

# Writing Reference Packet

*Your Success Depends On It!*

Grade 6

A word cloud centered around the word "Writing". The word "Writing" is the largest and most prominent. Other words include "resource", "learner", "community", "people", "work", "communicate", "create", "genre", "reconstructive", "art", "development", "discipline", "improve", "life-long", and "university". The words are arranged in a circular pattern around the central word.

resource.learner  
communitypeople  
workcommunicate  
genreconstructivecreate  
**Writing**  
artdevelopment  
processdiscipline  
improvelife-long  
university



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## SETTING OUR PURPOSE

### ***This is Why We Do What We Do!***

#### *Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language*

**READ** To become college and career ready, you will read text of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer insight into human life and serve as models for thinking and writing. Through wide and deep reading of literature and literary nonfiction of increasing sophistication, you will gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate arguments; and the capacity to understand the challenges posed by complex texts.

**WRITE** Writing is a way of asserting and defending claims, showing knowledge about a subject, and conveying what you have experienced, imagined, thought, and felt. To be a college- and career-ready writer, you will take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. You will learn to combine elements of different kinds of writing to produce complex and nuanced writing. You will use technology when creating, refining, and collaborating on writing. You will become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from research and analysis of sources.

**SPEAK and LISTEN** To become college and career ready, you will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. You will be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas. High school graduates depend heavily on their ability to listen attentively to others so that they are able to build on others’ ideas while expressing their own ideas clearly and persuasively.

**LANGUAGE** To be college and career ready in language, you will develop firm control over the conventions of standard English. You will come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express yourself and achieve particular functions and rhetorical effects. You will develop an extensive vocabulary, built through reading and study, enabling you to comprehend complex texts and engage in purposeful writing about and conversations around content. You will become skilled in determining or clarifying the meaning of words and phrases, choosing flexibly from an array of strategies. You will learn to see an individual word as part of a network of other words that have similar denotations but different connotations.

USBE *Core Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects* (2013)

## MARKING THE TEXT

1. # number the paragraphs
2. O circle academic vocabulary, key terms
3. Main Idea underline main ideas, claims
4. ? mark questions you still have

## ACE WRITING STRATEGY

Answer, Cite, Explain

**Answer:** What do you think?

- To start your statement, turn the question into a sentence.
- To answer the question, give a specific answer including detail from the text.

**Cite:** How do you know?

- Introduce your source by giving credit:
- Title, author, date, page
- Give specific evidence. This can be a direct quote, a paraphrase, or a detailed description of a picture or graph.

**Explain:** Why does it matter?

- Give context. Is there other information that would help explain this question? Include background knowledge or other sources.
- How does your evidence prove your answer?

## MODIFIED ONE CHUNK PARAGRAPH

**Sentence 1: Topic Sentence**

- Include the subject/topic of the paragraph
- Include the source (novel, article, primary source)

**Sentence 2: Evidence**

- Start the sentence with a transition (For example, \_\_\_\_\_)
- Include a direct quote from the text
- Cite within the sentence

**Sentence 3: Elaborate**

- Start the sentence with a transition (Furthermore, \_\_\_\_\_)
- Explain why the quote supports the topic sentence

**Sentence 4: Elaborate**

- Give a reason why this quote is the best choice

**Sentence 5: Concluding Sentence**

- Start the sentence with a transition (In conclusion, \_\_\_\_\_)
- This sentence will wrap up your paragraph and tie it all together. It may include a call to action.

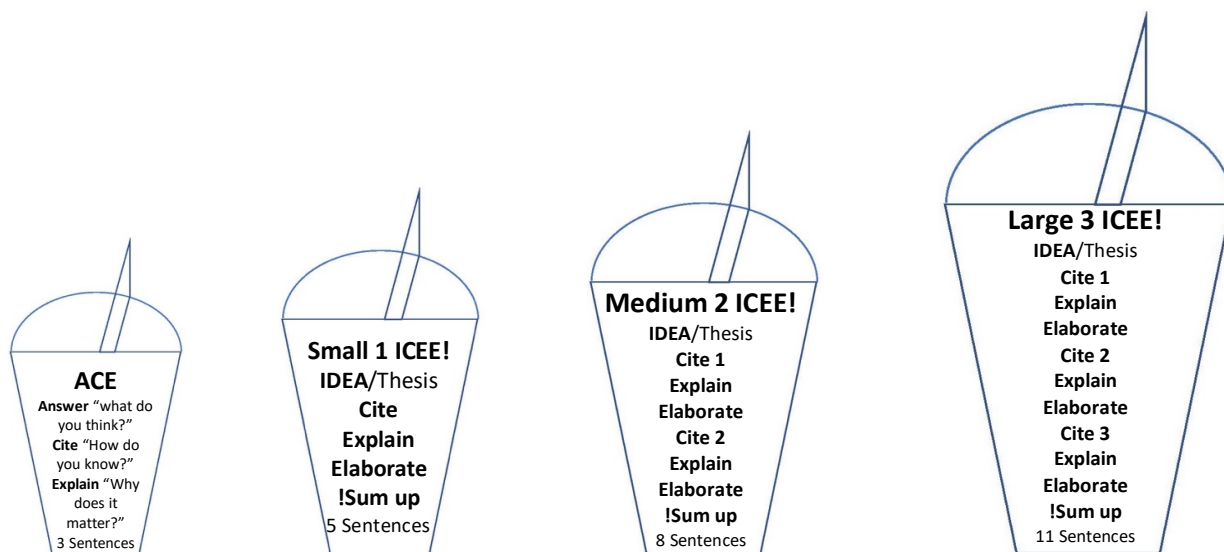
## ONE CHUNK PARAGRAPH

Format your paragraph in the same order as the directions.

- 1) **Topic Sentence** *a sentence about the subject or topic of your paragraph.*
  - Include the source of your topic (novel, article, primary source)
- 2) **Concrete Detail Sentence** *includes a direct quote of evidence or fact.*
  - Start sentence with a SHOW/EXPLAIN transition word
  - Include a direct quote of evidence or fact
  - Cite within the sentence
- 3) **Elaboration Sentence** *an analysis on how sentence two applies to the evidence presented in the text.*
- 4) **Elaboration Sentence** *a second sentence of analysis of why the concrete detail above is important to the reading, the topic, or your essay.*
  - Start your sentence with a CONTINUING transition word
- 5) **Concrete Detail Sentence** *a direct quote of the evidence or fact.*
  - Start sentence with a SHOW/EXPLAIN transition word (not the same as #2)
  - Cite within the sentence
- 6) **Elaboration Sentence** *your analysis or thoughts on the concrete detail sentence five; how it applies to the evidence presented.*
  - Start your sentence with a CONTINUING transition word
- 7) **Elaboration Sentence** *a second sentence of analysis of why the concrete detail is important to the reading, topic, or essay.*
- 8) **Concluding sentence** *tie all thoughts together by summary.*
  - Start your sentence with a CONCLUDING transition word
  - Repeat your thesis statement
- 9) **Concluding sentence** *A final sentence to wrap up your paragraph and tie it all together. It may include a call to action.*

## ICEE! Writing Strategy

- I** Main **Idea**: topic sentence that states “What do you think?”
- Introduce the topic. Do not use personal pronouns (he/she, him/her, etc.). If answering a question, rephrase the question into a sentence and give an answer.
  - Think in big, broad terms. Use specific examples in the evidence.
- C** **Cite**: “How do you know?”
- Introduce your source by giving credit; (think of this like tagging a picture!)
  - Title, Author, Date, Page
  - Introduce a quote or evidence; quotes and evidence cannot stand alone.
  - Give specific evidence: a direct quote, a paraphrase, or a detailed description of a picture or graph.
- E & E Explain and Elaborate**: Commentary sentences answer “So What,” or, “What does it mean?” Build upon the evidence; don’t repeat it. Analyze what the evidence means by asking the following questions:
- So what? How does this affect society and culture? What is the historical impact? How does this cause change? Why does it matter? How does this support my main idea?
  - Historical thinking skills:
    - **Context**: relate the evidence to its time period. What events or experiences led up to this? How will this affect the future? Why is this historically significant?
    - **Corroborate**: Does this source agree or disagree with other sources? Why?
    - **Source**: How reliable is this source? What do you know about the author? Does that change the meaning?
- !** **! Sum Up**: Concluding sentence brings it home!
- Tie the evidence and elaboration back to the main idea or thesis. How does it prove your point? This wraps it up with a finished feel.



## MLA Citation Basics (Modern Language Association)

### **Top left of every paper:**

- Student first and last name
- Teacher's last name
- Class and period
- Due date

### **Other MLA guidelines:**

- Times New Roman, 12 pt. font
- One-inch margins – just don't mess with them!
- Source titles are *italicized*. They are not underlined nor in quotation marks.

**There is a period after the evidence.**

### **Citing the author:**

- If the author is known, always use the author's last name:
- Wordsworth stated Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (263).
- Romantic poetry is characterized by the “spontaneous overflow of powerful feelings (Wordsworth 263).
- Wordsworth extensively explored the role of emotion in the creative process (263).

### **Quoting dialogue:**

- “ ‘You live in West Egg,’ she remarked contemptuously. ‘I know somebody there’ ” (11).

### **For electronic and Internet sources, follow these guidelines:**

- Do not include URLs in the text; only provide partial URLs. For example: CNN.com or Forbes.com as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.
- If there is no author, use a shortened version of the article title: “Living Planet,” or “A New Generation.”

**There is NO punctuation or abbreviation in the parentheses unless you are citing multiple pages or a range of pages.**

- Incorrect: (Smith, pg. 16)
- Correct: (Smith 16). (Smith 26, 32, 48). (Smith 30-35).



## ACTION VERBS

Acknowledges	Discusses	Points out	Allows
Distinguishes	Argues	Emphasizes	Asserts
Explains	Presents	Breaks down	Exposes
Proposes	Provides	Proves	Restates
Claims	Compares	Concludes	Declares
Defines	Focuses	Illuminates	Illustrates
Infers	Maintains	Reveals	Shows
Suggests	Supports	Teaches	Examines

## TRANSITION WORDS

### Continuing with the same topic:

Moreover, Also	Likewise	Next	A final reason
Therefore	In order to	Due to	Resulting from/in
Furthermore	One reason	In addition	

### Opposite or Changing the thinking:

Although	In contrast	However	On the contrary
Nevertheless	Conversely	While	Even though
Nonetheless	Yet	Whereas	In contrast

### Sequence (order of ideas)

After	Then	Before	
During Later	While	First, second, third	
Earlier	Since	In the first place	

### Show or explain an important fact or comment

For example	For instance	To illustrate	
Specifically	Similar to	In the same way as	
To demonstrate	To clarify	Notably	

### Conclusion at the end of the essay or paragraph

As a result	In conclusion	In summary	
Therefore	Finally	Consequently	

## DEAD WORD LIST

*Here lies words that have been used to death. May they rest in peace!*

Stuff	A lot	Made	Making	Lots of
Would	Kind of	That	It	This shows that
I	Could	Should	Really	This quote means
Your	Me	Us	You	
Anything	You're	We	Myself	
Thing	Nothing	Something	Everything	
Make	Got	Gotten	Gonna	

## SUBSTITUTIONS

Should, would, could = have to, must, need

Make, made = cause, create, build, assemble, shape, compel, force, prepare, gain, produce

## SENTENCE FRAMES

### Text-based Evidence

- For (example, instance) the text of \_\_\_\_\_ (discusses, demonstrates, states, explains) how \_\_\_\_\_.
- According to the text, \_\_\_\_\_.

### Nonfiction

- According to the article, \_\_\_\_\_ causes \_\_\_\_\_.
- Within the article, \_\_\_\_\_ is the reason for \_\_\_\_\_.
- In order to support \_\_\_\_\_ the author (shows, describes, explains) \_\_\_\_\_.
- In order to (understand, comprehend, analyze) the \_\_\_\_\_ time period, the background of \_\_\_\_\_ (dates, events, people) needs to be \_\_\_\_\_.

### Character Thesis Statement

- \_\_\_\_\_ (author's last name) (recounts, creates, describes, promotes, produces) the character of \_\_\_\_\_ through the (character traits, characteristics, features) elements of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ from (title), by \_\_\_\_\_ (author) (faces, deals with, combats) adversity through \_\_\_\_\_ and \_\_\_\_\_.

### Thematic Thesis Statement

- \_\_\_\_\_ (title or author) (portrays, introduces, presents, illustrates, explores) \_\_\_\_\_ as a \_\_\_\_\_.
- The theme of \_\_\_\_\_ (story, article, novel) is best (explained, described, illustrated) through these \_\_\_\_\_ (events, conflicts).

### Cause and Effect Sentence Frames

- Because of \_\_\_\_\_, \_\_\_\_\_. \_\_\_\_\_ caused \_\_\_\_\_. Therefore, \_\_\_\_\_. Finally, due to \_\_\_\_\_ the result is \_\_\_\_\_.
- The cause of \_\_\_\_\_ is (because of, brought about by) \_\_\_\_\_. Therefore, the effect of these issues is \_\_\_\_\_.
- \_\_\_\_\_ causes \_\_\_\_\_ by doing \_\_\_\_\_.

### Sentence Frames for Sequence

- Here is how a \_\_\_\_\_ is created. First, \_\_\_\_\_. Next, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_.

### Compare/Contrast Sentence Frames

- \_\_\_\_\_ and \_\_\_\_\_ are similar in several ways. Both \_\_\_\_\_ and \_\_\_\_\_ have similar \_\_\_\_\_.
- \_\_\_\_\_ and \_\_\_\_\_ are different in several ways. Both (documents, characters, stories, events) support the (claim, thesis, characteristics) of \_\_\_\_\_ by (description, evidence) of \_\_\_\_\_.
- The difference between \_\_\_\_\_ and \_\_\_\_\_ is (apparent, evident, obvious) by \_\_\_\_\_.

### Counterclaim Sentence Frames

- Critics say \_\_\_\_\_.
- While it might be true \_\_\_\_\_, still all in all \_\_\_\_\_.
- Others may say \_\_\_\_\_. The position of \_\_\_\_\_.
- A common argument against this position is \_\_\_\_\_, but \_\_\_\_\_.

### Problem/Solution Sentence Frames

- \_\_\_\_\_ had a problem because \_\_\_\_\_. (Therefore, as a result, the action of) \_\_\_\_\_ was taken to help solve for \_\_\_\_\_.
- In \_\_\_\_\_, the main character \_\_\_\_\_ (faces, deals with, addresses) the problem of \_\_\_\_\_ by overcoming the challenge of \_\_\_\_\_.
- The problem of \_\_\_\_\_ caused by \_\_\_\_\_ is because of \_\_\_\_\_. Therefore, the solution for \_\_\_\_\_ is \_\_\_\_\_.

## ACADEMIC DISCUSSION FRAMES

### State Opinion/Claim

- In my opinion \_\_\_\_\_.
- I believe that \_\_\_\_\_.
- From my perspective \_\_\_\_\_.
- From my point of view \_\_\_\_\_.
- My opinion on this is \_\_\_\_\_.

### Support Ideas with Examples

- I think \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ is important because \_\_\_\_\_.
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, I think that \_\_\_\_\_.
- For example, \_\_\_\_\_.
- One complexing reason is that \_\_\_\_\_.
- A relevant example is \_\_\_\_\_.

### Building on Ideas, Challenging Others, Collaborating

- I agree with what \_\_\_\_\_ said because \_\_\_\_\_.
- You bring up an interesting point, and I also think \_\_\_\_\_.
- Please give me an example of \_\_\_\_\_?
- Can you give more details on \_\_\_\_\_?
- How did you come up with that answer?
- Why do you think that?
- May I add something here?
- I don't really agree because \_\_\_\_\_.
- My idea is different. I think that \_\_\_\_\_.
- We haven't heard from \_\_\_\_\_.

### Paraphrase

- What I heard you say was \_\_\_\_\_.
- So, you said that \_\_\_\_\_.
- So, you think that \_\_\_\_\_.
- So, your idea is that \_\_\_\_\_.
- So, your opinion is that \_\_\_\_\_.
- So, you're saying that \_\_\_\_\_.

### Clarify

- I don't quite understand your \_\_\_\_\_.
- So, you think we should \_\_\_\_\_?
- Are you suggesting \_\_\_\_\_?
- What do you mean by \_\_\_\_\_?
- In other words, you are saying that \_\_\_\_\_?

### Elaborate

- For example, \_\_\_\_\_.
- A relevant example I heard/read was \_\_\_\_\_.
- I have observed that \_\_\_\_\_.
- One convincing reason is that \_\_\_\_\_.
- A compelling reason is that \_\_\_\_\_.
- I experienced this when \_\_\_\_\_.

### Comparing Ideas

- My idea is similar to \_\_\_\_\_.
- My response is similar to \_\_\_\_\_.
- My stance is comparable to \_\_\_\_\_.
- My response is different from \_\_\_\_\_.
- My approach is different from \_\_\_\_\_.
- How does this connect to \_\_\_\_\_?

### Synthesize

- It is my understanding that \_\_\_\_\_.
- Based on the information, I think that \_\_\_\_\_.
- I learned that \_\_\_\_\_.
- My new thinking is \_\_\_\_\_.
- This makes me think of \_\_\_\_\_.

### Persuade

- The evidence shows that \_\_\_\_\_.
- \_\_\_\_\_ is the best way to \_\_\_\_\_.
- I don't really agree with you because \_\_\_\_\_.
- I see it another way. I think \_\_\_\_\_.
- I have a different perspective \_\_\_\_\_.
- My ideas is slightly different from yours. I believe that \_\_\_\_\_.
- I have a different answer than you.

### Draw Conclusions

- Based on the evidence, \_\_\_\_\_ is \_\_\_\_\_.
- The data suggests that \_\_\_\_\_.
- After reading \_\_\_\_\_ I assume that \_\_\_\_\_.
- My analysis of \_\_\_\_\_ leads me to believe that \_\_\_\_\_.

## EDITING MARKS

<b>Mark:</b>	<b>Issue to resolve:</b>
→	Indent paragraph
O	Something missing/wrong/spelling error
¶	Start a new paragraph
⊕	Transition word needed
WWW	Italicize
≡	Capitalize
X	Take it out or replace with something else
Run-on	Run-on sentence, shorten or change to two sentences
Frag	Sentence fragment, add more information
Awk	Awkward, rewrite to be understood
Red	Redundant, this is said earlier in the essay
Cite	Citation issue
?	Confusing
Elab	Elaboration needed
Evid	Evidence needed
ı	Do not italicize
⌘	Do not underline
B	Do not bold
T.S.	Topic sentence missing
Thesis	Thesis is missing or unclear

## CHARACTER TRAITS

<i>Nice</i>	<i>Mean</i>	<i>Sad</i>
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

<i>Does a lot</i>	<i>Does very little</i>
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

<i>Positive</i>	<i>Negative</i>
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

<i>Confident</i>	<i>Nervous</i>
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

<i>Opposites</i>	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

## WRITING RUBRIC: Informative, Argument, Summary

1 = First Draft

2 = Second Draft

3 = Final Draft

<b>Concerns</b> Areas that need work	<b>Criteria</b> 6 <sup>th</sup> Grade Standards for writing	<b>Advanced</b> Evidence of meeting or exceeding standards
<b>Thesis</b> A. B. C. D.	<b>Thesis</b> A. Thesis stated in a complete sentence B. Thesis includes focused main idea for the controlling claim C. Thesis stated at beginning and restated at end of writing D. Thesis is the last sentence of introduction	<b>Thesis</b> A. B. C. D.
<b>Organization</b> A. B. C. D. E.	<b>Organization</b> A. Effective introduction B. Effective body C. Effective conclusion D. Uses transitions within paragraphs E. Uses a variety of sentence structures	<b>Organization</b> A. B. C. D. E.
<b>Evidence</b> A. B. C. D. E.	<b>Evidence</b> A. Support contains reliable evidence B. Evidence is cited using MLA format C. Evidence is embedded quotes or paraphrased D. Body paragraphs contain multiple pieces of evidence E. Evidence comes from multiple sources	<b>Evidence</b> A. B. C. D. E.
<b>Elaboration</b> A. B. C.	<b>Elaboration</b> A. Analysis thoroughly explains and supports focus of the thesis B. Elaboration uses a variety of transitions C. Connects multiple sources of evidence	<b>Elaboration</b> A. B. C.
<b>Conventions</b> A. B.	<b>Conventions</b> A. Errors do not distract from meaning B. Few errors present	<b>Conventions</b> A. B.

## WRITING RUBRIC: One Chunk

1 = First Draft

2 = Second Draft

3 = Final Draft

<b>Concerns</b> Areas that need work	<b>Criteria</b> Standards for writing	<b>Advanced</b> Evidence of meeting or exceeding standards
<b>1. Topic Sentence</b> A. B.	<b>1. Topic Sentence</b> A. Addresses topic of prompt B. Includes author/title	<b>1. Topic Sentence</b> A. B.
<b>2. Evidence</b> A. B.	<b>2. Evidence</b> A. Appropriately introduces the quote, giving credit to the source B. Uses evidence to support the topic sentence (quote, description of graph or picture)	<b>2. Evidence</b> A. B.
<b>3. Elaborate/Explain</b> A.	<b>3. Elaborate/Explain</b> A. The “so what” explains why the evidence proves/supports the main idea	<b>3. Elaborate/Explain</b> A.
<b>4. Elaborate/Explain</b> A. B.	<b>4. Elaborate/Explain</b> A. The “So What” continues to elaborate by demonstrating in-depth understanding and is not repetitive B. Starts with a transition	<b>4. Elaborate/Explain</b> A. B.
<b>5. Evidence</b> A. B.	<b>5. Evidence</b> A. Appropriately introduces the quote, giving credit to the source B. Uses evidence to support the topic sentence (quote, description of graph or picture)	<b>5. Evidence</b> A. B.
<b>6. Elaborate/Explain</b> A.	<b>6. Elaborate/Explain</b> A. The “so what” explains why the evidence proves/supports the main idea	<b>6. Elaborate/Explain</b> A.
<b>7. Elaborate/Explain</b> A. B.	<b>7. Elaborate/Explain</b> A. The “so what” continues to elaborate by demonstrating in-depth understanding and is not repetitive B. Starts with a transition	<b>7. Elaborate/Explain</b> A. B.
<b>8. Concluding Sentences</b> A. B. C.	<b>8. Concluding Sentences</b> A. Restates the main idea in a new way that effectively wraps up the paragraph and gives it a “finished” feeling B. Starts with a transition C. A final sentence to wrap up your paragraph and tie it all together. It may include a call to action.	<b>8. Concluding Sentences</b> A. B. C.

## BOOK CLUB NOVELS

1. *Ban This Book* by Alan Gratz (realistic fiction) September
2. *Zero Day* by Jan Gangsei (mystery/thriller) October
3. *Four-Four-Two* by Dean Hughes (historical fiction) November or May
4. *The Afterlife of Holly Chase* by Cynthia Hand (fantasy/paranormal) December
5. *Restart* by Gordon Korman (realistic fiction) January
6. *Warriors Don't Cry* by Melba Patillo Beals (non-fiction) February
7. *Uglies* by Scott Westerfeld (sci-fi/dystopian) March
8. *Wolf Brother* by Michelle Pavel (fantasy/adventure) April
9. *Bomb* by Steve Sheinkin (non-fiction) May or November

## BATTLE OF THE BOOKS

1. *A Handful of Stars* by Cynthia Lord (realistic fiction)
2. *Al Capone Does My Shirts* by Gennifer Choldenko (historical fiction)
3. *Breaking Through* by Francisco Jiminez (autobiographical)
4. *Not If I Save You First* by Ally Carter (adventure)
5. *City of Ember: The First Book of Ember* by Jeanne DuPrau (science fiction)
6. *Hattie Big Sky* by Kirby Larson (historical fiction)
7. *Devil's Arithmetic* by Jane Yolen (historic fiction)
8. *Firegirl* by Tony Abbott (realistic fiction)
9. *Heat* by Mike Lupica (realistic fiction)
10. *Kira-Kira* by Cynthia Kadohata (historical fiction)
11. *Keeper of Lost Cities #1* by Shannon Messenger (fantasy)
12. *Serafina and the Black Cloak* by Rober Beaty (fantasy)
13. *Project Mulberry* by Linda Sue Park (realistic fiction)
14. *Restart* by Gordon Korman (realistic fiction)
15. *True Confessions of Charlotte Doyle* by Avi (historical fiction)
16. *Touching Spirit Bear* by Ben Mikaelson (adventure)
17. *Wednesday Wars* by Gary Schmidt (historical fiction)
18. *Wolf Brother* by Michelle Paver (fantasy)
19. *New Kid* by Jerry Craft (graphic novel)
20. *Lincoln's Grave Robbers* by Steve Sheinkin (non-fiction)



## ALBION STYLE GUIDE

	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>MLA Format</b>	All paragraphs MLA	All writing MLA	All writing MLA
<b>Citations Bibliography</b>	In-text citations	<ul style="list-style-type: none"> <li>• In-text citations</li> <li>• Parenthetical citations</li> <li>• Bibliography page in science and social studies</li> </ul>	Parenthetical citations only Works cited page
<b>Personal Pronouns</b>	Mastery of formal language	Personal pronouns only allowed in narrative writing	Only formal language
<b>Chunk Paragraph</b>	Chunk paragraph Master components	Chunk paragraph ICEE rubric	Chunk paragraph Multi-paragraph essays
<b>Essay Terms</b>	Cited evidence Concrete examples Concrete details Thesis Claim Elaboration Explain Analysis Commentary	Cited evidence Concrete examples Concrete details Thesis Claim Elaboration Explain Analysis Commentary	Cited evidence Concrete examples Concrete details Thesis Claim Elaboration Explain Analysis Commentary
<b>Quotes</b>	<ul style="list-style-type: none"> <li>• Partial embedding</li> <li>• Introduce quote with writer's words in front of quote</li> </ul>	Quote to be embedded in writer's thought	Paraphrase only
<b>Paragraph Format</b>	2-3 paragraph Argument essay	5 paragraph Argument essay	6 paragraph Argument essay
<b>Counterclaim</b>		<ul style="list-style-type: none"> <li>• Last body paragraph before conclusion</li> <li>• Counterclaim sentence, explain counterclaim</li> <li>• Refutation/rebuttal sentence, evidence to support refutation/rebuttal</li> <li>• Elaboration</li> <li>• Concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Last body paragraph before conclusion</li> <li>• Counterclaim sentence, explain counterclaim</li> <li>• Refutation/rebuttal sentence, evidence to support refutation/rebuttal</li> <li>• Elaboration</li> <li>• Concluding sentence</li> </ul>

# CORNELL NOTES

<b>Name:</b>	<b>Topic/Objective:</b>	<b>Title:</b>
		<b>Author:</b>
	<b>Period:</b>	<b>Date:</b>
<b>Big Idea/Big Concept:</b>		
<b>Questions/Examples:</b>	<b>Notes/Analysis:</b>	
<b>Summary:</b>		



# FRAYER VOCABULARY MODEL

Definition:	Picture:	Synonyms:
Syllables:		Antonyms:
Example:	Word:	Non-example:

Write two sentences:

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## READING INVENTORY TRACKER

Graph your results and write your exact Lexile score at the top of your graphed column.

Lexile Score	FALL Reading Inventory	WINTER Reading Inventory	SPRING Reading Inventory
1400+			
1300			
1200			
1100			
1000			
900			
800			
700			
600			
500			
400			
300			
0-200			

Date \_\_\_\_\_

My FALL RI Lexile score is \_\_\_\_\_

My goal for the winter RI is \_\_\_\_\_

Date \_\_\_\_\_

My WINTER RI Lexile score is \_\_\_\_\_

My goal for the spring RI is \_\_\_\_\_

Date \_\_\_\_\_

My SPRING RI Lexile score is \_\_\_\_\_

Next fall, I would like to improve my score by \_\_\_\_\_ points.

### READING INVENTORY PROFICIENCY BANDS

Grade	Below Basic	Basic	Proficient	Advanced
6	0-699	700-954	955-1020	1021-1700+
7	0-749	750-995	996-1060	1061-1700+
8	0-799	800-1038	1039-1155	1156-1700+

### RI ANNUAL GROWTH EXPECTATION

Fall Lexile Score	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
0	304	336	350
100-190	240	262	276
200-290	185	199	215
300-390	142	152	167
400-490	112	117	130
500-590	88	90	102
600-690	72	72	81
700-790	60	60	67
800-890	51	52	58
900-990	43	46	50
1000-1090	34	40	43
1100-1190+	23	32	35

## MATH INVENTORY TRACKER

Graph your results and write your exact Quantile score at the top of your graphed column.

Quantile Score	FALL Math Inventory	WINTER Math Inventory	SPRING Math Inventory
1400			
1300			
1200			
1100			
1000			
900			
800			
700			
600			
500			
400			
300			
0-200			

Date \_\_\_\_\_

My FALL MI Quantile score is \_\_\_\_\_

My goal for the winter MI is \_\_\_\_\_

Date \_\_\_\_\_

My WINTER MI Quantile score is \_\_\_\_\_

My goal for the spring MI is \_\_\_\_\_

Date \_\_\_\_\_

My SPRING MI Quantile score is \_\_\_\_\_

Next fall, I would like to improve my score by \_\_\_\_\_ points.

### MATH INVENTORY PROFICIENCY BANDS

Grade	Below Basic	Basic	Proficient	Advanced
6	125-659	660-784	785-890	891-1138+
7	393-752	753-880	881-970	971-1141+
8	422-845	846-1000	1001-1089	1090-1296+

### MI EXPECTED GROWTH RANGE

Fall Quantile Score	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
EM-99	210-305	190-325	180-325
100-199	200-295	200-285	175-285
200-299	190-235	185-240	180-250
300-399	165-205	165-205	165-215
400-499	145-175	140-180	150-190
500-599	120-150	120-155	130-165
600-699	95-125	95-125	110-140
700-799	65-95	70-100	90-120
800-899	40-70	45-75	70-100
900-999	10-45	20-50	50-75
1000-1099	0-25	0-30	25-55
1100-1199	0-20	0-25	0-40
1200-1299	0-15	0-20	0-25