

Be sure to know (or at least recognize) the following by class time on Thursday, December 19, 2013:

Short vowels (as they are distinct from long vowels). Hint: we sing a song called “Short Vowels,” and long vowels sound like their names.

Sentence types: simple, compound, complex and compound-complex

- **Simple:** one independent clause (one subject-verb pair that expresses a complete thought)
- **Compound:** two independent clauses joined with a conjunction such as “and,” “but,” “or,” or “so”
- **Complex:** one independent clause and one dependent clause that starts with a word such as “if,” “which,” “while,” “until,” “unless,” “since,” or “because”
- **Compound-Complex:** two independent clauses and one or more dependent clauses

The 8 parts of speech: adjective, noun, verb, adverb, conjunction, pronoun, preposition, interjection

At least **26** of the 86 **literary terms**. I recommend the following 26: protagonist, antagonist, nemesis, foil, setting, plot, point of view, theme, rhyme, simile, metaphor, personification, onomatopoeia, hyperbole, idiom, cliché, symbolism, set-up, rising action, climax, denouement, flashback, foreshadowing, fact, opinion and irony

How to structure a basic **persuasive essay**:

- Introduction with your thesis (main idea or point you are trying to make)
- Reason #1 in detail with evidence and an explanation as to how the evidence proves your point
- Reason #2 in detail with evidence and an explanation as to how the evidence proves your point
- Reason #3 in detail with evidence and an explanation as to how the evidence proves your point
- Counter-argument (what your opposition might say) followed by your rebuttal (your argument back)
- Conclusion which restates your thesis and list of evidence

How to structure a basic **literary analysis essay**:

- Introduction with a short description of the poem or story and what you believe to be the poem or story’s central theme (author’s message)
- Lit device #1: How it functions in the poem or story and how it supports the central theme
- Lit device #2: How it functions in the poem or story and how it supports the central theme
- Lit device #3: How it functions in the poem or story and how it supports the central theme
- Conclusion which restates the author’s message (central theme) and use of literary devices to convey that message

How to structure a basic **narrative**, either fictional (story) or non-fictional (personal narrative or biography):

- **Set-up, or exposition**, where the reader gets to know the physical and emotional world before anything starts to happen and which is full of sensory details
- **Rising action** where the first thing happens, typically something small that sets in motion a chain of events leading to the climax
- **Climax** where the biggest thing happens – where the protagonist faces and beats the greatest antagonistic force (unless it’s the nemesis, in which case the protagonist might only appear to win temporarily until the next episode or sequel ;)
- **Denouement, or resolution**, where all the complexities are unraveled and everything is clear and everyone goes home (or to someplace new that is hopeful and happy)

The purposes of **journal writing**, which include to emotionally purge, to become skilled at expressing yourself with words, to arrive at solutions to life's problems, and to discover who you are

The purposes of **Sustained Silent Reading**, which include to learn life lessons more quickly than you could in real life, to expand your vocabulary, to develop a love of reading, to learn about the world, and to discover who you are

Three important reasons why I want you to try things on your own for a few minutes before raising your hand and outsourcing your problem-solving to someone else or to me:

- 1) Figuring something out on your own helps make powerful connections in the brain which last a lifetime
- 2) If someone answers your questions the minute you have them, you will have no reason to read instructions or to listen to directions, and it is important that you become skilled at reading and listening
- 3) There is absolutely no risk in trying something out first on your own in my class where you are graded much more heavily on your effort than on the first draft (and even later drafts) of your products

Three important reasons why I want you to ask other students before you ask me (after the initial silent period where you try things out on your own):

- 1) When other students explain something to you, they practice teaching, which helps them learn
- 2) There is only one me. If you wait for me to answer your question, you could be waiting a long a time
- 3) There is only one me, and my opinion is limited. There are lots of other opinions out there, including yours, which is getting more powerful every day. Learn to love and trust it!

Three things you can do when you have a question that has not been answered by the end of class or which should not be discussed in front of others:

- 1) Write your question on a piece of paper and place it in the mailbox on my desk (when it's appropriate to get up)
- 2) Come in after school any day but Tuesday to speak with me privately (I go to school myself on Tuesdays)
- 3) Email me at ak@webstaclecourser.com

Three benefits of singing together in class:

- 1) You are more likely to remember certain things, like what short vowels and verbs are
- 2) You get to use and develop your creativity
- 3) It's fun

Draw a picture of you studying for the final exam, which will be a multiple-choice exam, here:

