

HOW TO EMAIL A TEACHER

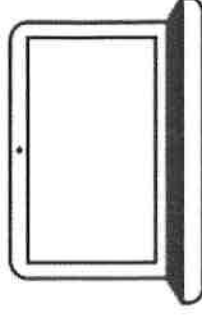
1 SUBJECT LINE

2-5 word summary of the email

- Missing Grade
- Homework Question
- Late Work

4 CLOSING

- Thank you
- Have a nice day!



5 SIGN YOUR NAME!

2 BEGIN WITH A GREETING

- Good Morning
- Hello
- Good Afternoon

This is in the body
of the email

3 BODY OF THE EMAIL

- I am writing because.....
- I need help help.....
- I am confused by.....

General Tips:

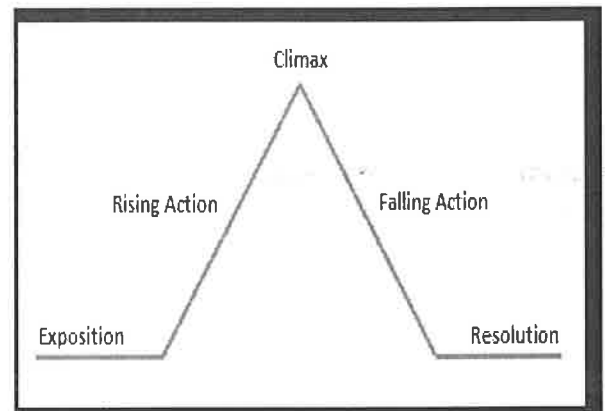
- Be sure to use proper capitalization & punctuation.
- Always use proper grammar.
- Plz spell out ur words.
 - Please spell out your words.

Genre Types

- Autobiography - a story written by a person about himself/herself
- Biography - a story written about someone
- Fable - a story that teaches a lesson or moral
- Fiction - writing that is not true
 - Historical Fiction - a fictional story set during true events
 - Mystery - fiction with a puzzle and clues that lead to a solution
 - Novel - a long work of fiction
 - Science Fiction - fiction in which the author imagines "what if" could happen with science-related or futuristic elements.
 - Short Story - a brief work of fiction
- Folktale - a story that was originally told orally, rather than written.
- Non-Fiction - writing that is true
- Myth - a story that attempts to explain why or how something came to be.
- Poetry - literary expression that emphasizes poetic devices and is structured by lines rather than the sentences

Plot Elements:

- SUMMARY = character + setting + conflict + resolution + theme/change
- Plot - the storyline; the beginning, middle, and end
- Setting - where and when the story takes place
- Exposition - the beginning of the story that gives setting, creates tone, and presents characters
- Rising Action - a series of events (complications) that builds the story and takes place before the climax
- Climax - the high points of the story, when the character comes face to face with the conflict
- Falling Action - the events that happen right after the climax
- Resolution/Denouement - the end of the action and conclusion of the story



Conflict:

- Conflict - tension/struggle/fighting within a story
 - Internal Conflict - emotional or mental conflict
 - Person vs themselves - an internal conflict testing the inner strength, temptation, ect. (when someone is their own worst enemy)
 - External Conflict - something the character is dealing with in real life
 - Person vs. Person - conflict that pits one person against another - either physically or mentally/psychological
 - Person vs. Society - the values and customs that people follow that the character does not believe in.
 - Person vs. Nature - a run-in with forces of nature (blizzard/hurricane/etc)

Point-of-View: who is telling the story

- First Person Point-of-View - the narrator is a character in the story who can reveal only personal thoughts and feelings or what they learn directly from others. (I, me, us)
- Second Person Point-of-View - uses the pronoun "you" to address the reader. This narrative voice implies that the reader is either the protagonist or a character in the story and the events are happening to them.
- Third Person
 - Third Person Objective Point-of-View - the narrator is an outsider who can report only on what they see or hear. They can tell us what is happening, but not what others are thinking
 - Third Person Limited Point-of-View - the narrator is an outsider who sees into the mind of ONE of the characters
 - Third Person Omniscient Point-of-View - the narrator is an all knowing outsider who can enter the minds of more than one of the characters

Character/Characterization

- Character - a person or animal who takes part in the action of a literary work
 - Round character - shows many traits, thoughts, virtues
 - Flat character - shows only one trait throughout story
 - Static character - doesn't change throughout story; clings to old ways
- Characterization - the act of building a character
 - Direct characterization - the characterization is directly stated in the text. Ex: "She was mean."
 - Indirect characterization - the characterization is implied based on their thoughts and actions
- Protagonist - the main character; usually shows growth or change
- Antagonist - the character or force that opposes the protagonist

Literary Devices:

- Foreshadowing - the use of hints or clues to suggest what will happen later in the story
- Flashback - when the events of the story go back in time - usually to provide backstory to current events or explain a character's reaction/actions
- Irony - the contrast between what is expected or what appears to be and what actually is
- Idiom - a statement that doesn't actually mean what it says (it's raining cats and dogs)
- Symbolism - when something stands for something else (flag=freedom)
- Style - the elements of writing that a writer distinct from another; word choice, sentence structure.
- Mood - the feeling the reader gets when they read a literary work
- Tone - the author's attitude towards a subject
- Theme - the underlying message the author wants the reader to learn and apply to their own life.
- Imagery - when a writer paints a picture with words
- Figurative Language - writing that creates a picture in your head
 - Simile - comparison using like or as
 - Hyperbole - extreme exaggeration
 - Alliteration - repetition of sound
 - Allusion - reference something or someone famous
 - Metaphor - comparison not using like or as
 - Personification - giving human traits to a nonhuman object
 - Onomatopoeia - sound word
 - Oxymoron - 2 words that contradict

ACCOUNTABLE TALK

FOR CLASS DISCUSSIONS

Agreement:

1. I agree with _____ because...
2. I like what _____ said because...

Disagreement:

1. I disagree with _____ because...
2. I'm not sure I agree with what _____ said because...

Clarification:

1. Repeat that, please.
2. Explain that more...
3. What is your evidence?

Confirmation:

1. I believe ...
2. I think...
3. I found further evidence of what you said...

Confusion:

1. I don't understand...
2. I'm confused about...
3. I'm not clear on...

Extension:

1. I was thinking about what _____ said, and I'm wondering if...
2. This makes me think...

COMMENTARY STARTERS

-for use with essays, paragraphs, and journals...

Analysis

- This reveals...
- This shows...
- This demonstrates...
- This means... or The words ___x___ in the passage mean...
- This illustrates/highlights/exemplifies...
- One can see from this...
- This is interesting/fascinating/disturbing because...
- It is important to notice that....

Author

- The author reveals/shows/presents/emphasizes/suggests...
- The author wants the reader to understand...
- The author's use of ___x___ is revealing because...
- The author's purpose of ___x___ is achieved in this quote when...
- The author includes this in the story to show...
- The author's point/idea is...
- The essence of the author's argument is...

Language

- The repetition of ___x___ (words, symbols, images) shows...
- The language of the passage reveals... (these words ___)
- The ___x___ symbolizes....
- We are meant to understand that...
- The point of this conversation is...
- This passage/quote is effective because
- This event in the novel shows/proves/explains...
- Because of this...
- This quote/passage adds to the reader's appreciation of the story/poem because...

Character/Conflict

- The character makes this decision/says this quote because...
- Because of this event, the character must __x__, and he/she says...
- At this point in the story, the character is realizing...
- When the character makes this choice we see that...
- In making this choice the story changes in this way...
- The character has a choice between __x__ and __y__; the choice he/ she makes reveals...
- The character's choice has the following consequences...

Conclusion

- The author has used the character ____w____ to show that __x__ is __y__.
- As a reader, we are meant to understand....
- At the end of the story, the character has come to realize/understand....
- When we come to the last paragraph of the story, the reader is meant to that __x's__ decision to __y__ was based upon __z__. This is important because...
- The author wants the reader to understand...
- Although the character began the story believing __x__, by the end he/ she has come to believe __y__.
- It took __z__ to bring about this change of thought, but ultimately...
- Although the character initially felt __x__, the events of the story caused him/her to have a change of heart/mind/attitude. Now, the character is __y__ and this would not have been possible without __z__.



Marker Verbs for Essays of Literary Analysis

*COMMUNICATES

Acquaints
 Advertises
 Announces
Appeals
 Betrays
 Breaks
 Carries
Concludes
Connects
 Corresponds
 Declares
 Discloses
 Divulges
 Enlightens
Evokes
Hints
 Imparts
Implies
 Informs
Introduces
 Makes known
 Offers
 Proclaims
Provides
 Relates
 Reports
Reveals
 Signifies
States
Suggests
 Transfers
 Transmits
 Unfolds

*DESCRIBES

Depicts
Explains
 Expresses
Illustrates
 Portrays

*COMPRISES

Amounts to
 Composes
Contains
 Embodies
 Encompasses
 Holds
Includes
 Incorporates

*REVEALS

Acknowledges
 Bares
 Clarifies
Demonstrates
 Discloses
 Displays
 Elucidates
 Exemplifies
 Exhibits
 Exposes
Illustrates
 Manifests
 Opens
 Sheds light on
Shows
 Unveils

*ENHANCES

Adorns
 Aggrandizes
 Amplifies
 Augments
 Builds up
 Complements
 Elevates
Exaggerates
 Fleshes out
 Heightens
Increases
 Intensifies
 Lifts
 Magnifies
 Raises
Reinforces
Strengthens

*EXAMINES

Analyzes
Compares
Contrasts
 Dissects
Explores
 Investigates
 Questions
 Probes

*DEVELOPS

Broadens
 Enlarges
 Expands
 Explains

*REINFORCES

Adds to
 Backs up
 Bolsters
 Buttresses
 Carries
 Confirms
Defends
Emphasizes
 Enlarges
 Fortifies
 Increases
 Props
 Proves
Stresses
 Substantiates
 Supplements
Supports
 Sustains
 Underlines
 Underscores
 Validates
 Verifies

*USES

Utilizes
Employs
Makes use of
 Exercises
 Applies

*CONVEYS

Communicates
 Discloses
Expresses
 Imparts
 Projects
 Relates
 Reveals
Tells
 Sends

*SYMBOLIZES

Connotes
 Denotes
 Designates
 Emblemizes
 Embodies
 Epitomizes
 Equates
 Exemplifies
 Illustrates
 Likens
 Links
 Mirrors
Personifies
Represents
Shows

*COMMENTS

Affirms
Asserts
Clarifies
 Construes
Criticizes
 Discloses
 Elucidates
Explains
 Expounds
 Interjects
 Mentions
Notes
 Notices
 Observes
Points out
 Reflects
 Remarks
 Touches on

*CLAIMS

Argues
Asserts
Concedes
 Contends
 Establishes
 Maintains
Makes a case
 Qualifies
 Rebuts
 Reasons
States

Note: **Bolded** words are most commonly used.

Transition Toolbox

To be effective, your writing must be clear and easy to follow. It is therefore helpful to provide connections between ideas so the reader can easily see the progression of your thoughts. These connections serve as “direction signals” to guide the reader through your analysis, argument, or description. **Transitions** are words and phrases that are used to link ideas from one clause, sentence, or paragraph to the next and to show how those ideas are related. Using appropriate transitions makes a writer’s ideas more cohesive and coherent.

Repetition

Repetition of key words can link ideas clearly:

Exercise is one of the keys to losing weight, but exercise alone is not enough. Unless we change our eating habits, we may see few results from a new exercise regimen

Pronouns

Some transitions of thought can be created by using pronouns to replace nouns rather than repeating those nouns:

Steve wanted very much to become a writer, so he read everything he could find about the lives of his favorite authors. He also tried to imitate the styles of the writers he most admired.

Instead of:

Steve wanted very much to become a writer, so ~~Steve~~ read everything ~~Steve~~ could find about the lives of ~~Steve's~~ favorite authors. ~~Steve~~ also tried to imitate the styles of the writers ~~Steve~~ most admired.

Synonyms

Synonyms can be used to link ideas when repetition of the same word becomes boring or when you want to expand the original idea.

American cities today are facing difficulties as many people move from urban areas into surrounding suburbs and even beyond. Some major metropolitan centers are seeing increasing numbers of dilapidated buildings and decreasing revenues, and municipal budgets are stretched thin as city leaders try to deal with the challenges.

Instead of:

American cities today are facing difficulties as many people move from cities into surrounding suburbs and even beyond. Some major cities are seeing increasing numbers of dilapidated buildings and decreasing revenues, and city budgets are stretched thin as city leaders try to deal with the challenges.

Transitional Words and Phrases

Words and phrases that serve as transitions between ideas can be divided into categories, each with a specific purpose. Writers should use the correct transitional word or phrase to avoid creating confusion or an illogical transition. Some examples are provided in the following chart.

Transitional Toolbox

Purpose Transitional Word and Phrase			
Addition	additionally also and another	Besides both/and equally important in addition to	moreover not only/but also similarly
Cause/Effect	as a result Because	consequently for that reason since	therefore thus
Compare/Contrast	after all also and another but conversely	however in addition in spite of likewise nevertheless notwithstanding	on the contrary otherwise rather similarly too yet
Concession	even though granted granted that	in spite of it is true that of course	though while it may be
Developmental Order	another besides	despite furthermore	however nonetheless
Emphasis / Intensification	above all by all means certainly definitely furthermore	generally in addition in fact indeed naturally	surely to repeat truly undoubtedly Without doubt
Example/Illustration	for example for instance for one thing	in other words in particular specifically	this can be seen to demonstrate to illustrate
Place	above behind below beside	beyond here nearby opposite surrounding	there to wherever within sight
Purpose	for this purpose	in order that	so that
Qualification	almost always frequently	maybe nearly	never perhaps probably
Summary	accordingly as a result finally	in conclusion in other words in short in summary	it seems on the whole therefore
Time	after afterwards always as soon as at first at last before concurrently eventually	finally first / second Immediately in the meantime last meanwhile never next once	ordinarily previously simultaneously sometimes soon subsequently then when while

Common Types of Informational Text Structure

Structure	Description	Examples	Signal Words
Sequence	Information or arguments are constructed in a chain, so that the writer can lay out steps in a process, series of events, or a hierarchy.	<ul style="list-style-type: none"> • Recipes • Directions in a manual for using an appliance • A timeline for product development • Steps to follow in a workplace process 	first, next, last, another, then, finally, before, preceding, following, additionally.
Comparison /Contrast	Describes similarities or differences between objects, places or events, and the similar or different qualities are linked back and forth.	<ul style="list-style-type: none"> • Sports pre-game stories about two opposing teams • News articles explaining candidates' positions on issues • Descriptions of multiple health insurance options • Advertisements for work-related tools or products 	like, similar to, unlike, in contrast, whereas, while, although, different from, as opposed to, instead of, however, as well as, either/or.
Description	Explains a topic, often in considerable detail. Often the text is broken into sections, each with a main idea and details that elaborate on it.	<ul style="list-style-type: none"> • Information sheets about products for sale, such as a car, an appliance, a house, etc. • Articles on things to do at a vacation destination • Sections of an employee manual that discuss workplace policies 	for example, in particular, for instance, to illustrate, such as, most important, another.
Cause /Effect	Focused on an event or occurrence, the writer names the event/occurrence and then tells the effects it has (on other events, on people, etc.) or the writer names the event/occurrence and then tells what caused it to happen.	<ul style="list-style-type: none"> • An editorial discussing the possible consequences of implementing a policy • A troubleshooting guide for the office copy machine that outlines possible causes of malfunctions • Warning labels naming possible side effects of using a product 	therefore, as a result, lead(s) to, because of, in order to, for these reasons, thus, if-then, may be due to.
Problem Solution	Presents a problem and several possible solutions. The author may also describe the pros and cons of each solution.	<ul style="list-style-type: none"> • An newspaper editorial outlining a current difficulty, proposing some solutions and advocating for one of them • A workplace memo stating why a certain rule has been put in place • A political speech proposing a remedy for a troubling situation 	the problem is, the difficulty is, it is possible to, if-then, one challenge is, therefore.

MLA Signal Phrases for Quotes/Paraphrases



Citing Sources: MLA uses an author–location (page #, paragraph #) system of citation.

You can cite in 2 ways:

With a signal phrase: Stevens claims modern poetry “has to find what will suffice” (132).

In a parenthetical: Modern poetry “has to find what will suffice” (Stevens 132).

Basic Signal Phrase: Author’s name + verb (present/present perfect)

Elizabeth Warren **claims** “...” or Elizabeth Warren **has claimed** “...”

“...” **claims** Elizabeth Warren.

The first time you introduce an author, include their first and last name.

Every time after you can include just their last name.

Optional information you can add to a signal phrase the first time you mention an author:

Title of the work:

Elizabeth Warren, **in her article “What’s Hurting the Middle Class?”**, claims “...”

Author’s credentials: helps establish author’s credibility/provides useful background.

Elizabeth Warren, **an advocate for tax reform**, claims “...”

Elizabeth Warren, **a former Harvard Law professor and US Senator**, claims “...”

Signal Phrases: Verbs to give context

Select verbs that will give readers more context for a quote or paraphrase

Verbs to introduce a fact/statement: states, writes, mentions, adds, points out, notes, comments, finds, observes, discusses, expresses, considers, explores, illustrates	Verbs to introduce views the author disagrees with: refutes, denies, contradicts, critiques, rejects, calls into question, disputes, challenges, negates
Verbs to introduce a claim: claims, argues, posits, reasons, asserts, proposes	Verbs to introduce views the author agrees with: endorses, confirms, agrees, supports, echoes, affirms
Verbs to introduce what the author focuses on or excludes: emphasizes, stresses, highlights, focuses on, centers their argument around, overlooks, ignores, downplays, omits, excludes	Verbs to introduce the author’s qualified agreement: acknowledges, admits, grants, concedes

Phrases to place the author’s work in the larger academic conversation:

--- is credited with ... --- conceived the idea that ... --- clearly elucidated ...	A recent article by --- contrasts/compared ... --- promotes the idea that ... --- has written extensively about ...
---	---

MLA Signal Phrases for Quotes/Paraphrases

Use longer phrases to signal your view of a quote/paraphrase:

Phrases to show that you agree with an author's claims:

Warren The article	offers presents	a useful/timely/thorough/important ... an effective counterargument/interpretation ... ample evidence of
Warren's	interpretation analysis argument	is incisive/cogent/persuasive/effective because ... is relevant to/has significant practical applications for ... effectively proves/integrates/challenges/explains ...

Phrases to show that you disagree with an author's claims:

Warren	ignores/overlooks ... oversimplifies/downplays ... incorrectly assumes ...	
Warren The study The article	fails to makes no attempt to	acknowledge/address/consider ... distinguish between ... provide evidence for ...
Warren's	interpretation analysis argument	is problematic because/assumes that ... does not/fails to ... overlooks the deeper problem ... rests upon the questionable claim/assumption ...

Phrases for Concessions & Rebuttals:

Concession	Refutation Phrases
Admit that the other side has some merit.	Point out the flaws in the other side, and return to your claim.
It is true that ... Certainly... Admittedly... Of course... Obviously... It may seem that ... Although X is right that ... X is right to argue that ...	But more careful analysis shows that... However, ... therefore, ... On the other hand, ... so... Nevertheless, ... as a result... However, it is less certain that ... Therefore, ... Nonetheless, ... Thus, ... However, the conclusion that ... is questionable because... But it does not necessary follow that. In fact, ...

Transitions for Citing Text Evidence

You can think of it somewhat like a mathematical formula.

Transitional phrase + indicator + (marker) verb + quote citation

TRANSITION	INDICATOR	(MARKER) VERB	QUOTE	CITATION
For example...	the author	writes,	""	(AUTHOR, PG)
For instance...	Hawthorne	states,	""	(PG)*
To illustrate...	the author	argues...	""	
Moreover,	Experts	say...	""	

*If you indicate the author's name in the sentence, you only need the page number in the citation. These are interchangeable. You can use any transition with any indicator with any verb.

For example, the author states, "...

The author clearly states that, "...

For example, readers learn that, "...

According to the text, "...

For example, research shows, "...

(so and so) claims, "...

One important fact to note is, "...

Researchers learn that, "...

Research indicates that, "...

Characters and Characterization

Student Resource

Characterization is the act of creating or developing a character. No work of fiction can be effective unless the author creates believable and sympathetic characters to people it. Through them, the fictional conflict arises and is resolved, the theme revealed, and the reader entertained and enlightened.

Types of Characterization

Direct Characterization: The author directly states the character's traits.

Indirect Characterization: The author reveals the traits of a character through various methods, leaving it up to the reader to draw conclusions about the character based on this indirect information. Authors may indirectly characterize through any of the following methods:

- what the character says (dialogue)
- what the character does (actions)
- what the character thinks (interior monologue)
- what other characters say about him/her

Character Terms

Protagonist: the central character of a drama, novel, short story, or narrative poem

Antagonist: the adversary of the protagonist

Foil: a character designed to highlight qualities of another character

Epiphany: a sudden revelation in which a character proceeds from ignorance and innocence to knowledge and awareness

Round Character: a three-dimensional character

Flat Character: a character with a single important trait

Dynamic Character: a character who changes in response to the experience through which he or she passes

Static Character: a character who changes little over the course of a narrative

Archetypal Character (or Archetype): a character who embodies a certain kind of universal human experience; a type seen in myths, fairy tales, and in other forms of literature in every time and place

Examples:

Mentor: a wise teacher who provides guidance

Damsel in distress: a young, beautiful woman in need of saving

Character and Style Analysis Words List

Student Resource

Understanding and successfully conveying to the reader how authors characterize people in their works is crucial to success in analytical essays. Many standardized tests deal with characterization and style analysis. The following lists have been compiled to help students select the most precise word to describe a character's personal qualities or an author's style. Words have been checked using lists from EDL (Educational Developmental Laboratories) to ensure reading levels and reader accessibility for middle grades through high school English classes. The lists include both positive and negative descriptors.

Character Traits

Physical Qualities

manly, sturdy, strong, muscular, brawny, handsome, beautiful, pretty, lovely, good-looking, charming, well-groomed, dainty, delicate, graceful, elegant, attractive, ravishing, neat, skillful, agile, nimble, active, lively, spirited, vivacious, glamorous, bewitching, enchanting, classy, weak, feeble, sluggish, frail, decrepit, thin, emaciated, portly, sloppy, obese, unkempt, sickly, frail, unclean, ugly, hideous, homely, awkward, clumsy, bizarre, grotesque, repulsive, loathsome, horrible

Mental Qualities

educated, scholarly, learned, wise, intelligent, talented, intellectual, gifted, rational, reasonable, sensible, prudent, shrewd, observant, clever, ingenious, inventive, subtle, cunning, crafty, sharp, logical, resourceful, calculating, intuitive, knowledgeable, unintelligent, nonintellectual, unschooled, ignorant, illiterate, irrational, foolish, crass, prejudiced, narrow-minded, simple, shallow, dull, idiotic, deranged, demented, senile

Moral Qualities

innocent, righteous, upright, pure, forgiving, temperate, truthful, honorable, decent, trustworthy, straightforward, respectable, wicked, mean, corrupt, infamous, notorious, immoral, unprincipled, vulgar, deceitful, dishonest, dishonorable, foul, lewd, lustful, cruel

Spiritual Qualities

religious, reverent, pious, devout, faithful, holy, saintly, angelic, godlike, spiritual, devoted, skeptical, agnostic, atheistic, irreligious, impious, irreverent, sacrilegious, materialistic, godless, fiend-like, spiteful, fanatical, wicked

Social Qualities

civil, tactful, courteous, polite, cooperative, genial, hospitable, gracious, amiable, cordial, sociable, flirtatious, good-natured, cheerful, jovial, jolly, suave, debonair, elegant, quiet, unsociable, anti-social, antagonistic, abusive, aggressive, discourteous, impudent, impolite, insolent, ill-mannered, jealous, unrefined, ungracious, annoying, sycophantic, pompous, sullen, sulky, grumpy, crabby, belligerent, critical, cynical, caustic, sleazy, classless, condescending, crude

General Personal Qualities

distinguished, noble, admirable, influential, impressive, genteel, refined, aristocratic, cultured, generous, charitable, altruistic, philanthropic, humane, merciful, gentle, kindly, patient, sympathetic, compassionate, ambitious, conscientious, punctual, enthusiastic, determined, confident, courageous, solemn, serious, cautious, eloquent, persuasive, witty, reserved, meek, humble, modest, natural, shy, sensitive, thrifty, appreciative, consistent, kind, defiant, judgmental, nonchalant, indifferent, moody, melancholic, petty, stingy, domineering, ruthless, incompetent, unreliable, unstable, cowardly, headstrong, impulsive, apathetic, insensitive, extravagant, insincere, hypocritical, overconfident, arrogant, proud, stubborn, rebellious, envious, traitorous, odd, obnoxious, malicious, spiteful

Style Analysis**Author Descriptors**

cultured, intellectual, sensible, rational, analytical, imaginative, perceptive, optimistic, idealistic, religious, sympathetic, sophisticated, sentimental, original, clever, witty, humorous, unprejudiced, realistic, romantic, uncultured, nonintellectual, shallow, opinionated, intolerant, pessimistic, cynical

Diction and Author's Style Descriptors

exact, precise, concise, clinical, ironic, metaphorical, poetic, plain, simple, forceful, natural, formal, smooth, polished, classical, literal, figurative, colloquial, extravagant, euphemistic, pompous, vague, harsh, coarse, awkward, unpolished, crude, vulgar, obscure, grotesque

Syntax and Sentence Descriptors

loose, periodic, balanced, parallel, antithetical, inverted, long, short, euphonic, rhythmical, ornate, mimetic (imitative), journalistic, disjointed, incoherent, rambling, awkward, jerky, cacophonous, monotonously similar, jumbled, disorganized

Tone and Mood

Teacher Resource

Though some literary authorities consider **tone** and **mood** to be synonymous terms, others find it useful to distinguish between the two concepts. College Board publications for Pre-AP* teachers, including *The AP* Vertical Teams Guide for English*, as well as NMSI English resources use this distinction to differentiate the two ideas:

Tone: The writer's or speaker's/narrator's attitude toward the subject, the audience, or a character

Mood: The feeling created in the reader; the atmosphere of a piece

Teachers who are introducing these ideas to students often emphasize

Tone—author

Mood—reader

Both of these concepts have to do with emotion, and the words used to describe each are the same or similar. For example, a story might contain a frightening tone, creating a frightening mood. For this reason, more advanced readers and writers, including those in Advanced Placement classes, often make little distinction between the two ideas and use the terms interchangeably.

On the following page is a list of words commonly used to describe tone. This list can be duplicated as a student handout.

Activities to Help Students Learn Tone (and Mood) Words

- Create banks of words that describe tone for students to use and add to throughout the year, either through individual student notebooks or with a Word Wall for all to see.
- Use visuals and pieces of music, both instrumental and lyrical, to assess tone.
- Give students a list of tone words, and, as a group activity, have them group the words into synonyms. Then instruct them to place the words in order of degree of feeling. (See the NMSI Close Reading Foundation Lesson “Best Word for the Job” as a model.)
- After completing the activity directly above, instruct students to find photographs in magazines to match each of the words in a short “degree” list. For example, from a list of five “happy” words, ranging from “pleased” to “ecstatic,” find a photo of a person feeling each of those emotions.
- When reading a poem or narrative, instruct students to find examples of several tones taken by the narrator at different points in the piece. (Note that this activity can lead to a discussion of a shift in attitude.)
- Instruct students to write a letter. Provide the situation (for example, responding to an invitation to participate in a summer writing camp). Give each student or group a tone to take in the letter. Have students read their letters aloud while others determine the tone.
- Employ picture books in a discussion of tone.

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A SAMPLING OF TONE WORDS

Positive	Neutral	Negative
admiring	authoritative	angry
amazed	clinical	argumentative
amused	confident	arrogant
awed	detached	biased
benevolent	dramatic	biting
benign	factual	blasphemous
candid	formal	childish
cheerful	impartial	condescending
comforting	ironic	confused
compassionate	matter-of-fact	disdainful
complimentary	neutral	disrespectful
concerned	nostalgic	fearful
delighted	objective	frivolous
ecstatic	outspoken	grim
excited	restrained	indignant
forgiving	sentimental	irreverent
giddy	solemn	melancholy
happy	straightforward	moralistic
humorous	surprised	mournful
impressed		outraged
lighthearted		patronizing
optimistic		pessimistic
peaceful		sad
playful		sarcastic
respectful		scornful
sincere		self-pitying
sympathetic		somber
sweet		threatening

Tone Words and Definitions

Tone is more than merely an author's attitude toward his/her audience and characters; it is the stylistic means by which an author conveys his/her attitude(s) in a work of literature.

Tone is an integral part of a work's **meaning** because it controls the reader's response which is essential to fully experiencing literature. To **misinterpret** tone is to **misinterpret meaning**.

In order to recognize **tonal shift** and to interpret **complexities of tone**, the reader must be able to make inferences based on an active reading of the work. The author's tone or voice is revealed by organization, choice of detail, and sentence structure, but **word choice** is probably the strongest indicator of tone.

Directions: Familiarize yourself with the denotations and connotations of the following tone words. This is by no means a comprehensive list! You should also practice utilizing adjective and adverb forms of each word: adjective: Leo uses a mocking tone when he describes Mrs. Bilse as a literary genius. adverb: Leo mockingly describes Mrs. Bilse as a literary genius.

1. **Abashed:** ashamed or embarrassed; disconcerted
2. **Abhorring:** to regard with extreme repugnance or aversion; detest utterly; loathe; abominate
3. **Abstruse:** difficult to understand
4. **Absurd:** ridiculous; silly
5. **Accusing:** to charge with the fault, offense, or crime
6. **Acerbic:** harsh or severe, as of temper or expression
7. **Admiring:** to regard with wonder; pleasure, or approval
8. **Admonishing:** cautioning, advising, or counseling against something; reproving or scolding, especially in a mild and good-willed manner; reminding
9. **Adoring:** to regard with the utmost esteem, love, and respect; honor.
10. **Affectionate:** showing, indicating, or characterized by affection or love; fondly tender
11. **Afraid**
12. **Ambiguous:** open to or having several possible meanings or interpretations
13. **Ambivalent:** uncertainty or fluctuation, esp. when caused by inability to make a choice or by a simultaneous desire to say or do two opposite or conflicting things
14. **Amused:** pleasantly entertained, occupied, or diverted
15. **Angry**
16. **Annoyed:** To cause slight irritation to (another) by troublesome, often repeated acts
17. **Antagonistic:** acting in opposition; opposing, esp. mutually/ hostile; unfriendly
18. **Anxious:** full of mental distress or uneasiness because of fear of danger or misfortune; greatly worried; solicitous/ earnestly desirous; eager
19. **Apathetic:** having or showing little or no emotion/ not interested or concerned; indifferent or unresponsive

20. **Apologetic:** containing an apology or excuse for a fault, failure, insult, injury
21. **Appreciative:** feeling or expressive of gratitude
22. **Apprehensive:** uneasy or fearful about something that might happen
23. **Approving:** to speak or think favorably of; pronounce or consider agreeable or good; judge favorably
24. **Ardent:** characterized by intense feeling; passionate, fervent; intensely devoted, eager, or enthusiastic; zealous; vehement; fierce
25. **Arrogant:** making claims or pretensions to superior importance or rights; overbearingly assuming; insolently proud
26. **Audacious:** extremely bold or daring; recklessly brave; fearless
27. **Authoritarian:** having an air of authority; accustomed to exercising authority; positive; peremptory; dictatorial
28. **Baffled:** to confuse, bewilder, or perplex
29. **Bantering:** Good-humored, playful conversation
30. **Belligerent:** warlike; given to waging war
31. **Bemused:** bewildered or confused/ lost in thought; preoccupied
32. **Benevolent:** characterized by or expressing goodwill or kindly feelings
33. **Bewildered:** completely puzzled or confused; perplexed
34. **Biting:** nipping; smarting; keen/ cutting; sarcastic
35. **Bitter:** having a harsh, disagreeably acrid taste, like that of asphix, quinine, wormwood, or aloes/ characterized by intense antagonism or hostility/ hard to admit or accept
36. **Blithe:** joyous, merry, or gay in disposition; glad; cheerful
37. **Blunt:** abrupt in address or manner/ slow in perception or understanding; obtuse
38. **Bold:** not hesitating or fearful in the face of danger or rebuff; courageous and daring; not hesitating to break the rules of propriety; forward; impudent
39. **Bored**
40. **Brisk:** quick and active; lively/ sharp and stimulating
41. **Brusque:** abrupt in manner; blunt; rough
42. **Burlesque:** an artistic composition, esp. literary or dramatic, that, for the sake of laughter, vulgarizes lofty material or treats ordinary material with mock dignity
43. **Calm:** without rough motion; still or nearly still/ free from excitement or passion; tranquil
44. **Candid:** frank, outspoken; open and sincere/ free from reservation, disguise, or subterfuge; straightforward
45. **Capricious:** slightly; led by whims; erratic
46. **Casual:** without definite or serious intention; careless or offhand; passing/
47. **Caustic:** making biting, corrosive comments
48. **Celebratory:** seeming or tending to be indifferent to what is happening; apathetic; unconcerned
49. **Censorious:** severely critical; faultfinding
50. **Ceremonial:** of, pertaining to, or characterized by ceremony; formal; ritual
51. **Cheerful:** characterized by or expressive of good spirits or cheerfulness
52. **Cheery:** in good spirits

53. **Childish**: of, like, or befitting a child/ *puerile*; weak; silly
54. **Choleric**: extremely irritable or easily angered; *irascible*
55. **Clinical**: concerned with or based on actual observation and treatment of disease in patients rather than experimentation or theory/ extremely objective and realistic; dispassionately analytic; unemotionally critical
56. **Cold**
57. **Colloquial**: characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing; *informal*.
58. **Comforting**: To soothe in time of affliction or distress.
59. **Comic** - funny; humorous
60. **Commanding**: appreciably superior or imposing; winning; *sizeable*
61. **Compassionate**: having or showing compassion
62. **Complex**: characterized by a very complicated or involved arrangement of parts, units, etc.
63. **Complicated**: composed of elaborately interconnected parts; *complex*
64. **Complimentary**: of the nature of, conveying, or expressing a compliment, often one that is politely flattering
65. **Conceited**: having an excessively favorable opinion of one's abilities, appearance, etc.
66. **Concerned**: interested or affected/ troubled or anxious/ having a connection or involvement; *participating*
67. **Conciliatory**: To overcome the distrust or animosity of; *appease*
68. **Condemnatory**: To express strong disapproval
69. **Condescending**: showing or implying a usually patronizing descent from dignity or superiority
70. **Confident**: having strong belief or full assurance; sure/ sure of oneself/ having no uncertainty about one's own abilities, correctness, successfulness, etc.; self-confident; *bold*
71. **Confused**: to perplex or bewilder/ to make unclear or indistinct
72. **Contemptuous**: showing or expressing contempt or disdain; *scornful*
73. **Contented**: Desiring no more than what one has; *satisfied* / Ready to accept or acquiesce; willing
74. **Contentious**: tending to argument or strife; quarrelsome/ causing, involving, or characterized by argument or controversy
75. **Conversational**: The spoken exchange of thoughts, opinions, and feelings; *talk*
76. **Critical**: inclined to find fault or to judge with severity, often too readily
77. **Curt**: rudely brief in speech or abrupt in manner/ brief; concise; terse; *laconic*
78. **Cynical**: scornful of the motives or virtues of others; bitterly or sneeringly distrustful, contemptuous, or pessimistic
79. **Demanding**: requiring or claiming more than is generally felt by others to be due/ calling for intensive effort or attention; *taxing*
80. **Depressed**: sad and gloomy; dejected; downcast/ pressed down, or situated lower than the general surface
81. **Derisive**: characterized by or expressing derision; *contemptuous*; *mocking*
82. **Derogatory**: tending to lessen the merit or reputation of a person or thing; *disparaging*; *deprecatory*
83. **Despairing**: To be overcome by a sense of futility or defeat/ To lose all hope
84. **Desperate**: reckless or dangerous because of despair or urgency/ having an urgent need, desire, etc.
85. **Detached**: impartial or objective; disinterested; *unbiased*/ not involved or concerned; *aloof*
86. **Diabolic**: having the qualities of a devil; devilish; *fendish*; outrageously wicked
87. **Didactic**: intended for instruction; *instructive*
88. **Diffident**: lacking confidence in one's own ability; *worth*, or *fitness*; *timid*; *shy*
89. **Direct**: proceeding in a straight line or by the shortest course; *straight*; *undeviating*; *not oblique*
90. **Disappointed**: depressed or discouraged by the failure of one's hopes or expectations
91. **Disbelieving**: to have no belief in; *refuse or reject belief in*
92. **Disdainful**: expressing extreme contempt
93. **Disgusted**: To excite nausea or loathing in; *sicken*/ To offend the taste or moral sense of; *repel*
94. **Disrespectful**: Having or exhibiting a lack of respect; *rude and discourteous*
95. **Disturbed**: marked by symptoms of mental illness / agitated or distressed; *disrupted*
96. **Dogmatic**: asserting opinions in a doctrinaire or arrogant manner; *opinionated*
97. **Domineering**: overbearing; *tyrannical*
98. **Doubtful**: of uncertain outcome or result
99. **Dramatic**: of or pertaining to the drama/ *arresting or forceful in appearance or effect*
100. **Dreary**: causing sadness or gloom; *dull*; *boring*
101. **Dubious**: wavering or hesitating in opinion; *inclined to doubt*
102. **Earnest**: serious in intention, purpose, or effort; *sincerely zealous*
103. **Ebullient**: overflowing with fervor, enthusiasm, or excitement; *high-spirited*
104. **Estatic**: subject to or in a state of ecstasy; *rapturous*
105. **Effusive**: unduly demonstrative; *lacking reserve*
106. **Egotistical**: given to talking about oneself; *vain*; *boastful*; *opinionated*; *indifferent to the well-being of others*; *selfish*
107. **Elated**: very happy or proud; *jubilant*; *in high spirits*
108. **Elegiac**: expressing sorrow or lamentation
109. **Elevated**: exalted or noble; *lofty*/ *exalted or noble*; *lofty*
110. **Eloquent**: having or exercising the power of fluent, forceful, and appropriate speech
111. **Embarrassed**: To cause to feel self-conscious or ill at ease; *disconcert*
112. **Emotionless**
113. **Empathetic**: showing empathy or ready comprehension of others' states
114. **Encouraging**: to inspire with courage, spirit, or confidence/ to stimulate by assistance, approval, etc./ to promote, advance, or foster
115. **Energetic**

116. **Enraged:** to make extremely angry; put into a rage; infuriate
117. **Enthusiastic:** having or showing great excitement and interest
118. **Erudite:** characterized by great knowledge; learned or scholarly
119. **Eulogistic:** To praise highly in speech or writing, especially in a formal eulogy
120. **Euphoric:** a feeling of happiness, confidence, or well-being sometimes exaggerated in pathological states as mania
121. **Evasive:** deliberately vague or ambiguous; tending or seeking to evade; characterized by evasion
122. **Excited**
123. **Exhilarated:** to enliven; invigorate; stimulate/ to make cheerful or merry
124. **Exhortatory:** advising, urging, or cautioning earnestly; urgently admonishing
125. **Expectant:** marked by eager anticipation
126. **Exuberant:** effusively and almost uninhibitedly enthusiastic; lavishly abundant
127. **Facetious:** not meant to be taken seriously or literally/ amusing; humorous
128. **Factual:** of or pertaining to facts; concerning facts
129. **Familiar:** commonly or generally known or seen/ informal; easygoing; unceremonious; unconstrained
130. **Fanciful:** characterized by or showing fancy; capricious or whimsical in appearance
131. **Farical:** ludicrous; absurd; mocking; humorous and highly improbable
132. **Fatalistic:** the acceptance of all things and events as inevitable; submission to fate
133. **Fearful:** feeling fear, dread, apprehension, or solicitude/ full of awe or reverence/ extreme in size, intensity, or badness
134. **Fervent:** having or showing great warmth or intensity of spirit, feeling, enthusiasm, etc.; ardent
135. **Flippant:** frivolously disrespectful, shallow, or lacking in seriousness; characterized by levity
136. **Forceful:** powerful
137. **Foreboding:** a strong inner feeling or notion of a future misfortune, evil, etc.; presentiment
138. **Formal:** stiff; using textbook style; following accepted styles, rules or ceremonies
139. **Forthright:** going straight to the point; frank; direct; outspoken
140. **Frantic:** desperate or wild with excitement, passion, fear, pain, etc.; frenzied
141. **Frightened:** To fill with fear; alarm
142. **Frivolous:** characterized by lack of seriousness or sense/ self-indulgently carefree; unconcerned about or lacking any serious purpose/ of little or no weight, worth, or importance; not worthy of serious notice
143. **Frustrated:** disappointed; thwarted
144. **Furious:** full of fury, violent passion, or rage; extremely angry; enraged
145. **Gentle:** kind; considerate; mild; soft
146. **Ghoulisb:** strangely diabolical or cruel; monstrous; delighting in the revolting or loathsome
147. **Giddy:** frivolous and lighthearted; impulsive; flighty/ attended with or causing dizziness
148. **Gleeful:** full of exultant joy; merry; delighted.
149. **Gloomy:** dark or dim; deeply shaded/ hopeless or despairing; pessimistic
150. **Grand:** impressive in size, appearance, or general effect/ stately, majestic, or dignified/ of great importance, distinction, or pretension
151. **Grave:** serious or solemn, sober/ weighty, momentous, or important/ threatening a seriously bad outcome or involving serious issues; critical
152. **Grim:** stern and admitting of no appeasement or compromise/ having a harsh, surly, forbidding, or morbid air
153. **Happy**
154. **Harsh:** ungente and unpleasant in action or effect/ physically uncomfortable; desolate; stark/ unpleasantly rough, rugged, or coarse to the touch
155. **Haughty:** disdainfully proud; snobbish; scornfully arrogant; supercilious
156. **Hilarious:** arousing great merriment; extremely funny
157. **Histrionic:** Over the top dramatic
158. **Holier-than-thou:** obnoxiously pious; sanctimonious; self-righteous
159. **Hollow:** not solid; empty; without real or significant worth; meaningless; insincere or false
160. **Hopeful:** full of hope; expressing optimism or hope; desperate
161. **Hopeless:** providing no hope; beyond optimism or hope; desperate
162. **Horriified:** showing or indicating great shock or horror
163. **Hostile:** characteristic of an enemy/ opposed in feeling, action, or character;
- antagonistic/ not friendly, warm, or generous; not hospitable
164. **Humorous:** characterized by humor; funny; comical
165. **Impartial:** not partial or biased; fair; just
166. **Impassioned:** filled with emotion; ardent
167. **Impassive:** without emotion; apathetic; unmoved; calm; serene
168. **Impatient:** not patient; not accepting delay, opposition, pain, etc., with calm or patience
169. **Impertinent:** insolently rude; uncivil
170. **Impudent:** characterized by impertinence or effrontery
171. **Incisive:** penetrating; cutting; biting; trenchant/ remarkably clear and direct; sharp; keen; acute
172. **Incredulous:** not credulous; disinclined or indisposed to believe; skeptical
173. **Indifferent:** without interest or concern; not caring; apathetic/ having no bias, prejudice, or preference; impartial; disinterested
174. **Indignant:** feeling, characterized by, or expressing strong displeasure at something considered unjust, offensive, insulting, or base
175. **Indirect:** not in a direct course or path; deviating from a straight line; roundabout/ not straightforward; devious; deceitful
176. **Inflammatory:** tending to arouse anger, hostility, passion, etc.;
177. **Informal:** without formality or ceremony; casual/ suitable to or characteristic of casual and familiar, but educated, speech or writing/ not according to the prescribed, official, or customary way or manner; irregular; unofficial

178. **Informative:** giving information; instructive/ tending to increase knowledge or dissipate ignorance
179. **Insecure:** subject to fears, doubts, etc.; not self-confident or assured
180. **Inspid:** without distinctive, interesting, or stimulating qualities: vapid
181. **Insistent:** earnest or emphatic in dwelling upon, maintaining, or demanding something; persistent, pertinacious
182. **Insolent:** boldly rude or disrespectful; contemptuously impertinent; insulting
183. **Instructive:** serving to instruct or inform; conveying instruction, knowledge, or information; enlightening
184. **Interested:** having the attention or curiosity engaged/ characterized by a feeling of interest
185. **Intimate:** associated in close personal relations/ very private; closely personal/ detailed; deep
186. **Introspective:** given to examining own sensory and perceptual experiences
187. **Ironical:** containing or exemplifying irony/ coincidental; unexpected
188. **Irrascible:** easily provoked to anger; very irritable
189. **Irreverent:** showing lack of due respect or veneration
190. **Irritated:** angered, provoked, or annoyed
191. **Jocund:** cheerful; merry, gay; blithe; glad
192. **Joking**
193. **Jovial:** endowed with or characterized by a hearty, joyous humor or a spirit of good-fellowship
194. **Joyful:** full of joy, as a person or one's heart; glad; delighted/ causing or bringing joy, as an event, a sight, or news; delightful
195. **Joyous:** joyful; happy; jubilant
196. **Laudatory:** containing or expressing praise
197. **Learned:** having much knowledge; scholarly; erudite/ connected or involved with the pursuit of knowledge, esp. of a scholarly nature
198. **Lighthearted:** carefree; cheerful; gay
199. **Lively:** full or suggestive of life or vital energy; active, vigorous, or brisk/ animated, spirited, vivacious, or sprightly
200. **Lofly:** exalted in rank, dignity, or character; eminent/ elevated in style, tone, or sentiment, as writings or speech
201. **Loving:** affectionate; showing intense, deep concern for someone or something
202. **Ludicrous:** causing laughter because of absurdity; provoking or deserving derision; ridiculous; laughable
203. **Lugubrious:** mournful, dismal, or gloomy; esp. in an affected, exaggerated, or unrelieved manner
204. **Lyrical:** Expressing deep personal emotion or observations; Highly enthusiastic; rhapsodic
205. **Malicious - desiring to harm others or to see others suffer:** ill-willed; spiteful
206. **Matter-of-fact - adhering strictly to fact;** not imaginative; direct or unemotional; straightforward; down-to-earth
207. **Meditative:** deeply or seriously thoughtful
208. **Melancholic:** characterized by or causing or expressing sadness
209. **Melodramatic:** exaggerated and emotional or sentimental; overdramatic
210. **Mirthful:** joyous; gay; jolly; arousing or provoking laughter
211. **Mischievous:** maliciously or playfully annoying; causing annoyance, harm, or trouble; roguishly or slyly teasing, as a glance; harmful or injurious
212. **Mock - serious:** pretending to be serious or in earnest
213. **Mock-heroic:** imitating or burlesquing that which is heroic, as in manner, character, or action
214. **Mocking:** To treat with ridicule or contempt; deride; To mimic, as in sport or derision
215. **Modest:** having or showing a moderate or humble estimate of one's merits, importance, etc.; free from vanity, egotism, boastfulness, or great pretensions; free from ostentation or showy extravagance
216. **Moralistic:** Characterized by or displaying a concern with morality; narrowly and conventionally moral
217. **Mournful:** feeling or expressing sorrow or grief; sorrowful; sad
218. **Mysterious:** of obscure nature, meaning, origin, etc.; puzzling; inexplicable
219. **Nervous:** highly excitable; unnaturally or acutely uneasy or apprehensive
220. **Nonchalant:** coolly unconcerned, indifferent, or unexcited; casual
221. **Nonplussed:** totally puzzled, perplexed, or confused
222. **Nostalgic:** unhappy about being away and longing for familiar things or persons
223. **Obdurate:** unmoved by persuasion, pity, or tender feelings; stubborn; unyielding; stubbornly resistant to moral influence
224. **Objective:** not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased
225. **Obsequious - overly obedient and/or submissive**
226. **Ominous:** portending evil or harm; forboding; threatening; inauspicious
227. **Optimistic:** disposed to take a favorable view of events or conditions and to expect the most favorable outcome
228. **Oratorical:** characteristic of an orator or oratory; given to making speeches
229. **Outraged:** angered and resentful; furious; extremely angered
230. **Outspoken:** frank; candid; uttered or expressed with frankness or without reserve
231. **Overbearing:** domineering; dictatorial; haughtily or rudely arrogant
232. **Panicked**
233. **Paranoid:** Exhibiting or characterized by extreme and irrational fear or distrust of others
234. **Passionate:** having, compelled by, or ruled by intense emotion or strong feeling; easily aroused to or influenced by sexual desire; ardently sensual; easily moved to anger; quick-tempered; irascible
235. **Pathetic:** causing or evoking pity, sympathetic sadness, sorrow, etc.; pitiful; pitiable
236. **Patronizing:** displaying or indicative of an offensively condescending manner
237. **Peaceful:** not disturbed by strife or turmoil or war; quiet; calm; without worry or disturbance

238. Pedantic: ostentatious in one's learning; overly concerned with minute details or formalisms, esp. in teaching	238. Silly
239. Penitent: feeling or expressing sorrow for sin or wrongdoing and disposed to atonement and amendment; repentant; contrite	289. Sinister: threatening or portending evil; harm, or trouble; ominous
240. Pensive: dreamily or wistfully thoughtful; expressing or revealing thoughtfulness, usually marked by some sadness	290. Skeptical: Marked by or given to doubt; questioning
241. Pessimistic: expecting the worst possible outcome	291. Sly: cunning or wily; stealthy; insidious, or secret
242. Petty: of little or no importance or consequence	292. Solemn: grave, sober, or mirkless, as a person, the face, speech, tone, or mood
243. Pitiful	293. Somber: gloomy, depressing, or dismal; extremely serious; grave
244. Placid: pleasantly calm or peaceful; unruffled; tranquil; serenely quiet or undisturbed	294. Sophomoric: suggestive of or resembling the traditional sophomore; intellectually pretentious, overconfident, conceited, etc., but immature
245. Playful: pleasantly humorous or jesting	295. Speculative: theoretical, rather than practical
246. Poignant: keenly distressing to the feelings; keen or strong in mental appeal	296. Sprightly: animated, vivacious, or gay; lively
247. Pompous: characterized by an ostentatious display of dignity or importance	297. Stable: not likely to fall or give way, as a structure, support, foundation, etc.; firm; steady
248. Powerful: having or exerting great power or force; potent; efficacious	298. Stately: majestic; imposing in magnificence, elegance, etc
249. Pretentious: characterized by assumption of dignity or importance	299. Stern: firm, strict, or uncompromising; hard, harsh, or severe
250. Proud: feeling pleasure or satisfaction over something regarded as highly honorable or creditable to oneself; having or showing self-respect or self-esteem	300. Stolid: not easily stirred or moved mentally; unemotional, impassive
251. Provocative: serving or tending to provoke, excite, or stimulate, tending or serving to provoke; inciting, stimulating, irritating, or vexing	301. Straightforward: direct; not roundabout; free from crookedness or deceit; honest
252. Psychotic: affected by psychosis; characterized by a loss of contact with reality and an inability to think rationally. A psychotic person often behaves	302. Strident: making or having a harsh sound; grating; creaking
	303. Stubborn
	304. Subdued: quiet; inhibited; repressed; controlled
253. Quiet	270. Sad
254. Questioning: characterized by or indicating intellectual curiosity; inquiring	271. Sanguine: cheerfully optimistic, hopeful, or confident
255. Reassuring: to restore to assurance or confidence	272. Sarcastic: expressing or expressive of ridicule that wounds
256. Rebellious	273. Sardonic: characterized by bitter or scornful derision; mocking; cynical; sneering
257. Recalcitrant: resisting authority or control; not obedient or compliant; refractory	274. Satiric (satirical): exposing human folly to ridicule
258. Reflective: given to, marked by, or concerned with meditation or deliberation	275. Scholarly: concerned with academic learning and research
259. Relaxed: being free of or relieved from tension or anxiety	276. Scornful: expressing extreme contempt
260. Rominescent: awakening memories of something similar; suggestive	277. Seductive: tending to entice into a desired action or state
261. Resigned: submissive or acquiescent	278. Self-assured: Having or showing confidence and poise
262. Respectful: full of, characterized by, or showing politeness or deference	279. Self-deprecating: belittling or undervaluing oneself; excessively modest
263. Restrained: To hold back or keep in check; control	280. Selfish: devoted to or caring only for oneself; concerned primarily with one's own interests, benefits, welfare, etc., regardless of others
264. Relicent: disposed to be silent or not to speak freely; reserved; restrained	281. Sentimental: weakly emotional; markedly susceptible or tender
265. Reverent: deeply respectful; showing great esteem	282. Serene: calm, peaceful, or tranquil; unruffled
266. Ridiculous: causing or worthy of ridicule or derision; absurd; preposterous; laughable	283. Serious: not funny; in earnest
267. Righteous: believing ones-self to be morally right and just; guiltless	284. Severe: harsh; unnecessarily extreme; serious or stern in manner or appearance
268. Risible: causing or capable of causing laughter; laughable; ludicrous	285. Sharp: clearly defined; distinct; keen or eager; fierce or violent
269. Romantic: characterized by a preoccupation with love or by the idealizing of love or one's beloved; imbued with or dominated by idealism, a desire for adventure, chivalry, etc	286. Shocked: struck with fear, dread, or consternation
	287. Shocking: causing intense surprise, disgust, horror, etc

Some TONE WORDS: Grouped with SYNONYMS

305. **Supercilious:** *haughtily disdainful or contemptuous*
306. **Suspenseful:** *characterized by or causing suspense*
307. **Suspicious:** *openly distrustful and unwilling to confide*
308. **Sympathetic:** *characterized by; proceeding from, exhibiting, or feeling sympathy; sympathizing; compassionate*
309. **Taunting:** *To reproach in a mocking, insulting, or contemptuous manner*
310. **Tender:** *soft or delicate in substance; not hard or tough*
311. **Tense:** *stretched tight, as a cord, fiber, etc.; drawn taut; rigid; characterized by a strain upon the nerves or feelings*
312. **Terrified**
313. **Terse:** *neatly or effectively concise; brief and pithy, as language*
314. **Thoughtful:** *showing consideration for others; considerate; occupied with or given to thought; contemplative; meditative; reflective*
315. **Threatening:** *tending or intended to menace; causing alarm, as by being imminent; ominous; sinister*
316. **Timorous:** *full of fear; fearful*
317. **Tragic:** *extremely mournful, melancholy, or pathetic; dreadful, calamitous, disastrous, or fatal*
318. **Tranquil:** *free from commotion or tumult; peaceful; quiet; calm*
319. **Uncertain:** *not confident, assured, or free from hesitancy; not clearly or precisely determined; indefinite; unknown*
320. **Unconcerned:** *not involved or interested; disinterested; not caring; unworried; free from solicitude or anxiety*
321. **Understated:** *restrained in design, presentation, etc.; low-key*
322. **Uneasy:** *not easy in body or mind; uncomfortable; restless; disturbed; perturbed*
323. **Uninterested**
324. **Upset**
325. **Urgent:** *compelling or requiring immediate action or attention; imperative; pressing*
326. **Vexed:** *irritated; annoyed*
327. **Vibrant:** *moving to and fro rapidly; vibrating*
328. **Vindictive:** *revengeful; spiteful; bitter; unforgiving*
329. **Violent:** *acting with or characterized by uncontrolled, strong, rough force; furious in impetuosity, energy, etc.*
330. **Vitriolic:** *very caustic; scathing*
331. **Whimsical:** *given to whimsy or fanciful notions; capricious*
332. **Wistful:** *characterized by melancholy; longing; yearning; pensive*
333. **Worshipful:** *showing adoration; showing great reverence*
334. **Wrathful:** *vehemently incensed and condemnatory; very angry; ireful*
335. **Wry:** *devious in course or purpose; misdirected; distorted or perverted, as in meaning; bitterly or disdainfully ironic or amusing*
336. **Zealous:** *ardently active, devoted, or diligent*
305. **vexed, uncertain, confused, ambivalent, nonplussed**
306. **excited, exhilarated, exuberant**
307. **ardent, fervent, zealous**
308. **happy, contented, ecstatic, joyful, giddy**
309. **incredulous, questioning, skeptical, dubious**
310. **insistent, urgent, pressing**
311. **pertinent, pointed, incisive**
312. **commanding, demanding**
313. **exhortatory, admonishing, censorious, damning**
314. **elevated, grand, lofty, bombastic, pretentious, pompous**
315. **oratorical, dramatic, melodramatic**
316. **scornful, disdainful, supercilious, contemptuous**
317. **audacious, bold, impudent, insolent**
318. **alluring, provocative, seductive**
319. **shocking, offensive, reprehensible, lurid**
320. **didactic, instructive**
321. **authoritarian, domineering, egotistical, overbearing, dogmatic**
322. **crude, learned, scholarly**
323. **practical, pragmatic**
324. **simple, straightforward, direct, unambiguous, candid**
325. **indirect, understated, evasive, allusive**
326. **complicated, complex, difficult**
327. **admiring, worshiping, approving**
328. **complimentary, proud, effusive**
329. **disliking, abhorring, contemptuous**
330. **strident, harsh, acerbic, angry, outraged, violent, choleric, indignant, intransigent**
331. **forceful, powerful, confident**
332. **energetic, vibrant**
333. **ironic, sardonic, sarcastic, mocking, sly, wry**
334. **satirical, critical**
335. **sharp, biting**
336. **bitter, grim, cynical**
337. **interested, sympathetic, pitiful**
338. **hollow, detached, cold, obdurate**
339. **tired, bored, uninterested**
340. **indifferent, unconcerned, disinterested, apathetic, impassive, emotionless, nonchalant**
341. **impartial, objective**
342. **humorous, playful, joking, frivolous, comical**
343. **flippant, irreverent, facetious**
344. **impish, silly, sophomoric, childish**
345. **resigned, calm, tranquil, quiet, peaceful, reticent**
346. **subdued, restrained, low-key**
347. **sad, upset, depressed, melancholy, despairing**
348. **afraid, fearful, horrific, terrified, panicked**
349. **wistful, nostalgic, sentimental, tender, reminiscent**
350. **solemn, serious, somber**
351. **apologetic, penitent, ignominious**
352. **recalcitrant, stubborn, rebellious**
353. **apprehensive, anxious, pensive**
354. **thoughtful, dreamy, fanciful**



Abstract Words for Thematic Ideas: High School

Student Resource

Use the following thematic ideas to create a thematic statement that reveals universal meaning. As you develop your thematic statement, consider these questions:

- What does the text say about _____?
- What is the life lesson being taught about _____?
- What are the author's ideas about _____?

As you read and discuss various texts, add other thematic ideas in the third column.

Extended and Corresponding Ideas

alienation	loneliness
appearance vs. reality	beauty (inner/outer)
betrayal	disloyalty
coming of age	innocence/loss of
courage	cowardice
dreams	illusion
education	learning
escape	(physical/psychological)
evil	good (battle between them)
fate	free will
forgiveness	repentance
freedom	individuality (and loss of)
grief	despair
honor	heroism
honesty	deception
identity	(search for)
journey	(psychological/physical)
justice	equality
love	obsession
loyalty	duty
nature	man's relationship with
perseverance	hardship
power	corruption
prejudice	stereotypes
pride	hubris
rebellion	conformity
relationships	family
religion	faith
revenge	retribution
ritual	tradition
social status	class structures
success	failure
temptation	sin
time	life stages/cycles
violence	war
women	feminism



Abstract Words for Thematic Ideas: Middle Grades

Student Resource

Use the following thematic ideas to create a thematic statement that reveals universal meaning. As you develop your thematic statement, consider these questions:

- What does the text say about _____?
- What is the life lesson being taught about _____?
- What are the author's ideas about _____?

As you read and discuss various texts, add other thematic ideas in the second column.

alienation
betrayal
coming of age
competition
courage
cruelty
death
duty
escape
evil
family
fate
fear
forgiveness
freedom
grief
guilt
happiness
hardship
heroism
honesty
identity
individuality
journey
loneliness
love
loyalty
patriotism
prejudice
pride
rebellion
religion
revenge
temptation
trust
war
wisdom

How to write a Thesis Statement

A thesis statement is a sentence that tells the focus of your essay and tells your audience what the essay is going to be about. It also helps you organize your essay. The thesis statement is usually the last sentence in the introductory paragraph.

How do I write a thesis statement??

Use the thesis formula.....



State your claim (your position/belief) + reason (evidence) = **Thesis Statement**

So, how do I write the thesis statement from the prompt? Four Steps!!

Use the write statement from your essay prompt and make it a question then answer it with your claim.

EX. Write Statement: Write an essay explaining why students should learn a foreign language.

- 1) Why should students study a foreign language?
- 2) Your claim – Students should study a foreign language.
- 3) Your reasons – It strengthens your memory and enlarges vocabulary.

SO

State your claim (your position/belief) + reason (evidence). = **Thesis Statement**

- 4) Students should study a foreign language **because** it strengthens your memory and enlarges your vocabulary. = **Thesis Statement**

For more information: https://www.youtube.com/watch?v=6n0f_bR5aoc

A Glossary of Good Beginnings

1. Interesting description. Ashes filled the air when I was around the camp fire. Crackle, crackle it went.

2. Sound. Boom! The trunk slammed. Bang! The car doors slammed as we got out of the van.

3. The past in the present. It is April 10, 1912. The Titanic is going to travel all the way from England to America.

4. Exclamation. Yeah! We're going to Disneyland tomorrow! Yeah!" I yelled about as loud as I could.

5. A thought. I'm in big trouble now, I thought to myself.

6. A complaint. It seems like we never go swimming at Fife pool!

7. A surprise. Wow! I was doing my back hand-spring and I landed it!

8. A question. Have you ever been an Editor-in-Chief? Well I'll tell you, it's a big job!

9. Sound, repetition, and simile. Screech, screech, screech! The first time we tried to play the recorders it sounded like a lion running his claws down a chalkboard.

10. Exclamation, repetition, strong feelings. Chores! Chores! Chores! Chores are boring! Scrubbing toilets, cleaning sinks, and washing bathtubs take up a lot of my time and are not fun at all.

11. Extremely strong feelings. The very first time I saw asparagus I hated it. I had never even tried it before and I still hated it!

12. A series of questions. Touch of the flu? Egg in her hair? Poor Ramona!

13. Scary, exciting, or intense moment. ... I tried to run, but I couldn't. The monster seemed like it was growing by the minute! And then, the most horrible thing was about to happen — I screamed and sat bolt upright in bed. I gasped swallowing huge amounts of air.

14. Main idea. I will always love my grandparents' beach house. The way the waves role over the gooey sand and the way the sand weaves in between your toes. The way we pick up barnacle-covered rocks and watch the sand crabs scurry away. The way we dig for clams and end up knee deep in the never ending sand.

15. Something interesting to come. It all started on an average day. I didn't think anything unusual was going to happen, but boy was I wrong!

16. Conversation. "We're moving." That's what she told me. I couldn't believe it! I had just made the basketball team and was making more friends. "What!" I exclaimed.

17. Reveal something unusual. "Company halt!" yelled the drill master. My mom stopped and went into position. Her dog tags clinked as she moved.

18. An unsettling description. A flash of lightning illuminates the harsh emptiness of the night. In an orphanage children cry mournfully. They are starving.

19. Unusual image of a character. Simon Wilken was snacking down on a plum with great gusto.

20. Anecdote. On a dark December night in 1776, as he led a barefoot brigade of ragged revolutionaries across the icy Delaware River, George Washington said, "Shift your fat behind, Harry. But slowly or you'll swamp the darn boat."

21. Describe the setting. The deafening crowd was packed into the Kingdom on the sold-out Buhner Buzz-Cut Night. Hundreds of people were outfitted in brand new buzz-cuts and were enjoying the Mariner game.

22. Address the audience. You walk into the dentist's office. You sit down. You try to read a magazine. But it's no use. You're scared and there's nothing you can do about it.

23. "Show" feelings. I sat in my desk, sweat dripping down my face. I shut my eyes tight, then opened them. I looked at my watch, 11:27. Three minutes! Three minutes until I heard a sound, a sound that would set me free for three months of total nothingness.

24. Comic story. "Oh my God!" I exclaimed, "What's John doing out there? Why is he on his hands and knees, Mom?" I looked out the big kitchen window wondering if my eight-year old brother was all right. He was looking distressed. Then he threw up.

25. Challenge the reader. Colin Greer, the President of the New World Foundation, a civil rights organization in New York, has something to say about your character.

26. Focus on something important. In my old, battered, black wallet I carry many things. A letter from a friend. My lunch ticket. My social security card. Many other tidbits and items as well. There is one thing however, which I prize above all my possessions. It is a photograph.

27. A list. The sweat on your brow. A layer of dust on your face. Out in the woods. Somewhere. And on a horse. Of all the places in the world, I feel best on a horse.

28. A scenario. Right now I want you to pretend you are in a store. As you walk around, you see that some products are much more inexpensive. Now, look at the labels on these cheaper items. You will probably notice that many of these labels say, "Made in China," or "Made in Honduras." Have you ever stopped to wonder why products made in these countries are so much more affordable than the things manufactured right here on American soil?

29. Fantasy or fairy tale-type language. In yesteryear, when Moby Dick was just a tadpole, and the seas rolled and thundered over the jetties and onto the shore, I searched for my first sand dollar still hidden somewhere in the ever stretching Long Beach Peninsula.

30. Simple action to complex realization. I walk up the hill with my friends, then turn into our cul-de-sac, go to the front door, put the key in the lock, turn, and step in. The house breathes a kind of spooky hello as I set my books down and go to the kitchen where the inevitable note is waiting: "Have a snack. Be home soon. I love you."

31. Startling statement. A great crime was committed against a people in 1942. This was the signing of Executive Order 9066 by President Franklin D. Roosevelt, which called for the eviction and internment of all Japanese Americans.

32. Thesis. Education is a key element in developing the skills necessary for a successful life. Too often, students are more involved earning a paycheck than spending time on their academic studies. Students need to realize that their high school classes will prepare them for a brighter future.

33. Something outlandish. I am a dynamic figure, often seen scaling walls and crushing ice. I have been known to remodel train stations on my lunch breaks, making them more efficient in the area of heat retention. I write award-winning operas. I manage time efficiently. Occasionally, I tread water for three days in a row.

34. Fast action. I raced inside, slamming the front door behind me. I plopped my backpack on the floor and dashed for the kitchen. Our cat, asleep in the hallway, quickly awoke and scurried out of harms way. I knew I only had a few precious seconds before my brother, coming in through the back door, beat me to the kitchen and nabbed the last of mom's brownies.

35. A saying. It was Ralph Waldo Emerson who said that "A foolish consistency is the hobgoblin of simple minds." He said it almost 200 years ago, but perhaps it bears repeating today to our senators and congressman who act as though our country can continue to spend money it does not have.

A Glossary of Happy Endings

1. Advice. (A) If you cannot swallow and your throat is puffy, then you have strep. You should get lots of rest. And get a shot because the shot will make you better faster than the medicine. **(B)** If you're thinking about going skydiving, take my advice: stop thinking.

2. Big feeling. (A) Oh Yeah! Here is some thing really funny. My hair still smells like smoke. I love campfires. **(B)** Finally the parade was done. We put the blanket in the trunk. Boom! It slammed again and we drove away as I thought how much fun I had. **(C)** When it's time to go, none of us wants to leave. As I say my good-byes, I think of all the fun we had, and what fun we will have next time.

3. Remember. (A) Remember, even though the Mariners are losing doesn't mean they're a bad team. **(B)** So always remember to keep an extra key somewhere. You never know when you might need it.

4. Do. (A) There were 300 families with no homes because of the fire. They couldn't put out the fire because they had no sprinklers. I am mad because fires can kill people. Next time buy some sprinklers. **(B)** Down with the dolls! Get rid of every store that carries them! Let the revolution for a Barbie-free America begin! **(C)** If you care about the lives of your children and the quality of your community, then vote for tomorrow's school levy. It's the best way to guarantee a bright future for everyone. **(D)** Make a commitment to getting in shape today. Turn off the television, put down whatever it is you're reading (unless it's this essay, of course), start living a healthy life today. You'll be glad you did.

5. Future. (A) Last year was definitely the hardest, craziest year of my life. And I loved it! Things are going great. I never knew the incredible feeling of accomplishing things that in the past seemed impossible—not only with school, but with my entire life. Every day is another chance to do something great. And now I have the confidence and motivation to conquer anything that is put forth in front of me. I feel I owe this to many things and to many people, but most of all I owe it to myself. Now I think about the consequences of everything I do and say. And this helps me make better decisions, decisions that help me build a better future. The future! For the first time I'm looking forward to it. **(B)** Everybody's always talking about adults being good role models for kids, but maybe we should be models for them. Maybe we could teach them a few things about how to have a good time and enjoy life. It's worth a try. I'd hate to think that the way growing up seems to me now is the way it's going to be when I get there.

6. Lesson. (A) I learned that I shouldn't lie because it gets me into worse trouble. In the future I'm not going to lie. If I have a problem, I'm going to tell someone about it, and ask for help. **(B)** From the wars in Korea and Vietnam, our country learned painful but valuable lessons that will guide our foreign policy well into the next century and beyond.

7. Recommendation. (A) I recommend this book for readers who like adventures and interesting stories. **(B)** Even after all the bad things that happened, it was still a fun trip. If you go there, I can't guarantee you won't have all the problems we did. But I can recommend this vacation to any family who wants a real challenge. **(C)** Even though the food was pretty good and it wasn't too expensive, I'm afraid I can't recommend this restaurant to everyone. It was very noisy and the service was slow. I don't think it would be a good choice for families with small children.

8. Main idea. (A) Chores aren't the worst but they're definitely not the best! **(B)** An actor acts. A hero helps. The actor becomes famous and the hero does not. And that's just it: Heroes don't care about the credit, they just care.

9. Main idea and implications. (A) Henry Ford's revolutionary thinking affected the lives of many Americans. The Ford Motor Company became one of the largest industrial companies in the world, and a household name. Opportunity to be mobile in a Ford automobile gave the open road to the ordinary American. Businesses boomed in the hard times of the Depression because the auto gave the opportunity for work to many. The American dream of life, liberty, and the pursuit of happiness was more possible in the auto. Americans today still have a love affair with cars thanks to Henry Ford and his revolutionary thinking.

10. Effect. (A) While all this happened, another close neighbor had witnessed the incident and called 911. It was decided afterward that the dog had contracted rabies and he was soon put to sleep. I was given a series of shots and a few stitches only, and after a couple of years, my leg healed, but the scars remain on both the inside and out. **(B)** The internment of the Japanese Americans was one of the lowest points in United States history. We did it out of revenge and out of hate. The fear that we felt after the attack at Pearl Harbor was well founded, but the internment was not the way to overcome it. The internment hurt so many people so deeply and really accomplished nothing in the short run. In the long run, it brought nothing but shame upon us.

11. Question. (A) As this miracle season comes to a close, the one thing on every fan's mind is this: "Can they do it again next year?" **(B)** Will the human race ever see the irony in destroying the planet that is their only home? How much more evidence do we need before we take global warming seriously? **(C)** I guess what still bothers me is how confused I am about what happened. If I was ever in that same situation again, would I act the same way, or would I do something different?

12. Sequel. (A) As soon as I walked in the dining room I smelled trouble. I looked down at my plate and saw what I smelled! Brussels sprouts! I gave a loud tragic moan and knew there was going to be another story written by Alex Carter. But for now, I would feed my Brussels sprouts to the fish. **(B)** And so ends another after school adventure, or misadventure, I should say. Stay tuned for the further misadventures of a kid with not enough homework to keep him out of trouble and way too many wild ideas.

13. Reflective evaluation. (A) So I guess that I lived happily ever after except that I couldn't walk for the rest of the trip. Maybe that camp ground wasn't so cool after all. **(B)** From that point on my life has been good. Except for the chores. I think my mom got the better end of the deal on that one. **(C)** BRRRIINNNGGG! The bell rang! I pulled on my backpack, tore out of the room, sprinted down the stairs, sped down the hallway, and bounded out the door. I dashed home and grabbed a snack. I popped a video into the VCR, turned on the TV, and relaxed. Ah-hhhhh! What a glorious day! **(D)** My whole world seems to be more on track now that she's gone. My self-confidence, my general attitude has improved immensely. I do miss her sometimes. How could I not after three years of friendship? All I can think is that I was a good friend to her. Our relationship didn't survive, but we'll always have the laughs... and the tears.

14. Wish, hope, dream. (A) Now, I'm looking at John, over the mess on the kitchen table, wondering if he's all right, because he's only eight years old, and that was a lot of throwing up to do. Then he gets to go out and play with his friend, just like he wanted. I feel a little cheated. Would I have gotten to go back out if that was me? I really wish he could have the experience of a younger sibling, just so he would know how I feel. **(B)** I hope someday that I can be a good parent just like my mom. But until then, I'll just work on being a good kid. **(C)** Even now, years later, I still dream of what my life might have been like. **(D)** I think that Jay Buhner is a true hero. The Seattle Mariners would be lacking an excellent right fielder without him. I hope he stays in Seattle for the rest of his baseball career.

15. Tribute. (A) I salute you, Lieutenant John Olson. May your bravery and courage be passed on so that someone else may look up to you and yours, and honor them as I do. **(B)** John was the best kid I ever knew. There when I need him, gone when he knew I needed to be alone. And I feel damn privileged of having the extreme honor of being his blood-brother. I just wish we could have carted him along when we moved here to Canby. God bless his soul. I'm never going to forget him.

16. Wrap-around. (A) Boom! The trunk slammed. Bang! The car door slammed as we got out of the van. ... We put the blanket in the trunk. Boom! It slammed again and we drove away as I thought how much fun I had.

SAY NO TO STICK FIGURES



Stick figures can't do anything. Their proportions are off. Their actions are limited. (Plus, you can draw better.)

BETTER FACES



- Add a nose and eyebrows.



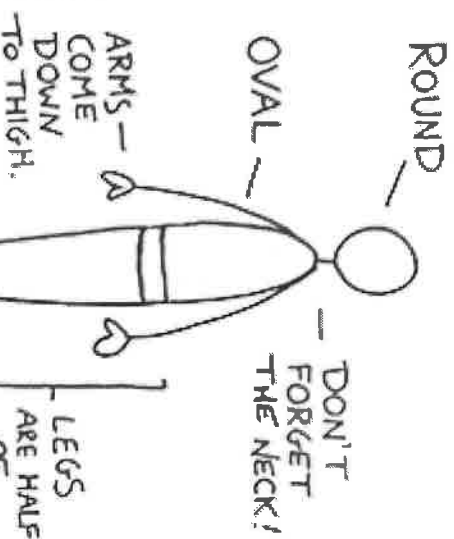
- Laughing face.



- Crying face.



ADD HAIR



THIS FORM GIVES YOU MORE OPTIONS.

ROUND

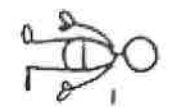
OVAL

- DON'T FORGET THE NECK!

ARMS - COME DOWN TO THIGH.

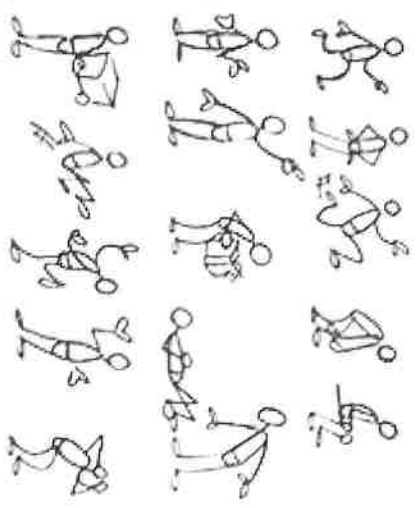
LEGS ARE HALF OF BODY.

A BETTER PERSON.



Kids have the same head size, but shorter body.

SOME SAMPLE GESTURES.



HANDS

Think of hands like mittens. You don't need a lot of detail.



FIST OPEN POINTING SPREAD