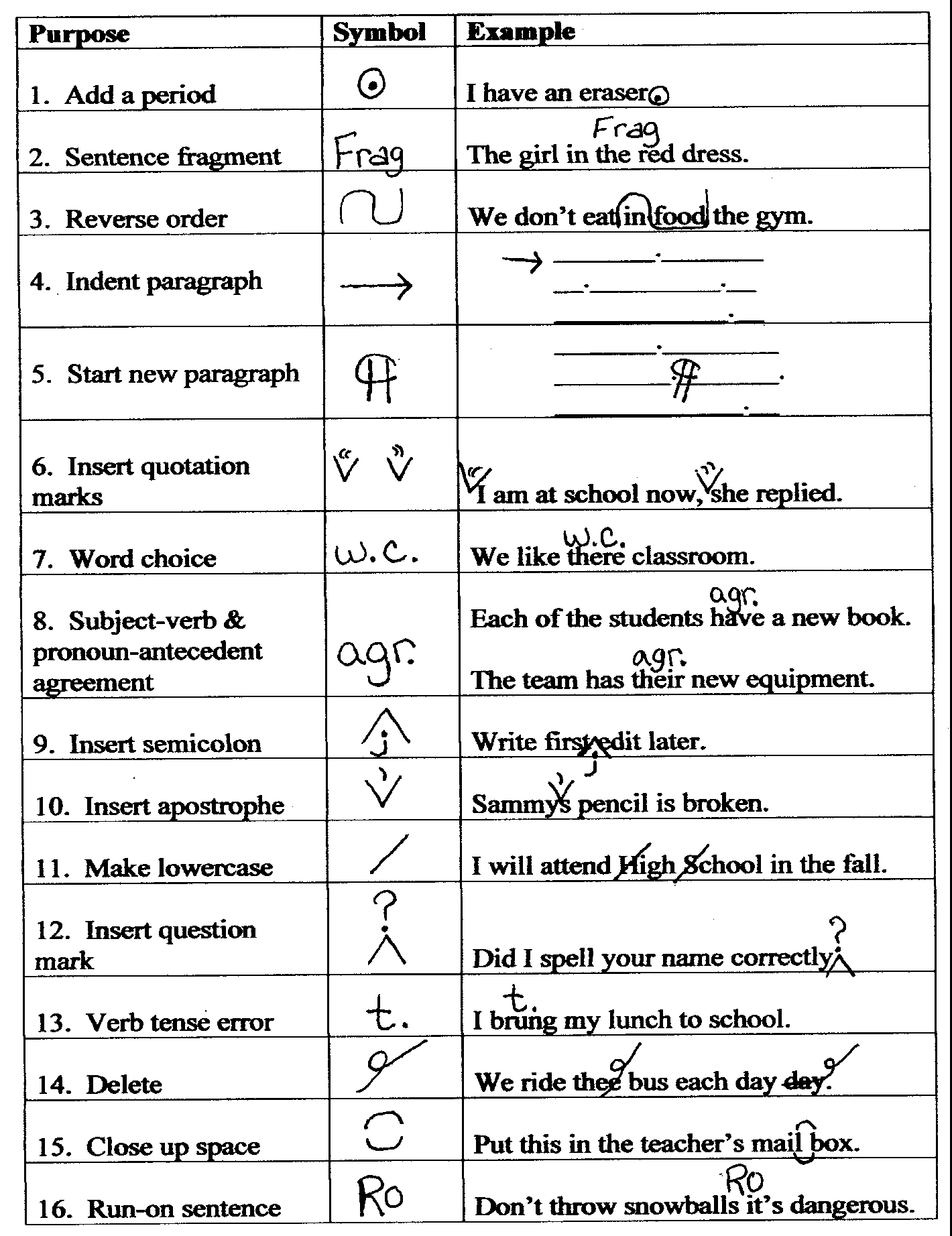
whistling

yapping

yelling

zooming

# Editing Symbols



Editing Symbols



# Listening and Note-Taking Skills

Creating a **Shorthand System**

You will be taking a lot of notes during your high school career. Start now to develop your own personal shorthand system. Here are some guidelines:

**• Omit all articles *(a, an, the)*.**

**• Use abbreviations without the periods**.

meas max min p pp

prev approx etc esp incl

reg lg sm lbs st

pres Jan

**• Use common mathematical and technical symbols.**

+ - = X % # < > ÷ ↑ ↓ $ ║

**• Eliminate vowels from words.**

*mdl* for *middle psbl* for *possible*

**• Use word beginnings.**

*intro* for *introduction psych* for *psychology*

•Use your abbreviations consistently. Otherwise, you may end up wondering if *psych*

means *psychology, psychiatry,* or *psychic*.

**• Create abbreviations for the most commonly used words** in a particular course.

(Review your notes to find these words.) Write them and their abbreviations at the front

of your notebook.

*PNS* for *parasympathetic nervous system*

*QE* for *quadratic equation*

**• Keep adding to your personal shorthand system.** Here are some examples to get you

started:

*w/ with w/o without*

*ex for example b/c because*

*b4 before SB should be*

*SNB should not be 2 two, to, too*

Note-Taking Skills

Note taking is an active approach to learning, one that gets you personally involved in the learning process and helps you focus on and organize the information you need to study and learn.

The most important thing to understand about note taking is that you need to do more than simply listen and write. You need to **listen, think, react, question, summarize, organize, label, and write.**

**Be Prepared . . .**

* **Do your assigned reading before you come to class.** That way you can follow what is being discussed and don’t have to look at the floor every time your teacher asks a question.
* **Have a separate notebook for each class** and an extra pen or two.
* **Label and date your notes** at the beginning of each class period.

**Be Attentive . . .**

* **Listen for any special instructions**, rules, or guidelines your teacher may have regarding notebooks and note taking.
* **Write your notes as neatly as time will allow**; leave space in the margin for working with your notes later.
* **Begin taking notes immediately.** Don’t wait for something new or earthshaking before you begin taking notes.
* **Relate the material to something in your life** by writing a brief personal observation or reminder.
* **Use your own words** rather than copying exactly what you hear.

**Be Concise . . .**

* **Summarize the main ideas**, listing only the necessary details. *Remember*, taking good notes does *not* mean writing down everything.
* **Condense information.** Write your notes in phrases and lists rather than complete sentences.
* **Use abbreviations, acronyms, and symbols** (U.S., av., in., ea., lb., vs., @, #, $, %, &, +, =, w/o)
* **Develop your own shorthand method.**
* **Draw simple illustrations, charts, or diagrams** in your notes whenever they will make a point clearer.

**Be Organized . . .**

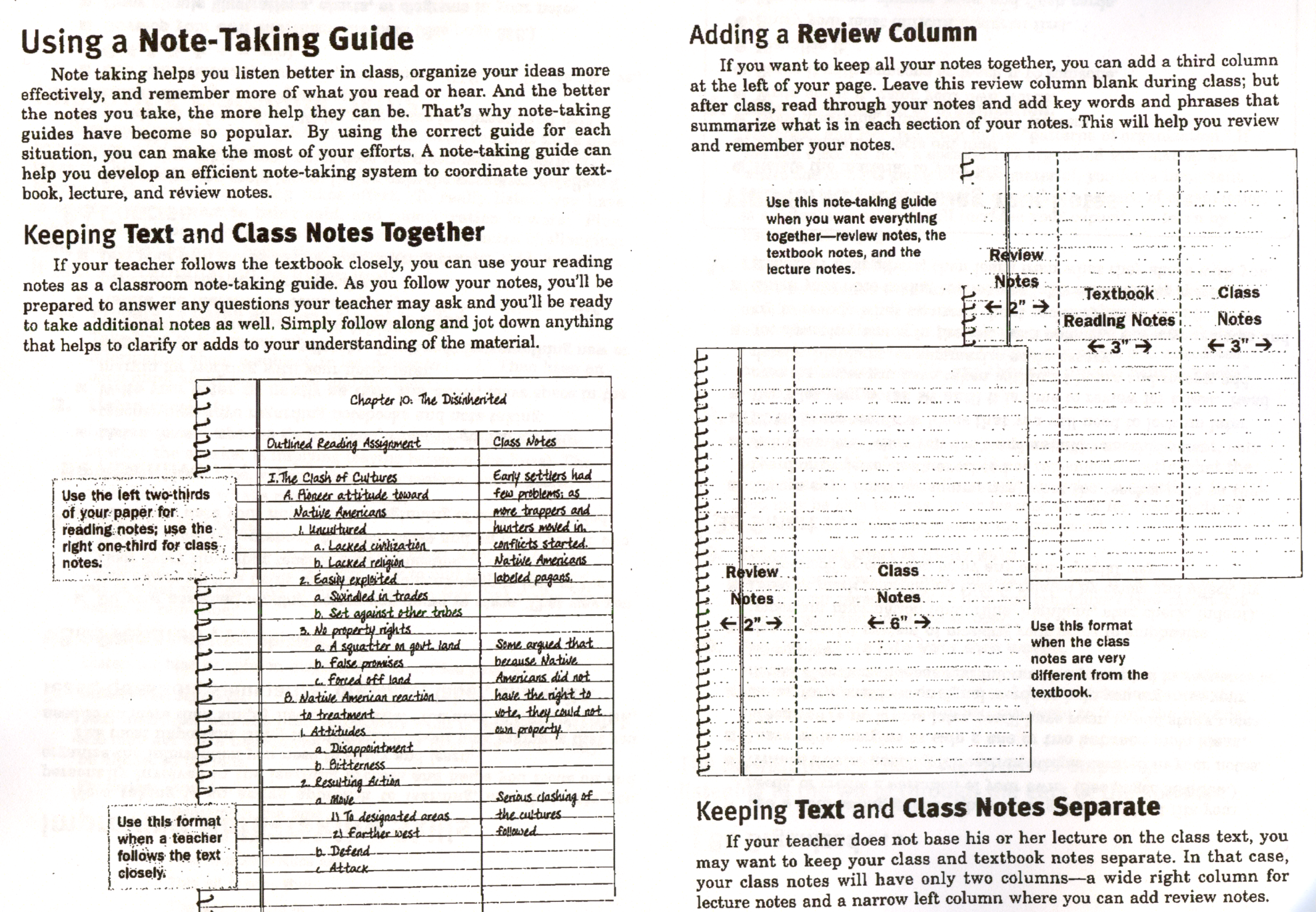
* **Use a note-taking guide.** Choose the guide that best fits your needs, or create a variation of your own.
* **Write a title or heading** for each new topic covered in your notes.
* **Leave wide margins or skip a line or two between main ideas.** When you’re reviewing later, you’ll have room to add study notes.
* **Listen for transitions** or signal words to help you organize your notes. Number all ideas and information presented in sequence or time order.
* **Use a special system of marking** your notes to emphasize important information (underline, highlight, star, check, indent).
* **Label or mark** information that is related by cause and effect, by comparison or contrast, or by any other special way.

**Be Smart . . .**

* **Always copy down** (or summarize) what the teacher puts on the board or projects on an overhead.
* **Ask questions** when you don’t understand something.
* **Circle those words or ideas** that you will need to look up later.
* **Don’t let your notes sit** until it is time to review for a test. Read over the notes you have taken within 24 hours and recopy, add details, highlight, or summarize as necessary.
* **Jot down key words in the left-hand column.** Cover your notes and try to restate what was said about each key word.
* **Share your note-taking techniques**, abbreviations, or special markings with others; then learn from what they share with you.

**Tips** for Remembering Your Notes

* Relate the material to your life.
* Recite ideas and facts out loud.
* Draw diagrams, illustrations, and clusters.
* Write about it, using your own words.
* Study it with someone or teach it to someone.
* Visualize it.
* Study your most difficult material first.
* Use acronyms, rhymes, raps, and flash cards.



## Cornell Note Taking System

Recall Clues & Questions

Preparing the system

Using the system

After the lecture or reading

Review method

Class: Date:

Notes: The Cornell Note Taking System

1. Use standard 3-hole paper.

2. Use one side of paper only.

3. Use a black or blue ball point pen.

4. Draw a line 1/3 from the left side of the paper.

5. Write ideas and facts on the right side of the line.

6. Skip lines between major ideas.

1. Record notes simply.

2. Write key phrases, not entire sentences.

3. Don’t make an elaborate outline.

4. Write down all key terms and definitions.

5. Include all relevant examples.

6. Use an abbreviation system.

7. Write as neatly as possible.

8. Leave blank space when you miss ideas, to add

information after asking the teacher or a classmate

for clarification.

1. Read through your notes as soon as possible after the

lecture or reading.

2. Rewrite illegible or abbreviated words that you may

forget.

3. Check the spelling of any uncertain words.

4. Improve the organization of the notes by

highlighting, numbering, and bulleting items.

5. Write key words or questions in the recall column

that prompt the information in the note taking

column.

1. Cover the right side of your notes with a piece of

paper.

2. Using the questions or key words in the recall

column, recite aloud the facts and ideas of the

lecture or reading in your own words.

3. Slide the paper down and check that portion of your

notes to see if you remembered all the critical

information.

4. Check off questions in the recall column that you

should continue to review more seriously.

**(Kinsella, San Francisco State University, 10/00)**

RUBRIC: Cornell Note Taking System

No Yes

Not Evident Very Evident

0 1 2 3 4

Fix-up

0 1 2 3 4 1. Is a complete heading included in the upper right-hand corner

(class name, date)?

0 1 2 3 4 2. Is the topic or title of the lecture written at the top of the note-

taking section?

0 1 2 3 4 3. Is the handwriting legibly written in blue or black ink?

0 1 2 3 4 4. Is sufficient space left between ideas, to add information if

necessary and to make review easier?

0 1 2 3 4 5. Are ideas indented to show the relationship between major or

minor points and supporting details?

0 1 2 3 4 6. Is the lecture primarily paraphrased rather than quoted?

0 1 2 3 4 7. Are the ideas primarily written in phrases rather than the

speaker’s or writer’s exact complete sentences?

0 1 2 3 4 8. Are abbreviations and symbols used when possible?

0 1 2 3 4 9. Are all of the most important points and adequate supporting

details included from the lecture?

0 1 2 3 4 10. Is the lecture information edited (with highlighting and

numbering or lettering) to make the main ideas and lecture

organization clear and easy to review?

0 1 2 3 4 11. Are sufficient questions and/or recall clues written in the recall

column to easily review all of the key points?

0 1 2 3 4 12. Are appropriate questions written in the recall column to

accurately and thoroughly review and quiz oneself?

Priorities for future note taking:

1.

2.

3.

**(Kinsella, San Francisco State University, 10/00)**

Cornell Note Taking Feedback Form

Note-taker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade \_\_\_\_\_\_\_\_

1. Date: Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

2. Class name: Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

3. Title: Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

4. Written in ink: Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

5. Handwriting is legible: Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

6. Sufficient space between main ideas: Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

7. Indentation to show the relationship Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

between ideas:

8. Student used abbreviations or symbols Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

when possible:

9. Student wrote down all of the most Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

important points from the lecture.

10. Student created a 2” Recall margin. Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

11. Student made enough clues in the margin Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

to recall all the information to the right.

12. Student made up appropriate clues to Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

recall the information to the right.

13. Student edited the lecture information to Yes \_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_\_

the right and made main ideas stand out

by highlighting, lettering, or numbering.

Suggestions for your next note taking effort:

1.

2.

3.

**(Kinsella, San Francisco State University, 10/00)**

Cornell Note Taking Format

|  |  |
| --- | --- |
| Key Words,  Vocabulary,  or Student generated  questions | Notes |
| Doodle Zone | Summary |

# Works Cited

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