

Raymond A. Villa Fundamental Intermediate School



**HOME OF THE
EAGLES**



**AVID NATIONAL
DEMONSTRATION
SCHOOL**

STUDENT AGENDA

2025 - 2026



www.sausd.us/villa



[@villaeagles_sausd](https://www.instagram.com/villaeagles_sausd)



[villa.sausd](https://www.facebook.com/villa.sausd)



Villa Fundamental

Eagle Expectations: We are a Villa Family



	Pride	Respect	Achievement
Campus Inside Areas	<ul style="list-style-type: none"> Show your Villa spirit. Wear your uniform. Clean up after yourself. Use equipment, supplies, & books appropriately. Follow the school non-negotiables. 	<ul style="list-style-type: none"> Use inside voices when indoors. Be on time. Follow directions. Enter prepared and ready to learn. Respect yourself and others. Listen to teachers and classmates. Use respectful language. 	<ul style="list-style-type: none"> Be responsible for your work. Check in with your teachers and counselors. Use your school agenda. Participate in lessons. Check your Google Classroom/Canvas and email often.
Campus Common Areas	<ul style="list-style-type: none"> Show your Villa spirit. Wear your uniform. Keep our campus clean. Participate in campus activities. Keep the restrooms clean. Follow the school non-negotiables. 	<ul style="list-style-type: none"> Treat the campus with respect. Respect yourself and others. Listen to others. Clean up after yourself. Keep yourself and others safe. 	<ul style="list-style-type: none"> Be a responsible and respectful scholar when using common areas for work space. Ask others for help and be willing to give help too.
Social-Emotional Wellness	<ul style="list-style-type: none"> Follow a daily routine and believe in yourself. You can do it! Identify a responsible friend or adult to share your thoughts and feelings with. Reach out for help when you need it. 	<ul style="list-style-type: none"> Keep others safe. Wash your hands. Give others space to breathe. Take time to cool down, if needed. Speak kindly to yourself and others. 	<ul style="list-style-type: none"> Set personal goals. Take care of yourself physically, mentally, and emotionally. Get fresh air and plenty of sleep, exercise daily, drink water, and make healthy eating choices.
Technology	<ul style="list-style-type: none"> Set alarms to remind yourself when to do your assignments. Ask your teachers if you need materials Use technology appropriately. Follow the school non-negotiables 	<ul style="list-style-type: none"> Use appropriate language in online spaces. Avoid damaging technology. When responding to peers, do so respectfully. 	<ul style="list-style-type: none"> Have assignments and materials prepared. Review your academic goals. Complete daily assignments and manage your time. Avoid distractions with technology.
At Home	<ul style="list-style-type: none"> Give your work your full effort. Maintain an organized work space. Clean up your work space when school work is complete. 	<ul style="list-style-type: none"> Minimize surrounding distractions. Keep school supplies together and ready to use the next day. Respect yourself and others. 	<ul style="list-style-type: none"> Read daily. Use your school agenda. Prepare for tomorrow's lesson/learning (reading, supplies, activities, internet research).

This agenda belongs to

Name: _____

ID #: _____

Raymond A. Villa Fundamental Intermediate School

1441 East Chestnut Avenue

Santa Ana, CA 92701

(714) 558-5100

Attendance Hotline (714) 558-5120

FACE (657) 253-0808



Class Schedule

Period	Room	Subject	Teacher
1			
2			
3			
4			
5			
6			

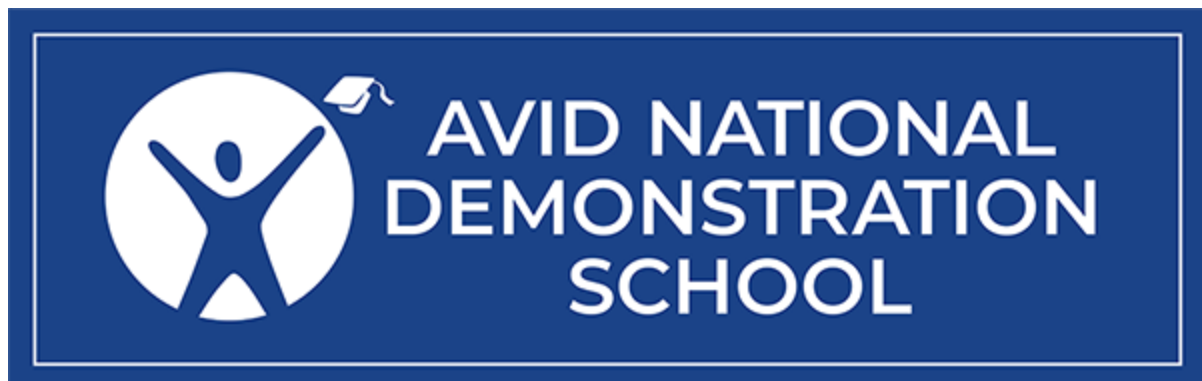
My counselor: _____



Villa is an AVID National Demonstration School!

AVID National Demonstration Schools are centers of teaching and learning that also serve as models for those interested in learning about the AVID College Readiness System. They clearly demonstrate an ongoing pursuit of excellence, both in the AVID Elective and AVID Schoolwide, to ensure college and career readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities and support for success.

A National Demonstration School exhibits a college and career readiness system that is evident across the campus through rigor and high expectations for all students. There is significant evidence of AVID impact schoolwide, particularly with the infusion of AVID methodologies in content-area classrooms.





AVID®

WICOR

Writing

Writing is:

- A tool for communication, reflection, and learning
- Inquiry
- Visible organization of thought
- Communication with authentic audiences

Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

AVID supports writing through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Learning-through-writing strategies
- The focused note-taking process
- The writing process in every content area
- Collaboration
- Tutorials, Collaborative Study Groups, and Scholar Groups

Inquiry

Inquiry is:

- Uncovering one's understanding
- Critical thinking and questioning
- Exploring a variety of ways to solve problems
- Engaging in thinking, learning, and discussion to inspire innovation

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

AVID supports inquiry through blended learning experiences including:

- Design thinking and problem-based learning
- Computational thinking
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials, Collaborative Study Groups, and Scholar Groups

Collaboration

Collaboration is:

- Positive group interactions
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

AVID supports collaboration through blended learning experiences including:

- Academic language and literacy scaffolds
- Socratic Seminars
- Philosophical Chairs
- Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads
- Synchronous and asynchronous peer editing groups
- Tutorials, Collaborative Study Groups, and Scholar Groups

Organization

Organization is:

- Managing materials, time, and self
- Practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in goal-setting, planning, and reflection
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

AVID supports organization through blended learning experiences including:

- Binders, eBinders, calendars, planners, and agendas
- The focused note-taking process
- Graphic organizers
- Project planning and SMART goal-setting
- Tutorials, Collaborative Study Groups, and Scholar Groups

Reading

Reading is:

- Making connections between texts, self, and the world
- Navigating and comprehending rigorous texts
- Evaluating information from a variety of formats
- Organizing and applying text-based learning

Students who read:

- Activate, engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias

AVID supports reading through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Culturally relevant texts
- The critical reading process
- The focused note-taking process
- Vocabulary building
- Summarizing
- Tutorials, Collaborative Study Groups, and Scholar Groups



Important Dates

Date	Event	Note
August 11	First day of school	
September 1	Labor Day	No School
September 4	Back to School Night	
September 5	Special Schedule	Modified Day
September 19	6-Week Progress Reports	
October 6	Parent Conference Day	No School
October 30	12-Week Progress Reports	
October 31	Teacher Duty Day	No School
November 11	Veterans Day	No School
November 24-28	Thanksgiving Break	No School
December 19	End of Semester	Modified Day
December 22- January 2	Winter Break	No School
January 19	Martin Luther King, Jr's Birthday	No School
February 12	Lincoln's Birthday	No School
February 16	Washington's Birthday	No School
February 19	6-Week Progress Reports	
February 20	Teacher Duty Day	No School
March 19	Open House	
March 20	Special Schedule	Modified Day
April 3	12-Week Progress Reports	
April 6-10	Spring Break	No School
May 25	Memorial Day	No School
May 28	Last Day of School	Modified Day

Bell Schedules for 2025-2026

Villa Fundamental Intermediate School

Villa Regular Schedule (M,T,TH,F)		
Period	Start Time	End Time
1	8:15 AM	9:13 AM
2	9:17 AM	10:09 AM
3	10:13 AM	11:05 AM
Lunch (a)	11:05 AM	11:40 AM
4 (a)	11:44 AM	12:36 PM
4 (b)	11:09 AM	12:01 PM
Lunch (b)	12:01 PM	12:36 PM
5	12:40 PM	1:32 PM
6	1:36 PM	2:30 PM

Villa Modified Schedule (Wednesday)		
Period	Start Time	End Time
1	8:15 AM	9:03 AM
2	9:07 AM	9:49 AM
3	9:53 AM	10:35 AM
Lunch (a)	10:35 AM	11:10 AM
4 (a)	11:14 AM	11:56 AM
4 (b)	10:39 AM	11:21 AM
Lunch (b)	11:21 AM	11:56 AM
5	12:00 PM	12:42 PM
6	12:46 PM	1:30 PM





Section I: Philosophy, Mission, Vision, Contracts, and Policies

Raymond A. Villa Fundamental Intermediate School Philosophy

Villa Fundamental Intermediate School provides an alternative educational approach for students in grades six through eight. Primary emphasis is placed on a highly structured program of accountability through the improvement of academic skills, enrichment, and the establishment of good study habits. The school seeks to instill, within each student, the values of courtesy and respect, responsibility, patriotism and citizenship, pride in accomplishment, and positive self-image.

Characteristics of a fundamental school education:

- Emphasis on basic academic skills and enrichment.
- Structured classroom environment in which learning is teacher facilitated via dynamic, innovative, creative and engaging learning opportunities. Villa's instructional practice includes an emphasis on:
- High standards of student conduct and attendance to enhance quality instruction.
- Reinforcement of social values including: courtesy, respect, responsibility, patriotism and citizenship, pride in accomplishment, and positive self-image.
- High standards for students' dress as defined in the SAUSD Dress Code.
- Parent commitment, communication, and involvement throughout the child's education at Villa.

Mission Statement

The Villa Family empowers each student to become college and career ready through the development of academic, social, and emotional skills and abilities.

Vision Statement

Villa Fundamental Intermediate School is committed to providing students with a rigorous and engaging standards-based curriculum, focusing on reading, writing, mathematics, listening, speaking and thinking skills. With the support of teachers and parents, students will develop self-discipline, accountability and understand their responsibility in becoming proficient learners.

Additionally, all stakeholders: administrators, teachers, counselors, parents and will work to support our Villa Values that emphasizes positive relationships; promotes a safe and civil campus and classroom environment; demonstrates mutual respect; encourages students to be critical thinkers and reaching their fullest potential; and promotes opportunities for open communication.

Code of Student Conduct

Villa Fundamental Intermediate School is designed to help students focus on academic success. It is expected that every student will operate fully within the framework of the Code of Student Conduct. Those students who do not follow the Code of Student Conduct will be appropriately disciplined. Villa Fundamental Intermediate School adheres to *Santa Ana Unified School District's Student Conduct and Attendance Policy*.

Non-Discrimination Statement

The Santa Ana Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions) sexual orientation, mental/physical disability, immigration status, religion, color, national origin, ancestry, physical or mental status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance. For inquiries about District policies and procedures related to student-to-student, student-to-staff and staff-to student harassment/discrimination, including how to file a harassment/discrimination complaint contact: Jennifer A. Flores, Associate Superintendent, Human Resources, UCP and Title IX Coordinator, 1601 E. Chestnut Avenue, Santa Ana, CA 92701, or by phone at (714) 558-5860 or via email at compliance.officer@sausd.us



Parents/Guardians Are Welcome!

Parent/Guardian Policies for Visiting Campus:

All visitors must

- communicate the purpose for their visit.
- sign in upon entering campus. This record helps us to account for everyone in case of an emergency.
- present their ID to Villa staff and wear an official visitor's badge each time they enter campus.
- be accompanied by a Villa staff member while on campus.
- adhere to the district Civility Policy (BP1313) in person, on the phone, in virtual meetings.

Villa staff is committed to maintaining a safe and effective learning environment and minimizing disruptions.

Policies on Deliveries from Parents/Guardians:

Fast food and other lunch deliveries by parents/guardians or other family members are not permitted. Providing students with outside food can cause a disruption to the duties of school staff and also impact student behavior. Also, most times, fast food does not satisfy the nutritional requirements provided by Nutritional Services. Coordinating drop off can inadvertently cause students to violate district policy regarding the use of electronic devices such as cell phones.

Deliveries of the following items are also not permitted due to the potential for causing disruption:

- Flowers
- Gifts
- Balloons
- Money
- Other items students are not allowed to have on campus

In accordance with our dress code policy, Villa staff may contact a parent/guardian to request that appropriate clothing be brought to school when a student is not wearing appropriate clothing. The best way to avoid this type of disruption is for the student to wear clothing that adheres to the dress code.

Instructional time will not be interrupted for the delivery of messages to students unless there is an emergency. A message to a student involves class disruption, use of clerical time, and is a possible violation of the Family Educational Rights and Privacy Act (FERPA). If an emergency situation arises, parents/guardians must come to school to deliver the message in person to provide identification. Only the parent/guardian listed on the permanent school record will be permitted to have contact with a student.



Raymond A. Villa Fundamental Intermediate School Agreement/Compact

As a **student** of Villa Fundamental Intermediate School, I shall:

1. Complete all requirements for specific subjects in order to earn promotion and achieve proficiency on all assessments.
2. Strive for excellence in citizenship and academic work. I will complete all assignments neatly, accurately, on time, and make up work missed, during all absences, within the time frame established by the teacher.
3. Show respect for all students, teachers, administrators, staff members, and guests in order to support learning for all.
4. Maintain an atmosphere for learning in each classroom by being prepared and by participating: this includes bringing my Chromebook every day fully charged and ready to use.
5. Comply with uniform and dress code policies and "Code of Student Conduct" in order to promote learning and minimize distractions.
6. Attend all classes on time, every day.
7. Ask my teachers, counselor, and/or administrators for help if/when I need it.

As a **parent** of a Villa Fundamental Intermediate School student, I shall support the goals and philosophy of the fundamental school program by:

1. Assisting my child in achieving the required academic standards necessary for promotion and becoming proficient on all assessments.
2. Participating in conferences with school personnel when requested and letting the school know of any concerns I have about my child's academic program.
3. Supporting the policies and procedures agreed upon by Villa Fundamental and our community stakeholders.
4. Providing conditions at home that are conducive to studying and school related work. Encouraging my student to read every day for at least 30 minutes outside of school.
5. Being responsible and ensuring my student is responsible for upholding SAUSD's and Villa Fundamental's "Code of Student Conduct", as well as adhering to Villa's uniform dress code policy.
6. Assist my child in being responsible for regular attendance and punctuality and supporting my student in making up missed work, and attending necessary interventions and tutoring.
7. Attending Back-to-School night, Open House, and all school initiated parent conferences.

As a fundamental school students, parents, and staff are held to high expectations. Such expectations include but are not limited to: uniform policy, academic focus, and accountability for student behavior. No transportation is provided, parents and students are responsible for students getting to and leaving school. Parents and students who do not abide by Villa Fundamental's 'Code of Conduct' and 'Agreement Compact' may be asked to return to their residential school via the 'Referral for Fundamental Transfer' process.



As a **teacher/staff member** of Villa Fundamental Intermediate School, I agree to:

1. Provide high-quality and engaging instruction and rigorous academic programs appropriate for each student in their grade level and language level in order to support my students in achieving academic success and proficiency on assessments.
2. Consistently support the Villa Fundamental Intermediate School Philosophy and enforce the rules with all students. This includes, but is not limited to, uniform policy, tardy policy, updating Aeries gradebooks every two weeks, staying in communication with parents, and regularly monitoring the use of the student Agenda and AVID binder in order to promote student success.
3. Teach our 'Eagle Expectations', classroom expectations, instructional goals, and grading systems to students and parents. I will also provide opportunities for student SEL check-ins and growth as well as offer academic support to those students who are struggling or need to make up missed assignments.
4. Maintain a well-structured and organized classroom environment conducive to student achievement and success.
5. Develop a progressive classroom discipline plan which fosters student responsibility and adheres to the 'Code of Student Conduct' and the uniform/dress code and tardy policies, and show respect for all students, parents, staff members, and guests while serving as a positive role model.
6. Be punctual and prepared and provide appropriate lessons in case of absence.
7. Keep parents informed of student performance and progress in a timely manner by keeping lines of communication via phone call, email, text message, Parent Square, and/or conferences virtual or in person. I will also keep the administration and student's counselor informed of performance and progress.

As the **principal/assistant principal** of Villa Fundamental Intermediate School, I agree to:

1. Support an engaging and rigorous academic program appropriate for all students in order to support overall student academic success and proficiency on assessments.
 2. Provide instructional leadership by supporting teachers in their classrooms, allocating instructional resources, and making available appropriate training for staff and parents.
 3. Reinforce and support the partnership between parents, students, and staff by creating a welcoming environment while emphasizing high expectations of achievement and conduct.
 4. Ensure a safe, clean, and orderly school environment where student academic achievement high behavioral expectations are the focus.
 5. Consistently enforce the rules and regulations of Villa Fundamental Intermediate School as outlined in the 'Code of Conduct' and the uniform/dress code and tardy policies while showing respect for all students, parents, staff members, and guests.
 6. Be punctual and supportive of the needs of staff, teachers, students and parents.
 7. Inform parents of academic or behavioral concerns about their children in a timely manner, and provide parents collaborative opportunities to participate in decisions relating to the education of their children.
 8. Provide support for parental involvement activities, which includes but is not limited to accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
-

Villa's Non-Negotiables

Let's work together to keep our Villa Values strong!

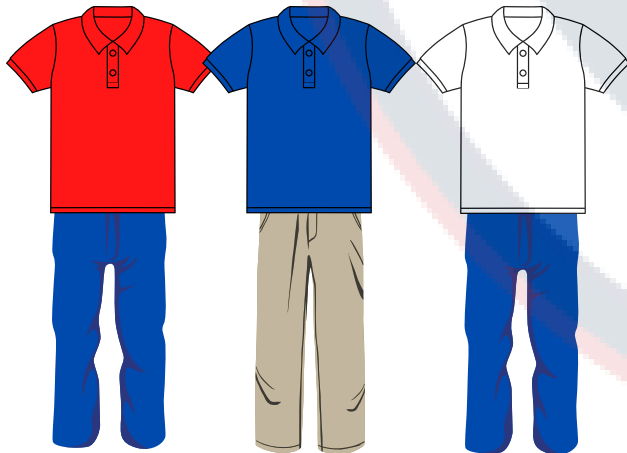
Uniform Policy

Schoolwide commitment to Villa's Uniform Policy.

Scholars come to school wearing collared shirts and sweatshirts in Villa school colors of red, white, or navy blue (plain white t's are NOT permitted). Scholars may wear khaki or navy pants. Additionally, all scholars are to follow the traditional school dress code.

POLICY REINFORCED BY:

- Teachers check uniforms at the door
- Teachers follow up with parent communication and log on Aeries



Period-to-Period Tardies



Scholars are to be in their classrooms by the time the final bell has rung. There is a 4 minute passing period for students to get from one class to the next.

POLICY REINFORCED BY:

- Last 1 in, last 1 out
- Student conference after class
- Phone call/messages home to parent
- You are late, so you make-up missed class time.
- Teachers follow up with parent communication and log on Aeries

Cell Phones

Villa's cellphone policy = no cell phones are allowed

Scholars not to use cellphones on campus unless given permission for a Villa staff.

POLICY REINFORCED BY:

- A warning from Villa Staff
- Cellphone confiscated, communication to parent and student can pick the cellphone up after school.
- For all subsequent confiscation, parent would need to pick the cellphone up from Villa.





Villa Fundamental Intermediate Uniform



Dress for Success

The Villa Uniform and SAUSD Dress Code are a fundamental part of the contract each family signs upon choosing to enroll their child at Villa Fundamental Intermediate School.

We require your support in helping your child strive for excellence in character and academics.

Appropriate attire is required to maintain student safety.



* SAUSD Dress Code will be followed at all times.

Shirts and Tops

- Collared red, white, or navy blue solid color polo shirts
- Shirts with a college name/logo allowed on Wednesdays
- Official Villa spirit wear with or without a collar may be worn on Fridays.
- Collared shirts must be worn under sweaters, sweatshirts, jackets or hoodies at all times.
- Undershirts may only be red, white, or navy blue
- No plain T-shirts of any color
- No logos or patterns larger than a quarter
- No sleeveless tops



Pants and Bottoms

- Khaki or navy blue pants, bermuda shorts, skirts, dresses
- No jeans, jeggings, leggings, or sweatpants
- No pajama pants
- No basketball or sports shorts or oversized pants

Headwear

- Students with Principal approval may wear headwear for medical or religious purposes.
- Hats, bandanas, hair nets, beanies and other headwear are not allowed.

Shoes and Sweaters

- Shoes must be worn at all times and must be enclosed.
- Crocs are not allowed.
- Sweaters, sweatshirts, jackets or hoodies must be solid-colored red, white, or navy blue and have no logos larger than a quarter.





Villa Cell Phone Intervention Steps

1st violation: Warning

2nd violation: The student will be escorted to the office to turn in the phone. Office staff will call home and return the phone to the student at the end of the day.

3rd violation: The student will be escorted to the office to turn in the phone. Office staff will notify a caregiver (e.g., parent or guardian) to pick up the phone in person and conference with an administrator.

4th violation: The student will be escorted to the office to turn in the phone. Administrator will call a caregiver and assign the student a 30min SOAR intervention.

5th violation: The student will be escorted to the office to turn in the phone. Administrator will call a caregiver and assign the student a 60min SOAR intervention.

Villa Dress Code Intervention

Students are expected to wear clothing that adheres to the Villa Uniform and Dress Code. This is one of our fundamental structures. Students who repeatedly wear inappropriate clothing may be placed on probation and may jeopardize their status as a Villa student.

When a student violates the Uniform or Dress Code, the student will be sent to the office and a caregiver will be called to bring the student appropriate clothes.

1st violation: The student will be escorted to the office to receive a dress code slip. A call home will be made for parents to bring appropriate clothing. If a parent is unable to bring alternative clothing, student will change into PE clothes.

2nd violation: The student will be escorted to the office to receive a dress code slip. A call home will be made for parents to bring appropriate clothing. If a parent is unable to bring alternative clothing, student will change into PE clothes.

3rd violation: The student will be escorted to the office to receive a dress code slip. A call home will be made for parents to bring appropriate clothing. If a parent is unable to bring alternative clothing, student will change into PE clothes. Student and parent will have a conference with an administrator.

4th violation: The student will be escorted to the office to receive a dress code slip. A call home will be made for parents to bring appropriate clothing. If a parent is unable to bring alternative clothing, student will change into PE clothes. Administrator will call a caregiver and assign the student a 30min SOAR intervention.

5th violation: The student will be escorted to the office to receive a dress code slip. A call home will be made for parents to bring appropriate clothing. If a parent is unable to bring alternative clothing, student will change into PE clothes. Administrator will call a caregiver and assign the student a 60min SOAR intervention.

6th violation: The student will be escorted to the office to receive a dress code slip. A call home will be made for parents to bring appropriate clothing. If a parent is unable to bring alternative clothing, student will change into PE clothes. Student and parent will have a conference with an administrator to place student on Fundamental Probation.

Student Use of Technology

Digital Code of Conduct

1. Students may not reveal any personal information online. This includes passwords, account numbers, telephone numbers, home addresses, emails, etc.
2. Students shall use school technology responsibly for educational purposes only.
3. Students shall not engage in bullying using school technology. This form of bullying is often referred to as “cyberbullying.” Examples of cyberbullying may include:
 - a. Threats to harm another person;
 - b. oral or written assaults, such as teasing or name-calling;
 - c. posting harassing messages, direct threats, cruelty or other harmful texts, sounds or images on the Internet;
 - d. posting or sharing false or defamatory information about another person;
 - e. posting or sharing information about another person that is private;
 - f. pretending to be another person on a social networking site or other electronic communication in order to damage that person’s reputation or friendships;
 - g. posting or sharing photographs or videos of other people without their permission;
 - h. spreading hurtful or demeaning materials created by another person (e.g., forwarding offensive e-mails or text messages);
 - i. retaliating against someone for complaining that they have been bullied.
4. Students shall not use school technology to engage in hate violence.
5. Students shall not use school technology to engage in harassment, threats or intimidation.
6. Students shall not use school technology to encourage use of drugs, alcohol, or tobacco.
7. Students must use respectful tone of voice when posting and appropriate grammar and punctuation on assignments (No texting language, etc.).
8. Students must use the Villa Logo Background. No other images will be allowed to be uploaded as a background.
9. Students may not use posts to promote personal causes, websites or chat rooms.
10. Copyrighted material shall be downloaded or shared only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

Take Care of Your Chromebook

1. Always open it and close it with care.
2. When not in use, make sure it is in your backpack or safe place.
3. Do not throw backpack carelessly when chromebook is inside. Place backpack in a safe place when playing outside.
4. If chromebook does not work, contact Mr. Lopez immediately. Do not attempt to fix chromebook on your own.
5. Charge your chromebook every night at home.
6. Do not write or place stickers on the chromebook.

Failure to follow these policies will result in school consequences.

Parents, please sign below to confirm that you have reviewed the above policy with your son/daughter and agree to its terms. Students, please sign to confirm that you will abide by these policies then return this letter to your first period teacher.

Student ID

Student Name

Student Signature

Parent Name

Parent Signature

Villa Fundamental Intervention Cards Steps

Punctual Scholar Card	Conscientious Scholar Card
All students are expected to be in their seats when the bell rings.	All students are expected to complete and submit assignments on time according to deadlines provided by their teachers.

To support student success, the following progressive interventions will be implemented when students do not meet one or more of the expectations mentioned above, those expressed in the PBIS matrix, and those set forth by SAUSD.

Intervention Cards Progressive Steps	
1st	<u>Teacher/Student Conference</u> Teacher talks with student about what they would like to see in terms of punctuality, responsibility, or conscientiousness.
2nd	<u>Teacher Intervention</u> Teacher provides intervention.
3rd	<u>Teacher/Parent Conversation</u> Teacher communicates with parent/guardian, preferably in person or over the phone.
4th	<u>SOAR 30min.</u> Card and SOAR parent/guardian notification goes to Student Services (Discipline).
5th	<u>SOAR 60min.</u> Card and SOAR parent/guardian notification goes to Student Services (Discipline).
6th	<u>Counselor Intervention</u> Counselor provides intervention, communicates with parent/guardian
7th	<u>Assistant Principal Intervention</u> Assistant principal provides intervention, communicates with parent/guardian
8th	<u>Assistant Principal Intervention</u> Assistant principal provides intervention, communicates with parent/guardian
9th	<u>Principal Intervention</u> Principal provides intervention, communicates with parent/guardian





MAP Reading Data Tracker

MAP Reading Scores	Fall	Spring
<u>Overall RIT/Score</u>	<u>Score:</u>	<u>Goal:</u> <u>Score:</u>
<u>Lexile</u>		
<u>Literature</u>		
<u>Informational Text</u>		
<u>Vocabulary</u>		

After taking the Fall MAP Reading test, my reading area of strength is _____

_____. The reading areas I

scored lower in are _____

Set a goal: Before I take the Spring MAP Reading test, I will _____

_____ in order to improve my MAP reading score to _____ (your goal score).

After taking the Spring MAP Reading test, my reading area of strength is _____

_____. The reading areas I

scored lower in are: _____

The areas I improved in are _____



MAP Math Data Tracker

MAP Reading Scores	Fall	Spring
<u>Overall RIT/Score</u>	<u>Score:</u>	<u>Goal:</u> <u>Score:</u>
<u>Operations & Algebra</u>		
<u>Real & Complex Numbers</u>		
<u>Geometry</u>		
<u>Statistics & Probability</u>		

After taking the Fall MAP Math test, my reading area of strength is _____
_____. The Math areas I
scored lower in are _____

Set a goal: Before I take the Spring MAP Math test, I will _____
_____ in order to improve my MAP reading score to _____ (your goal score).

After taking the Spring MAP Math test, my reading area of strength is _____
_____. The Math areas I
scored lower in are: _____

The areas I improved in are _____

AVID Organization Check

Binder

- Present
- Contains 5-6 Divider Tabs
- No Loose Paper

Agenda

- Present
- Items are written in each section and each day of the week

Supplies






- Supply pouch present
- Pouch contains at least 2 pens & 1 pencil
- Notebook Paper present








The Five Phases of the Focused Note-Taking Process

AVID's focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

Taking Notes 	Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.
Processing Notes 	Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
Connecting Thinking 	Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
Summarizing and Reflecting on Learning 	Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
Applying Learning 	Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.

Focused Note Taking Steps

Focus Notes Step	What You Should Do	Sentence Frames
Taking Notes 	<ul style="list-style-type: none"> <input type="checkbox"/> Write down an essential question that will help focus your notes <input type="checkbox"/> Write down the main ideas and key points from the lesson. <input type="checkbox"/> Organize your notes (bullets, headings, numbers, or charts). <input type="checkbox"/> Leave space to add extra details or questions later (skip lines). <input type="checkbox"/> Include important vocabulary words and their definitions. <input type="checkbox"/> Write down examples or explanations from the teacher. 	
Processing Notes 	<ul style="list-style-type: none"> <input type="checkbox"/> Highlight or circle important or unknown vocabulary <input type="checkbox"/> Underline key information or ideas. <input type="checkbox"/> Add any missing details or answer questions. <input type="checkbox"/> Add question marks for things that are confusing and then ask for help or clarification on these sections. 	
Connecting Thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of 3 connections per set of notes. 1 must be a question. 1 must be a connection. After that, it's up to you. <p><u>Connections</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review notes to find connections to other topics already learned, information already known, how this information might be important in the future, and/or connections to the outside world. <p><u>Questions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask level 3 questions about the information and write them in the margins of your notes. 	<p><u>Connections</u></p> <p>This concept connects to ____ because ____.</p> <p>I remember learning about ____ before, and this relates to it because ____.</p> <p>This reminds me of ____ because ____.</p> <p>This is similar to ____ because ____.</p> <p>Another example of this is ____.</p> <p>This idea can also be applied to ____.</p> <p>This information might be useful for ____.</p> <p>I can apply this concept when I ____.</p> <p>In the future, I could use this to ____.</p> <p><u>Questions</u></p> <p>Why does ____ happen?</p> <p>How does ____ work?</p> <p>What would happen if ____?</p> <p>I wonder ____?</p>

Summarizing and Reflecting



Summarizing

- ☐ Use the essential question to write a topic sentence and then answer the question with the information in the notes.
- ☐ Review everything written down.
- ☐ Identify the most important ideas from the notes.
- ☐ Combine key points.

Reflecting

- ☐ Reflect and write on why these ideas are important.
- ☐ Reflect on what you need more information on, or any points of confusion.
- ☐ Reflect on how you will use this information on future assignments.
- ☐ Reflect on how this information helps with understanding the overall topic.

Summarizing

I wrote down ___, which is important because ___.
The key details I see are ___."
The most important idea is ___ because ___.
One key point from my notes is _____.
To summarize, the main points are ___, ___, and _____.
The overall message of my notes is _____.

Reflecting

These ideas are important because they show _____.
This information matters because it helps me understand _____.
This information helps me understand the overall topic by _____.
It connects to the bigger idea of ___ because _____.
I can use this knowledge in the future when I _____.
This information will help me with ___ because _____.

Applying Learning



- ☐ Review notes to reinforce understanding of the material.
- ☐ Use notes to complete homework or assignments.
- ☐ Refer to notes while studying for quizzes, tests, or exams.
- ☐ Apply information from notes to class discussions or projects.
- ☐ Organize notes in a way that makes them easy to reference later.
- ☐ Keep notes in a safe place for future use during studying or assignments.
- ☐ Use your notes to find your point of confusion for AVID tutorial or take them to your teacher for more clarification

I can use these notes to _____ (study for a test, do homework, complete a project, write an essay).



WRITING HANDBOOK

WRITING TASK TERMS

Many essay exams, short response questions and classroom essays will use the following terms. Make sure you understand these terms to be able to complete the task you are assigned.

Term	What do I do???	Example
ANALYZE	Break the subject (an object, event or concept) down into smaller pieces, explain the various parts and how they are related to one another.	Analyze teenage use of modern technology and their success or failure in school.
COMPARE	Show how two things are similar; include details or examples to show the similarities.	Compare the characters of Sleeping Beauty and Snow White.
CONTRAST	Show how two things are different; include details or examples to show the differences.	Contrast Miss Piggy and Kermit the Frog from <u>Sesame Street</u> .
DESCRIBE	Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who where, when, why. Paint a picture with words.	Describe the first time you went to Disneyland.
DISCUSS	Give a complete and detailed answer. Include important characteristics and main points. Present different sides if available.	Discuss the importance of smaller class size in grades 6-8.
EVALUATE	Give your opinion of the importance of a subject; discuss its good and bad points, strengths and weaknesses.	Evaluate the effects of the internet on teenagers.
EXPLAIN	Give the meaning of something; give facts and details that make the idea easy to understand. If required, explain how to do something.	Explain how to make a peanut butter and jelly sandwich.
ILLUSTRATE	Provide examples to prove the subject of the question. It may involve a visual element such as a picture, drawing, graph or diagram.	Illustrate the process of making a Powerpoint presentation.
PERSUADE	Give good reasons in order to have someone either do or believe something. You must always address the opposing point of view (counter-argument) in a persuasive essay.	Persuade the principal of your school to allow certain students out early for lunch and nutrition.
SUMMARIZE	Briefly cover the main points. Use paragraph form and do not include any personal opinions about the content.	Summarize the last chapter of the last novel/book you read.



Argumentative Essay Writing

Purpose: Writers use persuasive text structure to convince an audience that a position or action should be taken

Support/Evidence: Writers use the following to convince their audience:

- Reasons
- Examples
- Facts

Key Elements:

- What is my opinion on the issue?
- How do I support my opinions with reasons, examples, and facts?
- How do I convince my audience that I am unbiased, meaning that I've considered both sides of the issue? This is called addressing the counterargument.

Sample Argumentative Essay Writing Prompt:

Background Information:

The latest controversy in the NFL is all over social media, from tweets to snaps. From football players to fans, everyone seems to have an opinion on what to do during the national anthem. The "Star Spangled Banner" is our national anthem, and it inspires an emotional reaction from many people. The controversy arises when prominent figures such as professional athletes refuse to stand when America's anthem is played. Some believe this form of **silent protest** delivers a message concerning racial tensions. However, others see it as disrespectful to our country, since it is a national tradition to stand.

***Silent protest** is an organized effort where the participants stay quiet to demonstrate disapproval. It is used as a form of civil disobedience and nonviolent resistance.



A-B-C Set-Up: MODEL

Argumentative Prompt

Prompt:

Attack the Prompt: (Sort the To-Do's)

Brainstorm :

1. Sort Evidence: List some of the strongest types of evidence presented from BOTH sides before forming your opinion. Make sure you UNDERSTAND the evidence and recognize if it's STRONG or NOT!

PRO SIDE (ARGUES "YES")	CON SIDE (ARGUES "NO")

2. My Choice: _____ (PRO/CON or YES/NO)

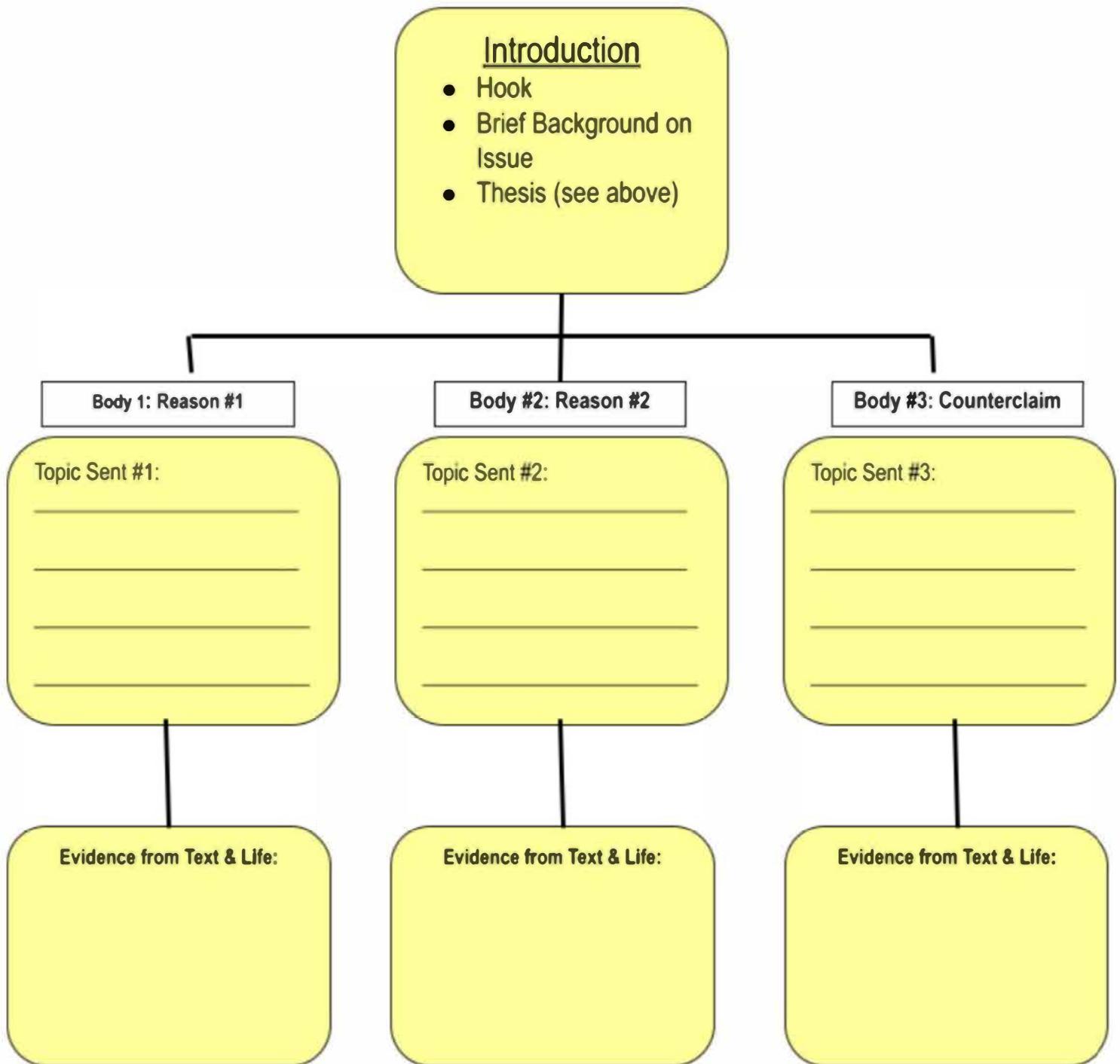
My Thesis Statement: (2 REASONS + Thesis Statement w/claim)

Reason #1 _____

Reason #2 _____

Thesis Statement with Claim _____





Conclusion (Repeat thesis in different words): _____

Multi Paragraph Argumentative Essay Outline

I. Introduction Paragraph

- a. Hook (creative opening):
- b. Overview the topic being argued (brief summary):
- c. Thesis Statement (proposition/claim + specific reasons why):

II. Body Paragraph #1: MAKE YOUR CASE

- a. Topic Sentence (TS):
- b. Concrete Detail/Evidence #1 (CD):
- c. Commentary/Explanation #1 (CM):
- d. Commentary/Explanation #2 (CM):
- e. Concrete Detail/Evidence #2 (CD):
- f. Commentary/Explanation #3 (CM):
- g. Commentary/Explanation #4 (CM):
- h. Conclusion Sentence (CS):

III. Body Paragraph #2: MAKE YOUR CASE

- a. Topic Sentence (TS):
- b. Concrete Detail/Evidence #1 (CD):
- c. Commentary/Explanation #1 (CM):
- d. Commentary/Explanation #2 (CM):
- e. Concrete Detail/Evidence #2 (CD):
- f. Commentary/Explanation #3 (CM):
- g. Commentary/Explanation #4 (CM):
- h. Conclusion Sentence (CS):

IV. Body Paragraph #3: Counterargument/Opponent's Side

- a. Topic Sentence (TS):
- b. Concrete Detail/Evidence #1 (CD):
- c. Commentary/Explanation #1 (CM):
- d. Rebuttal (CS): Argue against your opponent to prove your point

V. Concluding Paragraph

- a. Restate Thesis Statement
- b. Discuss the key reasons to support you (should have already said in the essay)
- c. Final lasting thoughts/Call to Action:



Argumentative Essay: Introduction Paragraph Outline (Para. 1)

Components (in order)	What to do	Sentence Starters
Hook	Choose One: <ul style="list-style-type: none"> Startling Fact or Statement Powerful quotation A powerful question (no yes/no questions) Anecdote/flashback 	Choose One: <ul style="list-style-type: none"> *Imagine... *An anonymous author once said, "..." *When I was younger...
Overview/Background Info.	Briefly include information about the the reader must know in order to understand your claim/thesis	Choose One: <ul style="list-style-type: none"> *Currently, there is a debate about... *Two opposing views are shown in the article. The first viewpoint is ... and the second is ...
Claim/Thesis Statement	State your argument as one complete sentence, following this formula: Claim = Position + Reasons	* ____ (position) __ because ____ (reason #1) ____ and ____ (reason #2) ____.

Argumentative Essay: Body Paragraph Outline (Paragraphs 2 & 3)

Components (in order)	What to do	Sentence Starters
Topic Sentence	State the reason from your claim/thesis (from the intro)	
Concrete Detail/Evidence #1	Cite Textual Evidence to support your claim/thesis (quote exactly or paraphrase)	Choose One: <ul style="list-style-type: none"> *According to the text, *The text states, " " *On page __ , the text states...
Commentary/Explanation #1	Explain your thoughts about CD #1. What is the evidence showing?	Choose One: <ul style="list-style-type: none"> *This evidence shows that... *This shows that... *This demonstrates that...
Commentary/Explanation #2	Explain how the evidence supports the theme statement.	*This is because...
Concrete Detail #2	Cite Textual Evidence to support your claim/thesis (quote exactly or paraphrase)	Choose One: <ul style="list-style-type: none"> *Furthermore, it is stated that *Additionally, the text states...



Commentary/Explanation #3	Explain your thoughts about CD #2. What is the evidence showing?	(Choose one:) *This evidence shows that... *This demonstrates that..
Commentary/Explanation #4	Explain how the evidence supports your claim/thesis.	*This is because...
Concluding Sentence	Make a final comment about your claim/argument.	*As a result,... *Consequently,...

Argumentative Essay: Counterargument Paragraph Outline (Paragraph 4)

Components (in order)	What to do	Sentence Starters
Topic Sentence	State your opponent's argument	Choose One: *Some people may believe that... *Some people may argue that... *My opponents might state that...
Concrete Detail/Evidence #1	Put in a citation/ textual evidence when using opponent's argument	Choose One: *It is claimed that, "..." *According to the text, ...
Commentary/Explanation #1	Explain your thoughts about CD#1. What is the evidence supposed to be showing?	Choose One: *This evidence shows that... *This emphasizes that...
Rebuttal/Concluding Sentence	Argue against your opponent to prove your point	Choose One: *However, this is not a strong argument because ... *On the other hand, ... *This is faulty reasoning because...

Argumentative Essay: Conclusion Paragraph Outline (Paragraph 5)

Components (in order)	What to do	Sentence Starters
Restate Thesis Statement/Claim	Rewrite your thesis/claim using different wording	Choose One: *In conclusion, ... *Overall, ... *In closing, ...
Discuss key reasons	Summarize the main reasons you've already stated	Choose One: *As mentioned above, ... *As previously stated, ...
Lasting Thoughts/Call to Action	Make a final comment about the topic/issue. Urge the reader to take a specific action	Choose One: *For these reasons, ... *As a result, ... *As one can see, ...



Writer's Name _____

Overall Score _____

6th - 8th Grade SAUSD Argumentative Writing Rubric

Directions: Use this as a guide when writing essays.

Element:	Score:	Comments/ Explanation:
Focus/Claim *How well did the writer address all parts of the writing prompt/task? *How well did the writer express their claim? Is the claim accurate/reasonable?	<div>1 2 3 4 5</div> <div>Not Not Nearly Met Exceeded</div>	
Organization/Structure *How well did the writer organize their ideas within the essay? *For body paragraphs, did they include a clear topic sentence, use transitions, and have a closing sentence? *Did the writer logically develop their claim from beginning to end?	<div>1 2 3 4 5</div> <div>Not Not Nearly Met Exceeded</div>	
Evidence/Support *How well did the writer support the claim? *Did they use relevant & sufficient examples or details? *Did they properly cite textual evidence? *Did they refute/prove wrong specific counter-claims/counter-arguments?	<div>1 2 3 4 5</div> <div>Not Not Nearly Met Exceeded</div>	
Analysis (Explanation) *Did the writer explain the importance of their evidence? *Did they explain how their evidence supports or is connected to the claim? *Did they give sufficient detail?	<div>1 2 3 4 5</div> <div>Not Not Nearly Met Exceeded</div>	
Language * How well did the writer edit the essay for spelling, punctuation, and grammar errors? *Did they use different types of sentences (e.g. starting sent. in diff. ways)? *Did they avoid run-ons & fragments? *Did they use precise vocabulary that is free of repetition, slang, or overuse?	<div>1 2 3 4 5</div> <div>Not Not Nearly Met Exceeded</div>	



STAR Revision

S Substitute	T Take Things Out	A Add	R Rearrange
What should I take out? What is unnecessary? Is there any information that doesn't fit?	What should I add? How can I add interest, clarity, etc.?	What can I substitute? Have I made the best choices for words, phrases, examples?	How can I rearrange? Is the order logical? Does one idea flow into the next?
Switch out: ★ Overused (dead) words ★ Repetition ★ Common nouns with proper nouns ★ Unclear verbs or descriptions	Delete: ★ Repetitions ★ Irrelevant information ★ Unorganized writing ★ Opinions that cannot be supported	Add: ★ Cited evidence ★ Hook ★ More details ★ Sentence variety ★ Missing information	Rearrange: ★ For more logical order ★ So details support main ideas ★ For sequence

REVISION TIPS:

- When revising, highlight or underline the revisions with some other color of ink.
 - Check for spelling or punctuation errors
- Read your essay aloud. Your ear will hear mistakes that your eyes will ignore.
 - Use the SAUSD Writing Rubric to evaluate your essay.

Ask yourself:

Did you answer the prompt?

Do you have a strong main idea (thesis) that is supported by examples/evidence?

Are your ideas clear?

Is your paper organized logically into paragraphs?

Did you use transition words to get from one idea to the next?

Did you use a variety of sentence types? Or do they all start the same way?

Did you use slang or is your writing formal?



Transitional Words and Phrases

Effective transitions in writing create clear relationships between sentences, paragraphs, and between whole sections of text. Writers use them to remind the reader of what has already been said and to help the reader look forward to what is ahead in the essay.

TRANSITIONS SHOWING ADDITION

likewise	similarly	also
in addition to	as well as	at the same time
further	additionally	moreover

Examples:

- I have a degree in Early Childhood Education; **furthermore**, I have six years' experience working with young children.
- **In addition to** my degree in Early Childhood Education, I have six years experience working with young children.

TRANSITIONS SHOWING TIME

after, after a while	earlier	thereafter	next
afterward	before	until	then
as long as	in the past	in the future	meanwhile
as soon as	lately	ultimately	at length
at last; finally	presently	first, first of all	later
formerly	shortly	second; secondly	now
since	so far	while	in turn

Examples:

- They will take their exams from 4-6:00 p.m., and immediately **afterward**, they will proceed to the banquet.

TRANSITIONS SHOWING COMPARISON ➤ How Ideas are Alike

similarly	likewise	also
in a like manner	in the same way	in comparison

Examples:

- The father in House of Hate creates within his household an atmosphere of fear; **similarly**, in The Time of Their Lives, the grandfather instills fear in the lives of his children and his wife.
- **In the same way** that the father in House of Hate creates an atmosphere of fear in his household, the grandfather in The Time of Their Lives instills fear in the lives of his children and his wife.



TRANSITIONS SHOWING CONTRAST ☞ How Ideas are Different

but at the same time	regardless	despite
though	nonetheless	nevertheless
even though	however	on the other hand
yet	on the contrary	in contrast

Examples:

- The settlers worked very hard; **however**, they did not manage to harvest sufficient food to ensure their survival.
- **Though** the settlers worked very hard, they did not manage to harvest sufficient food to ensure their survival.

TRANSITIONS SHOWING CAUSE OR EFFECT

since	consequently	then
as a consequence	to this end	so
hence	as a result	because
therefore		

Examples:

- The captain ignored his own good judgment, and **consequently**, the ship was lost at sea.
- **Because** the captain ignored his own good judgment, the ship was lost at sea.

TRANSITIONS SHOWING AN EXAMPLE

such as	for instance	in particular
an illustration of	to demonstrate	to illustrate
even	namely	specifically
for example		

Examples:

- Greenland offers items that are unavailable in most of North America; **for example**, they have very little air and water pollution.
- Greenland offers items that are unavailable in most of North America; **such as** clean air and water.



TRANSITIONS SHOWING EXPLANATION

indeed	in other words	put another way
in fact	simply stated	that is

Examples:

- He had a successful first semester; ~~that is~~, he received Advanced on all of his Common Assessments and 5 scores on his Performance.
- He received Advanced on all Common Assessments and Performance scores of 5 during first semester; **simply stated**, he had a successful first semester.

TRANSITIONS SHOWING DIRECTION

above/over	there	opposite to
below/beneath	to the east, etc.	nearby
elsewhere	around	to the left/right
farther on	beyond	adjacent to
on the other side	next to	where

Examples:

- The audience first views a woman standing at the edge of the ocean. **Nearby**, a group of children are splashing each other in the shallow surf.
- A group of children are splashing each other in the shallow surf; ~~next to~~ a woman who is standing at the edge of the ocean.

TRANSITIONS SHOWING CONCLUSION OR SUMMARY

in essence	in conclusion	all in all
altogether	in closing	to conclude
as has been said	in summary	in simpler terms
as has been indicated	to summarize	in other words
in short		

Examples:

- Janice had rewritten all her Cornell lecture notes, participated in three group reviews, and reread all assigned readings; **in short**, she was prepared to take the exam.
- **To conclude**, if a student rewrites all lecture notes, participates in review groups, rereads all assigned readings, the student should be well prepared to take an exam.



WORDS TO DESCRIBE CHARACTERS

+ POSITIVE CHARACTER WORDS		- NEGATIVE CHARACTER WORDS	
active	humane	abusive	incompetent
adaptable	humble	aggressive	inconsiderate
adventurous	humorous	angry	inflexible
affectionate	independent	annoying	insincere
articulate	ingenious	argumentative	irresponsible
artistic	intelligent	biased	irritable
bold	interesting	bizarre	irritating
brave	inquisitive	boastful	lazy
capable	kind	boring	liar
childlike	knowledgeable	bossy	loud
clear thinking	leader	bothersome	mean
clever	light-hearted	careless	mischievous
conscientious	listener	cold	moody
considerate	lively	conceited	negative
courageous	loving	confused	nervous
courteous	loyal	convincing	obnoxious
creative	mature	crude	odd
curious	modest	cruel	pessimistic
daring	open-minded	deceitful	prejudiced
decisive	optimistic	depressed	quiet
dedicated	persevering	difficult	reckless
determined	positive	disagreeable	ridiculous
dignified	practical	dishonest	rigid
dutiful	planner	dishonorable	rude
endearing	playful	disobedient	secretive
energetic	proud	disorganized	self-centered
enthusiastic	quick	disrespectful	selfish
even-tempered	reflective	disturbed	show-off
excitable	resilient	eccentric	sloppy
faithful	resourceful	evil	spineless
fearless	respectful	fearful	spiteful
flexible	responsible	foolish	strange
focused	sense of humor	forgetful	stubborn
forgiving	sensible	frightening	troubled
friendly	sensitive	greedy	uncooperative
giving	sincere	gullible	unforgiving
generous	spontaneous	hardheaded	ungrateful
grateful	sympathetic	hard-hearted	unpleasant
happy	thoughtful	hostile	unrealistic
hardworking	trustworthy	hurtful	unreliable
has integrity	understanding	immature	untruthful
helpful	unique	immoral	useless
honest	wise	impatient	wasteful
honorable	witty	impolite	weird
hopeful	zany	impulsive	withdrawn



“DEAD” WORDS LIST

Some words in the English language tend to be overused and, therefore, lose their power. These words are referred to as **DEAD WORDS**. Below is a list of dead words and some alternatives. **This list is not limited to just these words!**

DEAD WORDS	ALTERNATIVES
YOU	DO NOT WRITE IN SECOND PERSON! Use instead: one/someone, a person/people, an individual/individuals
a lot, lots	Numerous, heaps, many scores, innumerable, much a great deal, many times, often
also	Moreover, as well as, in addition to
awful	dreadful, alarming, frightful, terrible, horrid, shocking
but	however, moreover, yet, still, nevertheless, though, although, on the other hand
fun	pleasant, pleasurable, amusing, entertaining, jolly
got, get	received, obtained, attained, succeed in
good	excellent, exceptional, marvelous, splendid, superb, wonderful
great	wonderful, outstanding, marvelous, fantastic, excellent
guy	man, person, fellow, boy, individual
have to	need to, must
kid	child, boy, girl, youngster, youth, teen, teenager, adolescent
like	such as, similar to, similarly
so	this, according, therefore
then	first, second, next, later, finally, afterwards, meanwhile, soon
very	extremely, exceedingly, fantastically, unusually, incredibly, intensely, truly, fully, especially, shockingly, bitterly, immeasurable, infinitely, severely, surely, mightily, powerfully, chiefly

Positive words (instead of "is good")	Negative words (instead of "is bad")
benefit (beneficial) positive upside advantage ethical helpful effective successful valuable	detriment (detrimental) negative down-side disadvantage unethical/wrong harmful ineffectual damaging destructive



CAPITALIZATION RULES

- To capitalize means to begin a word with a capital letter - A B C

The following items should always be capitalized:

CAPITALIZATION RULE	EXAMPLE
☑ Capitalize the first word in a sentence	<u>We</u> went to the mall today.
☑ Capitalize proper nouns <ul style="list-style-type: none"> • Names of people 	<u>George Washington</u>
<ul style="list-style-type: none"> • Geographic names 	<u>Mars</u> <u>Colorado River</u> <u>Europe</u> <u>Santa Ana</u> <u>New York</u>
<ul style="list-style-type: none"> • Historic events 	<u>Civil War</u> <u>Stamp Act</u>
<ul style="list-style-type: none"> • Names of days or months 	<u>Friday</u> <u>September</u>
<ul style="list-style-type: none"> • National and local holidays 	<u>Labor Day</u> <u>Thanksgiving</u>
<ul style="list-style-type: none"> • Titles and initials 	<u>J.K.</u> Rowling <u>Abraham Lincoln</u> <u>Dr.</u> Martin Luther King
<ul style="list-style-type: none"> • Words used as names 	Will you ask <u>Mom</u> if we can go to the video game store? We saw <u>Uncle Mark</u> at the store.
<ul style="list-style-type: none"> • First word in the greeting and closing of a letter 	<u>Dear Mary</u> <u>Sincerely yours,</u>
<ul style="list-style-type: none"> • Titles of written works (first word, last word, all main words) 	<u>National Geographic</u> for <u>Kids</u> <u>The Wizard of Oz</u>
<ul style="list-style-type: none"> • Abbreviations 	P.T.S.A USA Dr.
☑ Capitalize proper adjectives	<u>Spanish</u> <u>American</u> <u>Roman</u>
☑ Capitalize the pronoun I	When <u>I</u> heard <u>I</u> won the election, <u>I</u> cried.



Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this..., write this..., draw this..., pronounce this..., solve this?

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean...?

Probing for Higher Level Thinking

- What examples do you have of ...?
- Where in the text can we find...?
- I understand . . . , but I wonder about. . .
- How does this idea connect to ...?
- If _____ is true, then ...?
- What would happen if ...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Building on What Others Say

- I agree with what _____ said because . . .
- You bring up an interesting point, and I also think . . .
- That's an interesting idea. I wonder . . .? I think. . .
Do you think . . .?
- I thought about that also, and I'm wondering why . . .?
- I hadn't thought of that before. You make me wonder if . . .? Do you think . . .?
- _____ said that. . . I agree and also think. . .
- Based on the ideas from _____, _____, and _____, it seems like we all think that. . ."
- That's an excellent point, and I would add...

Soliciting a Response

- Do you agree?
- _____ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____ (name), what did you understand from that answer?

Disagreeing

- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that... I think that...
- I have a different answer than you...

Offering a Suggestion

- Maybe you/we could...
- Here's something you/we might try.
- What if you/we...?

Classroom Reporting

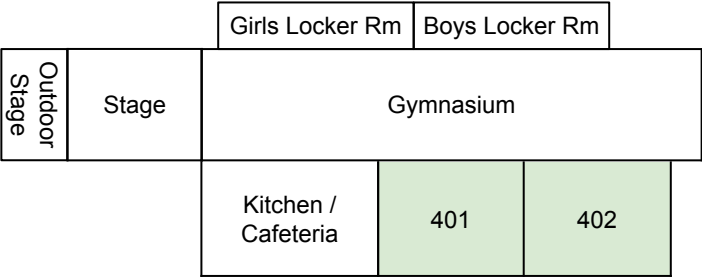
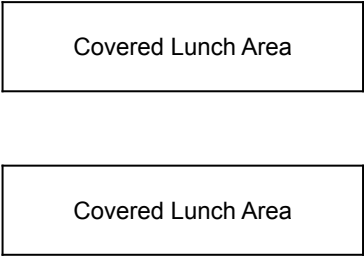
- _____ explained to me that...
- _____ pointed out that...
- _____ mentioned that...
- _____ shared with me that...
- _____ brought to my attention that...
- _____ pointed out something (interesting, intriguing, surprising).

Classroom Map

2024-2025 School Year



Raymond A.
Villa
Fundamental
Intermediate
School



- 101-113
- 201-216
- 301-308, 401, 402
- 126, 219, 221
- Student Restrooms
- Offices

