



*ENGLISH
&
SOCIAL STUDIES*

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Welcome to your ELA and Social Studies Handbook.

This is filled with helpful tools
for:

- English Language Arts (ELA)
- Social Studies
- Transitional Bilingual
Education (TBE)
- English as a New Language
(ENL)

And so much more ...

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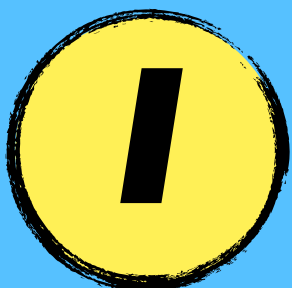
**SHORT ANSWER RESPONSE &
ESSAY WRITING**

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**TRANSITIONAL WORDS & WORD
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**CORNELL NOTES & THINKING
MAPS**



WE ARE

EXPECTATIONS

Follow Directions

Enter & Exit
Prepared

Responsible
Choices

Mutual Respect

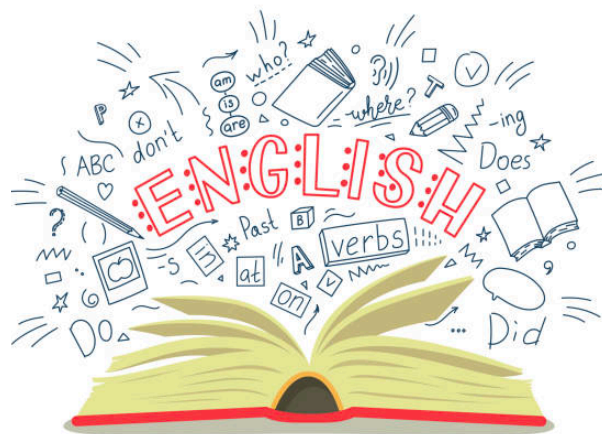
Involve Yourself in
the Classroom

I. **Conceptual Understanding:** Conventional Academic English in Oral and Written Language

II. **Conceptual Understanding:** Theme/Central Idea, Citing Explicit/Implicit Textual Evidence and Comparing and Contrasting Print and Digital Media Contribute to Deeper Analysis and Comprehension of the Text

III. **Conceptual Understanding:** How to Write an Argumentative Piece to Support a Stated Claim, Distinguishing the Claims from Counterclaims, and an Informative Piece to Examine a Topic

IV. **Conceptual Understanding:** How to Engage in Accountable Conversations to Present Claims, Findings and Salient Points on a Focused Topic



Blueprint for Leveraging Grade Level Standards
English Language Arts, Math, Science, and Social Studies



SOCIAL
STUDIES



I. **Conceptual Understanding:** Trace Major Events from Reconstruction to the Present and the Impact on the Nation

- a. **Key Idea:** Racial tensions following the Civil War complicated the efforts to heal the nation and to redefine the status of African Americans
- b. **Key Idea:** After WWII, the population of the U.S. rose sharply as a result of both natural increases and immigration. Population movements impact the American landscape and shift political power
- c. **Key Idea:** The Civil Rights Movement and the Great Society were attempts to address major social, legal, economic, and environmental problems



1

Hamilton

Narrative Writing
Exploring
Colonialism

2

**National
History Day**

Evidence Based
Claims
Research

3

**Cesar
Chavez**

Evidence Based
Claims
Document Analysis

UNITS OF STUDY

4

**Dystopian
Societies**

Evidence Based Claims
Response to Literature
Response

SKILLS

1

Immigration

Reading Closely
Document Analysis

Reading

- Annotating
- Inferencing
- Figurative Language

Writing

- SAR Writing
- Essay Writing
- Evidence Based Claims
- Argumentative Thesis

Listening / Speaking

- Socratic Seminar
- Debating

2

**National
History Day**

Evidence Based
Claims
Research

3

Genocide

Analyzing
Perspectives
Document Analysis

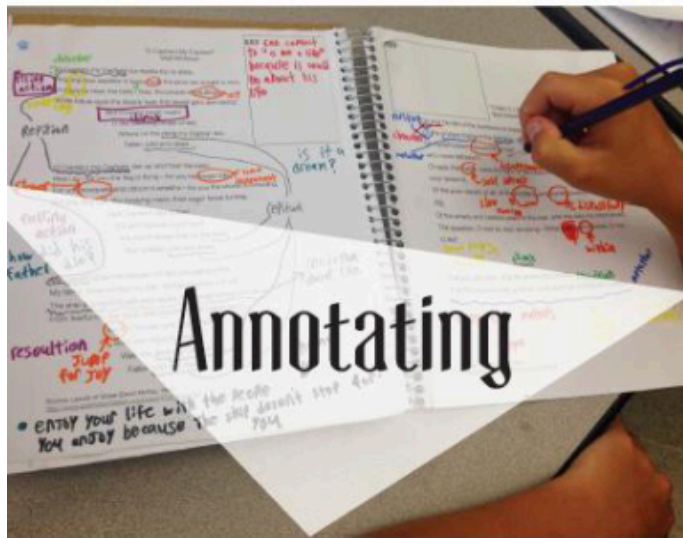
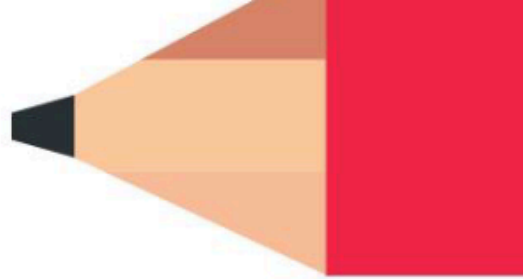
4

**Social
Justice**

Analyzing
Perspective &
Research & Debate



ALL ABOUT



What is it?

ANNOTATING is taking notes directly on a text. These notes reflect your thinking about the text.

What should you annotate for?

The objective of the lesson or prompt (what should you be looking for?)
Clarifying questions you have (about the text, vocab, etc.)
Summarizing the central idea
Golden Lines that stand out to you
Connections to literary elements or other texts

Self-assess your annotations:



◆ I underlined key ideas.

◆ I highlighted key ideas.



◆ Bullets in Level 1

◆ I asked Clarifying Questions

◆ I summarized what I read



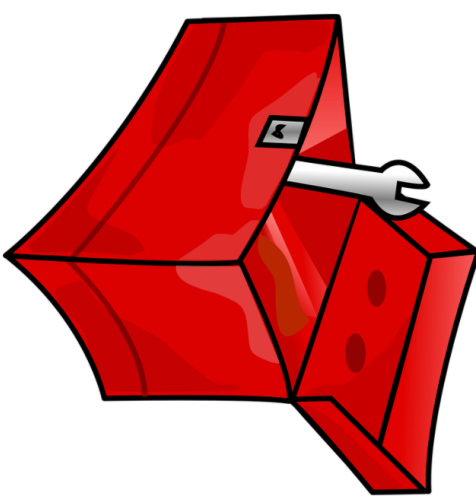
◆ Bullets in Levels 1 and 2

◆ I interpreted the text

◆ I connected to my knowledge of Literary Elements and Figurative Language



ANNOTATION TOOL BOX



- **CIRCLE** Unknown Words

3 Why does Alan use the compressed nitrogen?

- **HIGHLIGHT** / **UNDERLINE** KEY DETAILS related to the MAIN IDEA

Excerpt from *Fly for Your Life*

by John Frizell

1 Alan knew there was no way back to the base and no way the crew there could help him remotely—the other crawler was down for maintenance. He could go down this side of the stream for 23 kilometers, to a flat area where the flowing liquid would spread out and be shallow enough to cross; then go back 23 kilometers to the far side of the bridge. **One problem: he would definitely run out of air before he got there.**

NOTES:

ALL ABOUT TI-IE



SAR

What is it?

SHORT ANSWER RESPONSES are questions that require a longer response (generally a paragraph). They also require EVIDENCE from the text to support your answer.

How to answer an SAR:

Title: RACER Format:

R (Restate the question being asked)

A (Answer the question being asked; Also known as your **claim**)

C (Cite evidence- direct quotations from the text introduced with a transition phrase)

E (Explain evidence- How does your evidence support your claim?)

R (Conclusion sentence- restate the question again and start with "This shows...")

Cue:

→ **Focus Question:** How did the UFW (United Farm Workers) affect other Hispanics from all walks of life?

Notes:

→ The UFW affected Hispanics from all walks of life in several ways. Chavez claims that no matter what social or economic position you were in, as long as you were Hispanic, you felt inspired by the farm workers movement. For example, in paragraph 12 it states, "...the farm workers gave them the hope that they could succeed and the inspiration to work for change." This explains how the UFW was an inspiration to all hispanics, regardless of their position or background. This shows how the UFW affected Hispanics from all walks of life.

TODO SOBRE COMO CONTESTAR UNA RESPUESTA CORTA

QUE ES UNA RESPUESTA CORTA (SAR)?

Respuestas Cortas requieren una respuesta escrita generalmente de una párrafo. Requiere EVIDENCIA del TEXTO para apoyar la respuesta.

FORMATO DE ESCRITURA UTILIZANDO: RACER

R (Reformula / Repite la pregunta)

A (Contesta la pregunta - también conocido como el reclamo)

C (Cita evidencia - citación directa del texto - introducido por una frase de transición)

E (Explica la evidencia - ¿Cómo la evidencia respalda el reclamo?)

R (Resumir la respuesta - oración para concluir)

Pregunta de Enfoque:

¿Cómo afectó la UFW (United Farm Workers) a otros hispanos de todos

La UFW afectó a los hispanos de todos los ámbitos de la vida de varias maneras. Chávez afirma que no importa en qué posición social o económica estuvieras, mientras eras hispano, te sentías inspirado por el movimiento de los trabajos agrícolas. Por ejemplo, en el párrafo 12 dice: "... los trabajadores agrícolas les dieron la esperanza de que podrían tener éxito y la inspiración para trabajar por el cambio". Esto explica cómo la UFW fue una inspiración para todos los hispanos, independientemente de su posición o antecedentes. Esto muestra cómo la UFW afectó a los hispanos de todos los ámbitos de la vida.

ALL ABOUT THE

ESSAY

What is it?

ESSAYS are an opportunity to deeper explore the text in a multi-paragraph format.

How to answer an essay:

Although you will receive a more detailed format from your ELA teacher, here are some general guidelines:

Introduction Paragraph:

- a) **Hook:** Use a quote or an interesting fact
- b) **Historical Context:** Describe the time period using the 5 W's to paint a scene of the topic to the reader
- c) **Connection:** Why does this topic matter?
- d) **Thesis Statement:** What is your answer to the question & what will you be proving in the essay?

Body Paragraph

- a) Use **RACER** format
- b) Include **evidence** from the text
- c) Be sure there is a **concluding sentence**




Conclusion Paragraph

- a) **Summarize** main points
- b) **Restate thesis** statement

ESSAY GUIDELINES:



SAMPLE INTRODUCTION

Part of Introduction	Color	Writing
Hook <ul style="list-style-type: none">● Interesting Fact● Quote		Martin Luther King Jr., a civil rights activist, once said, "Injustice anywhere, is a threat to justice everywhere." In this quote, Martin Luther King Jr. highlights the importance of standing up for equality no matter where it is encountered.
Historical Context <ul style="list-style-type: none">● 5 W's● Describe the social and political climate of Germany		In 1936, Germany was forced into an armistice, ending World War I. The Treaty of Versailles ended the war but also declared reparations on Germany. At this time, Germany's economy was devastated and their currency was worthless. Many people suffered which led to extreme ideals, one being racism. Race can be defined as one's skin color and physical features. The idea of one superior race, the Aryan race, dominated Germany.
Connection <ul style="list-style-type: none">● Make a connection to today (T-W)		Today, we still see the effects of racism, however, some significant historical figures have pushed forth change.

NOTES:

CREATING YOUR THESIS STATEMENT

Subject of Body Paragraphs



Topic



THESIS
STATEMENT

Race was a barrier in
the 1936 Olympics
because _____
and it was overcome by
_____.

Title/Topic
Jesse Owens and
the 1936 Berlin
Olympics

In "Jesse Owens and the 1936 Berlin Olympics", race was a barrier in
the 1936 Olympics because _____ and it was overcome by
_____.

NOTES:

Question:	How was race a barrier in the 1936 Olympics and how did the United States overcome that barrier?
<p>R</p> <ul style="list-style-type: none"> Restate the question 	<p>Race was a barrier in the 1936 Olympics and the US overcame that barrier.</p>
<p>A</p> <ul style="list-style-type: none"> Answer the question 	<p>Race was a barrier because _____ and the US overcame that barrier by _____.</p>
<p>C</p> <ul style="list-style-type: none"> Cite evidence (quote) to support your answer 	<p>In the article it states, " _____." (Evidence #1) In the article it also states, " _____." (Evidence #2)</p>
<p>E</p> <ul style="list-style-type: none"> Explain: "How does the evidence support your answer?" 	<p>This evidence supports that race was a barrier because _____.</p> <p>This evidence further supports that the US over came this barrier by _____.</p>
<p>R</p> <ul style="list-style-type: none"> Restate the question 	<p>This is how race was a barrier in the 1936 Olympics and the US overcame that barrier.</p>

NOTES:

TODO SOBRE EL ENSAYO

QUE SON ENSAYOS?

Ensayos son oportunidades para explorar en profundidad el texto en formato de varios párrafos

Párrafo de Introducción:

- a) **Enganche:** Use una cita o un hecho interesante
- b) **Contexto Histórico:** Describa el periodo de tiempo usando las 5Ws para pintar una escena del tema al lector
- c) **Conexión:** ¿Por qué es importante este tema?
- d) **Declaración de tesis:** ¿Cuál es su respuesta a la pregunta y qué demostrará en el ensayo?

Cuerpo del párrafo

- a) Usar formato **RACER**
- b) Incluir **evidencia** del texto
- c) Asegúrese de que haya una **oración final**

Párrafo de conclusión

- a) **Resumir** los puntos principales
- b) **Reafirmar** la declaración de tesis

PAUTAS DEL ENSAYO



INTRODUCCIÓN DE MUESTRA

Partes de la Introducción	Color	Escritura
<div>Enganche</div> <ul style="list-style-type: none">Dato interesanteCita	<div>_____</div>	Martin Luther King Jr., un activista de los derechos civiles, dijo una vez: "La injusticia en cualquier lugar es una amenaza para la justicia en todas partes". En esta cita, Martin Luther King Jr. destaca la importancia de defender la igualdad sin importar dónde se encuentre.
<div>Contexto Historico</div> <ul style="list-style-type: none">5 W'sDescribe el ambiente político y social de Alemania en los 1930s	<div>_____</div>	En 1936, Alemania se vio obligada a un armisticio, poniendo fin a la Primera Guerra Mundial. El Tratado de Versalles puso fin a la guerra, pero también declaró reparaciones a Alemania. En ese momento, la economía de Alemania estaba devastada y su moneda no tenía valor. Muchas personas sufrieron, lo que llevó a ideales extremos, uno de los cuales es el racismo. La raza se puede definir como el color de piel y las características físicas de una persona. La idea de una raza superior, la raza aria, dominaba Alemania.
<div>Conexion</div> <ul style="list-style-type: none">Haz una conexión a hoy en día (T-M)	<div>_____</div>	Hoy en día, todavía vemos los efectos del racismo, sin embargo, algunas figuras históricas importantes han impulsado el cambio.

NOTES:

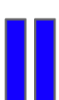
CREANDO SU DECLARACIÓN DE TESIS

**Sujeto de los párrafos del
cuerpo**

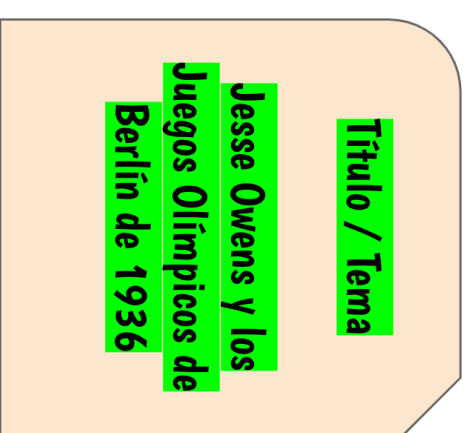
La raza fue una barrera
en los Juegos Olímpicos
de 1936 porque
_____ y fue
superada por _____.



Tema



**DECLARACIÓN
DE TESIS**



EJEMPLO
FINAL

En "Jesse Owens y los Juegos Olímpicos de Berlín de 1936", la raza
fue una barrera en los Juegos Olímpicos de 1936 porque
_____ y fue superada por _____.

NOTES:

<p>Pregunta:</p>	<p>¿Cómo fue la raza una barrera en los Juegos Olímpicos de 1936 y cómo superó Estados Unidos esa barrera?</p>
<p>R</p> <ul style="list-style-type: none"> ● Repite (Reformula) la pregunta 	<p>La raza fue una barrera en los Juegos Olímpicos de 1936 y Estados Unidos superó esa barrera.</p>
<p>A</p> <ul style="list-style-type: none"> ● Responde la pregunta 	<p>La raza fue una barrera porque _____ y EE. UU. Superaron esa barrera mediante _____.</p>
<p>C</p> <ul style="list-style-type: none"> ● Cite evidencia (cita) para respaldar su respuesta 	<p>En el artículo dice, " _____ ". (Evidencia # 1) En el artículo también dice, " _____ ". (Evidencia # 2)</p>
<p>E</p> <ul style="list-style-type: none"> ● Explique: "¿Cómo respalda la evidencia su respuesta?" 	<p>Esta evidencia apoya que la raza era una barrera porque _____. Esta evidencia respalda además que EE. UU. Superó esta barrera en _____.</p>
<p>R</p> <ul style="list-style-type: none"> ● Resumir la respuesta 	<p>Así es como la raza fue una barrera en los Juegos Olímpicos de 1936 y Estados Unidos superó esa barrera.</p>

NOTES:



USEFUL TOOLS



Formatting Citations

When you add a citation to your writing, you must properly format it.

The text states, "Thirty-two Bracero farm workers lost their lives in a tragic accident." (line 3)

Transition into the citation.

Write the citation.

Reference where the citation is from (line #, page# or paragraph #)



Useful Transitions

The text states...

According to line 3...

(Author's name) states...

This can be seen when the author states...

This is evident in line 3...

This is supported by...

For example...

USEFUL TOOLS

TRANSITION WORDS

Time

After a while	Currently	Immediately	Recently
Afterwards	During	In the future	Soon
At last	Finally	Later	Suddenly
At present	First, (second, third, etc.)	Meanwhile	Then
Briefly	Gradually	Now	Finally
In the beginning	At the end	In addition to	Today
Tomorrow	Yesterday	That day	Overtime
As soon as	Sometimes	As long as	Before
Earlier	Presently	Simultaneously	So far

Place

Above	Beside	In front of	Outside
Across	Beyond	Inside	To the east (west etc.)
Among	Between	In the middle	Toward
Behind	Farther	Nearby	Within
Below	Here	Next to	

Order of Importance

The most significant	The most important	The primary reason	Above all
Equally important	Furthermore	Indeed	A major factor
Especially	In fact	Moreover	A major reason
Finally	In particular	Of major concern	Another significant
One of the greatest	Another factor	Another example	Another argument
Initially	First, second, third...	Primarily	

Comparisons and Contrasts

The best thing	The worst thing	In contrast	In comparison
On the other hand	However	Unlike the	Similarly
Again	Also	In the same way	Likewise
Yet	On the contrary	Nevertheless	After all
At the same time	Otherwise	Though	Nonetheless

Conclusions and Summations

In conclusion	In summary	Finally	In closing
All in all	As has been noted	In any event	In other words
As I have shown	Thus	Accordingly	As mentioned earlier

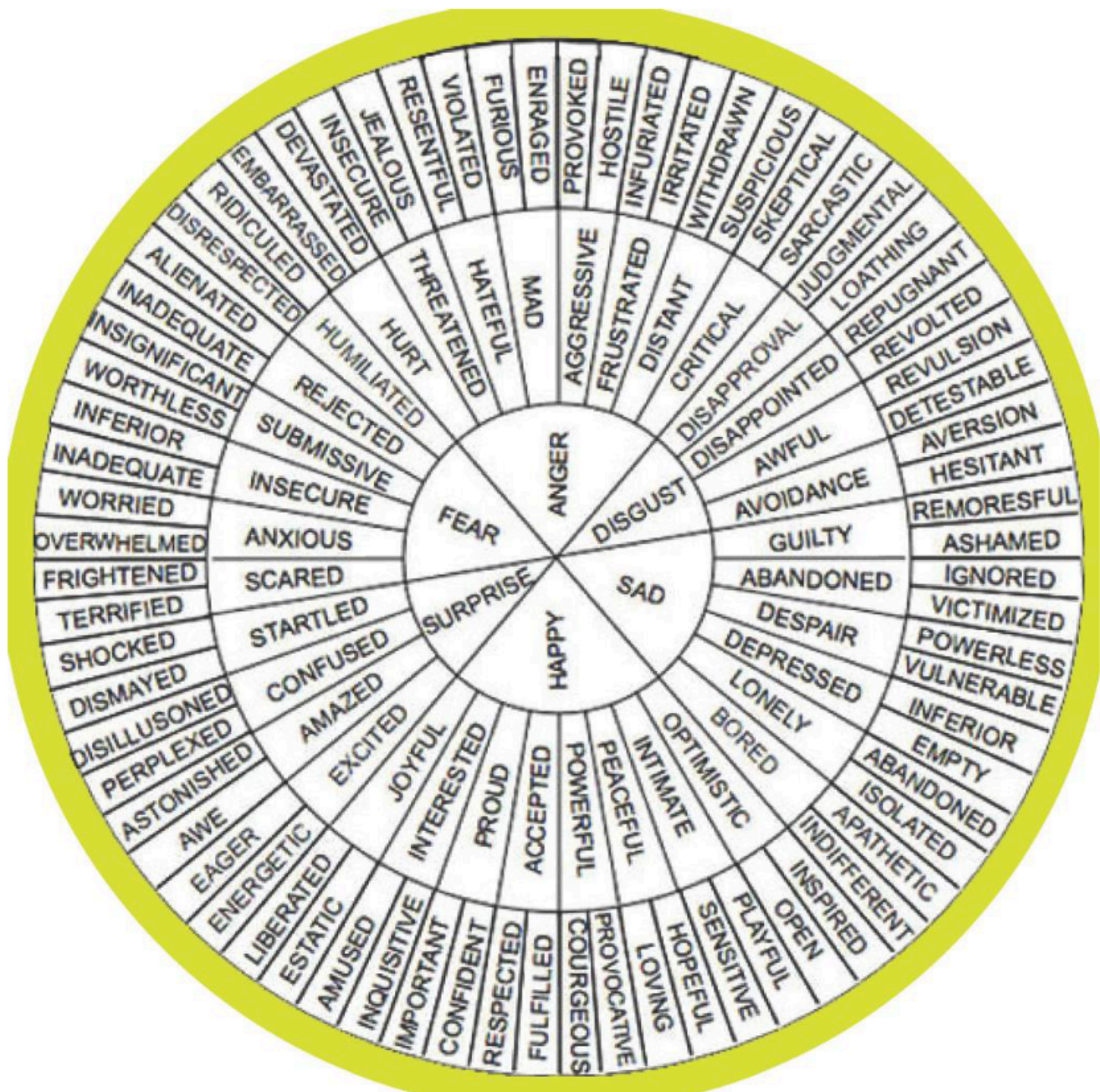
Cause and Effect

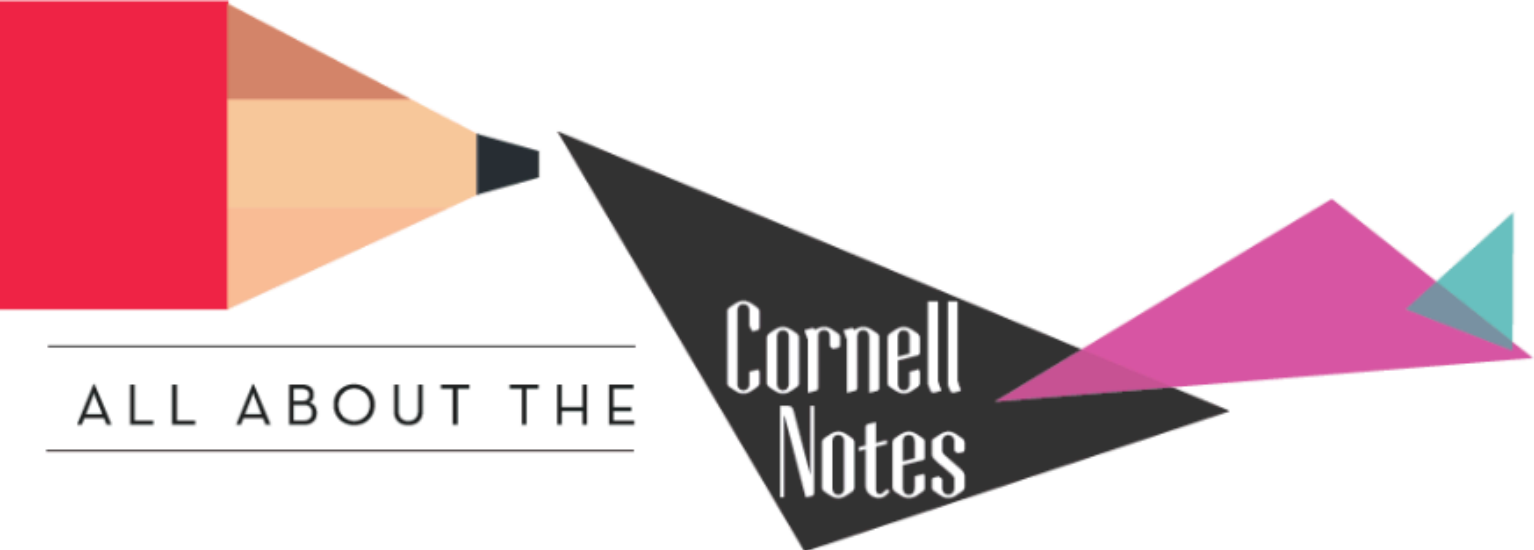
As a result	Due to	Therefore	Leads to
Because	If...then...	Thus	Consequently
Accordingly	For this purpose	Then	To this end

USEFUL TOOLS

Word Wheel

Add some juicy words to your writing! Start with the words in the middle, and work your way outwards to make your writing more interesting!





Cornell Notes

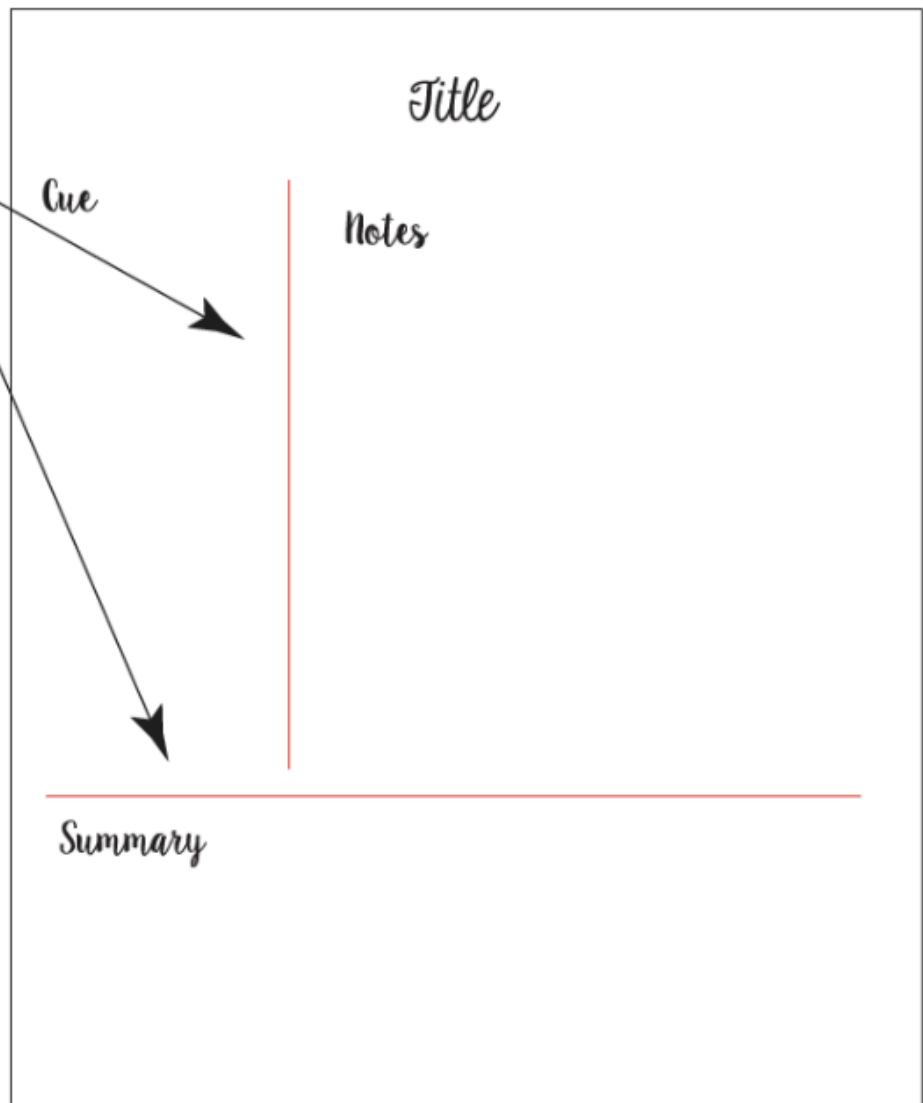
ALL ABOUT THE

What is it?

CORNELL NOTES are one way of taking effective notes. They help you to organize and summarize what you have learned, and can be used in any class.

Steps: Here is a model of Cornell Notes used to explain the English / SS Handbook.

1. Draw these lines to divide the page.
2. Label all sections as shown.
3. In the **NOTES** section, take down notes from the board or the text.
4. Create categories for your notes in the **CUE** by creating sub titles to the notes or by asking questions that can be answered in the side notes.
5. Summarize what you have learned.



The diagram shows a rectangular page divided into three main sections by red lines. At the top is a section labeled 'Title'. Below it is a large section labeled 'Notes'. To the left of the 'Notes' section is a narrow vertical section labeled 'Cue'. At the bottom of the page is a horizontal section labeled 'Summary'. Two arrows originate from the first instruction, 'Draw these lines to divide the page.', pointing to the vertical line separating the 'Cue' section from the 'Notes' section, and the horizontal line separating the 'Notes' section from the 'Summary' section.

USEFUL TOOLS

Thinking Maps



QUESTIONS FROM TEXTS,
TEACHERS AND TESTS

THINKING PROCESSES

THINKING MAPS
AS TOOLS

How are you defining this thing
or idea? What is the context?
What is your frame of reference?

DEFINING IN
CONTEXT

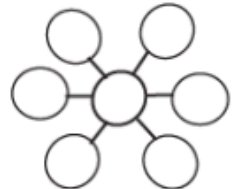
Circle Map



How are you describing this?
Which adjectives would best
describe this?

DESCRIBING
QUALITIES

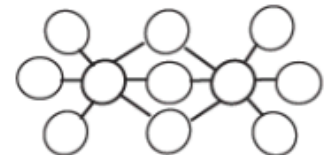
Bubble Map



What are the similarities and
different qualities of these things?

COMPARING
+ CONTRASTING

*Double
Bubble
Map*



What are the main ideas,
supporting ideas, and details
in this text?

CLASSIFYING

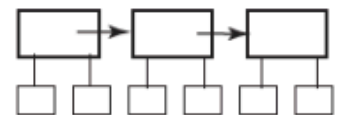
*Tree
Map*



What happened? What is the
sequence of events?

SEQUENCING

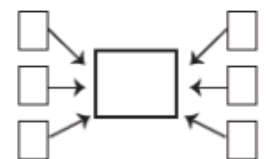
*Flow
Map*



What are the causes and effects
of this event? What might happen
next? Why is this important?

CAUSE + EFFECT

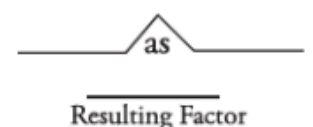
*Multi
Flow
Map*



What is the analogy being used?
Why is it being used?

SEEING ANALOGIES

*Bridge
Map*



6. Bio Poem

Your Task: Choose a person we have studied this unit. Use your notes and the textbook to complete the information below. Each answer should be a line in your poem.

Your poem should follow this format:

Line 1 - Name
Line 2 - Three traits
Line 3 - He / she is from
Line 4 - He / she cares deeply about...
Line 5 - He / she gives...
Line 6 - Three traits
Line 7 - He / she fears...
Line 8 - He / she would like to see
Line 9 - He / she is remembered for
Line 10 - Name, Years of life:

MATRIX OF ACTIVITIES

4. Annotated Illustration

Your task: Draw an illustration of a historical figure, item or event. Annotate or write an explanation of this with text labels and descriptions of the key points in the picture.

Your annotated illustration should include:

- ☐ Color throughout
- ☐ A full page picture
- ☐ A minimum of 6 annotations explained in at least 2 sentences each.
- ☐ A title identifying the person, place and time

7. Bumper Sticker

Your task: Create a bumper sticker with a short statement based on the assigned topic. It should relate to a particular person, theme or event.

Your bumper sticker should:

- ☐ Include accurate information
- ☐ Make a point
- ☐ Must include color, but illustrations are optional

Note: You may base your bumper stickers on ones you have seen or commercials as long as you remain appropriate.

15. Crossword Puzzle

Your task: Create a crossword puzzle using important people, concepts, terms, and events from this topic. You may need to supplement your notes with your textbook.

- ☒ Choose ten people, places, events, or terms from this topic.
- ☒ Use scratch paper to figure out how you can write the words in crisscross combinations.
- ☒ Copy the finished blank grid onto your notebook page, numbering your across and down words.
- ☒ Write a clue for each of your ten items (fill-in-the-blank, question, definition, etc.) under across or down.
- ☒ Provide an answer key

10. Collage

Your task: Create a picture from pieces of paper and pictures, to create an image that is representative of an idea or topic that you've been assigned.

Sources of pictures:

- ☒ Magazines
- ☒ Newspapers
- ☒ Internet
- ☒ Clipart
- ☒ Hand drawn

Remember, your teacher will tell you what sources you may use. All pictures need to represent the topic or big idea of the collage.

11. Comic Book / Story Board

Your task: Determine the 8 most important events in the reading and create an illustrated summary.

- ☒ Turn your notebook sideways and divide the page into eight panels, like this:



- ☒ Dedicate one panel per event.
- ☒ At the top or bottom of each box, write your caption in complete thoughts.
- ☒ Illustrations for each panel should be meaningful and colored.

3. Advertisement

Your Task: Create an advertisement for a technological advance or major event. This should be a one-page ad that could appear in a newspaper or magazine.

Your ad should include:

- ☐ A color picture of the item, service or the location of the event
- ☐ A price, if appropriate, and remember that does not always mean money.
- ☐ A listing of what the item does, the service provides, or what the event is about
- ☐ Optional ideas – testimonials, slogan, related products

5. Be the Thing

Your Task: Write a short personal response as if you were a specific object from an event. Your response should include both emotional and physical feelings of the object. Imagine you are the thing!

Your response should:

- ☐ Be at least two complete paragraphs in length.
- ☐ Describe the purpose and function of the object.
- ☐ Describe how the object might feel or what it might be thinking about the event.
- ☐ Include six facts about the event from the objects point of view.



GLOSSARY

Literary Elements

LITERARY ELEMENTS	The parts that are essential to a well told story
ANTAGONIST	The character who creates conflict for the protagonist
CHARACTERIZATION	What kinds of people are the characters? How do they conduct themselves? What do they say and do? What do others say about them? What are your opinions or feelings about them?
MOOD	Created by the author's word choice; intended to make the reader feel a certain way
PERSPECTIVE	How does the narrator feel about the subject matter?
PLOT	What happens in the story? Made up of 5 parts: <i>Exposition- the author introduces the characters and setting</i> <i>Rising Action- The reader begins to see a conflict and characters develop</i> <i>Climax- The conflict reaches its most intense part</i> <i>Denouement- The action begins to fade, consequences are being shown</i> <i>Resolution- The conflict is solved</i>
POINT OF VIEW	(Narration) Who is telling the story? There are different types: <i>First person- told using words like I, we, us, our</i> <i>Second person- told using words like you. Think instruction manuals, recipes</i> <i>Third person- told using words like he, she, they.</i> <i>Omniscient- The narrator knows all, has access into every part of the story and each character</i> <i>Limited- The narrator only knows what the characters themselves reveal</i>
PROTAGONIST	The main character in the story (Not necessarily the "good" guy!)
SETTING	Where and when the story takes place
THEME	What lesson is the author trying to teach in the story?
TONE	The author's or narrator's word choice that helps convey the perspective



GLOSSARY

Literary Techniques

LITERARY TECHNIQUES

Alliteration

The details which enhance the story to make it more interesting

When words begin with the same sound

Ex: Sally sells sea shells

Allusion

Reference to an outside work

Ex: It's raining outside and someone says "I can't go outside, I'll melt!"

This is an allusion to The Wicked Witch of the West.

Anthropomorphism

A short and amusing or interesting story about a real incident or person.

Audience

Who is the author or narrator writing to?

Cliffhanger

When the end of a chapter or story leaves you wanting more details. Think about how your favorite TV show leaves you without answers so you have to wait until after the commercials or tune in next week to solve the mystery.

Flashback

In a story, when reading about an event from the past

Flashforward

In a story, when reading about an event to happen in the future

Hyperbole

An extreme exaggeration

Ex: I told you a million times to do the dishes!

Idiom

A nonliteral expression

Ex: It's raining cats and dogs.

Dialogue

Two or more people having a conversation

Ex: 'John, did you see the game last night?' 'No, my big sister was hugging the TV'

Imagery

Creating a very vivid picture of the scene in the reader's head

Foreshadowing

A clue in the text about what's to come later in the story



GLOSSARY

Literary Techniques (cont'd)

Irony

A difference between appearance and reality.
There are three types: Dramatic, verbal, and situational.

Dramatic irony

When the reader knows something a character doesn't.
Think of horror movies, the viewer knows a murderer is around the corner, but the character doesn't

Verbal irony

Saying one thing, but meaning another.
Ex: "I'm so excited to go on this 16 hr car ride with my family" when really you are dreading it. NOTE: this is not! the same thing as sarcasm. Sarcasm is used for the purpose of hurting someone, verbal irony is not

Situational irony

When you expect one thing to happen, but the opposite happens instead. Think about a time you were so excited for something, and you ended up hating it.

Metaphor

A comparison without using like or as
Ex: The athlete is a beast on the field.

Onomatopoeia

A sound word that is spelled just like it sounds
Ex: Boom! Buzz. Pow!

Oxymoron

Two words with opposite definitions that separately make no sense, but together have a new meaning
Ex: jumbo shrimp, awfully good

Personification

Giving human qualities to an inanimate object
Ex: Opportunity is knocking.

Repetition

Saying the same thing over and over again to create an effect.
It could be used to show significance or show monotony

Simile

A comparison using like or as
Ex: She is as pretty as a picture.

Symbol

An object which represents an idea
Ex: The Statue of Liberty represents a fresh start for many Americans

VOCABULARY

Escriban las traducciones de palabras de vocabulario para usar como referencia.

[illegible][illegible]

GREEK + LATIN ROOTS

USEFUL TOOLS

Why are they useful?

Even if you don't know a word's meaning, you can use its parts to determine the meaning.

***Ships Navigate by
Using all their
Features
Readers
Navigate Word
Meaning by
Using all Word
Parts***



Prefix + Root + Suffix = Word Meaning

Common Prefixes

Like the bow at the front of a ship, prefixes guide the meaning of a root.

Prefix	Meaning
Anti-	Against
Con-, Com-	With, together
De-	Opposite
Dis-	Not, Opposite of
Ex-, Exo-	Out of, From
In-, Im-	In
In-, Im-, Il-, Ir-	Not
Inter-	Between, Among
Mis-	Wrongly
Neo-	New, Recent, Revived
Pre-	Before
Pro-	Forward
Re-	Again
Se-	Apart
Semi	Half, Partly, Not Fully
Sub-	Under
Super-	Above, Beyond
Trans-	Across, Beyond, Through
Un-	Not, Opposite of



Common Roots

Roots are like the anchor of a ship holding it in place.

Root	Meaning
Aud	To hear
Auto	Self
Bene	Good
Circum	Around
Chron	Time
Contra, Counter	Against
Dict	To say
Dyna	Power
Fac	To do, To make
Fract	To break
Hetero	Different
Homo	Same
Ject	Throw
Logy	Study of
Mis; Miso	To hate
Mit	To send
Multi	Many
Phil	Love
Phon	Sound
Rupt	To break
Spect	To look
Tele	Far off
Vid/Vis	To see

Common Suffixes

Like the stern at the back of a ship that determines direction travelled, suffixes determine a word's part of speech.

Suffix	Meaning
-Able, -ible	Is, Can be
-Ed	Past tense verbs, Adjectives
-En	Made of
-Er, -Or	One who; Person connected with
-Er	More; comparative form
-Est	The most, Superlative form
-Ful	Full of
-Hood	State, Quality, Condition, Adj. form
-Ic	Having characteristics of
-Ing	Verb form
-Ion; -Tion, -Action	Act, Process
-Less	Without
-Ly	How something is, adverb form
-Ment	State of being; Act of
-Ness	State, Condition
-Ologist	A person who studies; Noun form
-Ious, -Ous, -Eous	Possessing or full of
-y	Characterized by

Password Log

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