



Level 8

Study Skills

Help Pages

## Help Pages

Glossary	
<b>Acronym</b>	a word that is formed from the first initials of the items that need to be memorized; for example, BLT for “bacon, lettuce, and tomato”
<b>Almanac</b>	a reference book that is a single volume of current facts, figures, tables, and lists
<b>Analogy</b>	two pairs of items in which the relationship between the first two matches the relationship between the next two; <i>see</i> Analogies chart
<b>Antonym Analogy</b>	compares two sets of words or objects that are opposites; for example, light : dark :: open : shut
<b>Atlas</b>	a reference book that is a collection of maps
<b>Bar Graph</b>	a graph that uses horizontal or vertical bars to compare data or information; a vertical bar graph may be called a column graph
<b>Bibliography</b>	an alphabetical listing (by author’s last name) of sources used to prepare and write a report or other paper
<b>Brainstorm</b>	a strategy or technique for getting ideas; when brainstorming, list anything that comes to mind, as many ideas as possible
<b>Category</b>	a grouping of things that are alike
<b>Chart</b>	a graphic organizer used to arrange a large amount of information
<b>Chronological</b>	in numerical order; first, second, third, and so on
<b>Chunking</b>	a strategy for reading longer passages which is to break the passages into parts or chunks and focus on one chunk at a time
<b>Circle Graph</b>	<i>see</i> <b>Pie Graph</b>
<b>Clustered Bar or Column Graph</b>	bar graphs with multiple entries showing similar data for more than one item or source
<b>Completion Item</b>	<i>see</i> <b>Fill-in Item</b>
<b>Context Clues</b>	word clues that give the meaning of a word in the same or a nearby sentence; clues can be synonyms, antonyms, or definitions
<b>Data</b>	information such as facts and numbers
<b>Deductive Reasoning</b>	a type of thinking that moves from a generalization to a specific situation; the general statement is usually a law, theory, or fact that is assumed to be true; <i>see</i> Lesson #53
<b>Definition Context Clue</b>	two or more words that give the definition of the word
<b>Description Context Clue</b>	describing words to help give the meaning of the word
<b>Diagram</b>	a drawing used to illustrate something
<b>Dictionary</b>	a reference book that arranges words in alphabetical order; gives the definition of a word, its part of speech, and other information
<b>Direction Word</b>	a word that tells what to do; examples: <i>compare, define, describe, list, explain, summarize</i>
<b>Encyclopedia</b>	a reference book that contains expert articles in alphabetical order on many topics; found online or listed in alphabetical order in book form

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Glossary	
<b>Essay Item</b>	a question or statement that requires an extended response (4 to 5 sentences)
<b>Fill-in Item</b>	an item that calls for the student to fill in a missing word or words in a sentence
<b>Five W's</b>	a strategy for summarizing or finding the main idea; asks <i>who, what, when, where, and why</i>
<b>Flash Cards</b>	cards with a term written on one side and pictures or words on the other; flash cards are used to memorize information
<b>Glossary</b>	an alphabetical listing of words and their meanings; usually found at the back of a book
<b>Grouping</b>	putting things in lists or categories to assist in memorizing
<b>Horizontal</b>	flat, or level
<b>Hyperbole</b>	exaggeration to make a point
<b>Idiom</b>	a word or phrase that has a special meaning in a certain language; it is not a literal meaning
<b>Index</b>	an alphabetical listing found at the back of a book; lists important terms, names, and illustrations found in the book
<b>Inductive Reasoning</b>	a type of thinking that moves from specific observations, data, and assumptions to a general valid conclusion; a conclusion reached by inductive reasoning may be valid but incorrect; <i>see</i> Lesson #53
<b>Internet</b>	a vast network of digital information that can be accessed by computers
<b>Key</b>	also known as a legend; tells what a symbol means on a graph or map
<b>Line Graph</b>	a graph that uses dots and lines to compare information over a period of time
<b>Main Idea</b>	the gist or substance of a text; what a paragraph or selection is all about
<b>Matching Item</b>	an item that requires putting like things together; for example, a word and its definition
<b>Metaphor</b>	compares two things, but does not use <i>like</i> or <i>as</i> ; it uses a form of the verb <i>be</i>
<b>Mnemonic Device</b>	a strategy for remembering; examples include acronym words or sentences and rhyming
<b>Outline</b>	a graphic organizer useful for summarizing and organizing information; an outline moves from general to specific
<b>Paraphrase</b>	re-phrase or put something in your own words
<b>Pictograph</b>	a chart that uses pictures or symbols to show information
<b>Pie Graph</b>	also known as a pie chart, or circle graph; a graph that is divided into pie-shaped pieces
<b>Plagiarism</b>	the illegal use of another person's words or ideas
<b>Prefix</b>	parts added to the beginning of a word that change the meaning of the word

## Help Pages

Glossary	
<b>Resources</b>	source of information; for example, dictionary, encyclopedia, thesaurus, Internet, almanac, atlas, etc.
<b>Rhyming</b>	putting together words with similar endings, such as right - tight - might; may be used to learn or memorize information
<b>Root Word</b>	the main part of a word; stands on its own without a prefix or suffix
<b>Search Engine</b>	a computer program that searches for different websites to locate information
<b>Simile</b>	compares two things using <i>like</i> or <i>as</i>
<b>Skim</b>	a way of quickly reading through a passage just to get an idea of what the passage is about; usually a first step to reading a longer passage
<b>Source</b>	a starting place; where information comes from; for example, a book, encyclopedia, website, interview ( <i>see Resources</i> )
<b>Strategy</b>	a plan for solving a problem or doing a task
<b>Suffix</b>	a part added to the end of a word that changes the meaning of the word
<b>Summarize</b>	to restate only the main points or ideas in a selection using your own words
<b>Supporting Details</b>	sentences that shore up the main idea or topic sentence
<b>Synonym</b>	a word that means the same or nearly the same as another word
<b>Synonym Analogy</b>	two pairs of words or objects in which each pair are synonyms of each other; for example, happy : glad :: big : large
<b>Synonym Context Clue</b>	a word that means the same or nearly the same as the new word within the text
<b>Table</b>	a graphic organizer used to arrange and display a large amount of information
<b>Table of Contents</b>	an outline found near the front of a book; lists chapter titles and page numbers
<b>Thesaurus</b>	a reference book that gives synonyms and sometimes antonyms of words
<b>Three-Column Chart</b>	a graphic organizer used to compare and contrast two items; there is a column for listing the characteristics of each item, plus a column showing characteristics that the two have in common; similar to a Venn diagram except in chart form
<b>Timeline</b>	a graphic organizer that lists events and dates in chronological order; timelines can be horizontal or vertical
<b>Topic Sentence</b>	sentence that contains the main idea; may come at the beginning, middle, or end of a paragraph
<b>True or False Item</b>	a statement that is either true or not true; if any part is false, the statement is false
<b>Venn Diagram</b>	a graphic organizer composed of two overlapping circles which is used to compare and contrast information (shows similarities and differences)

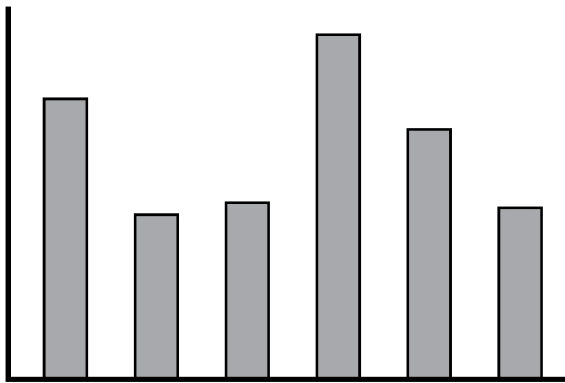
## Help Pages

### Glossary

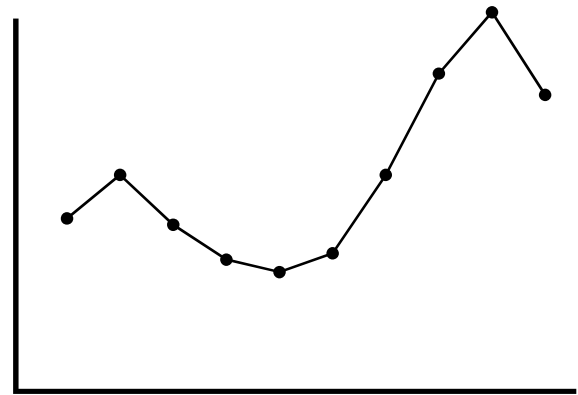
<b>Vertical</b>	up and down
<b>Visual Clues</b>	illustrations, photos, or graphics that give clues about the meaning of what is written next to them
<b>Website</b>	a place on the Internet that contains information in the form of pictures, text, videos, and sound
<b>World Wide Web</b>	a part of the Internet; sometimes used interchangeably with the word, <i>Internet</i>

### Types of Graphs

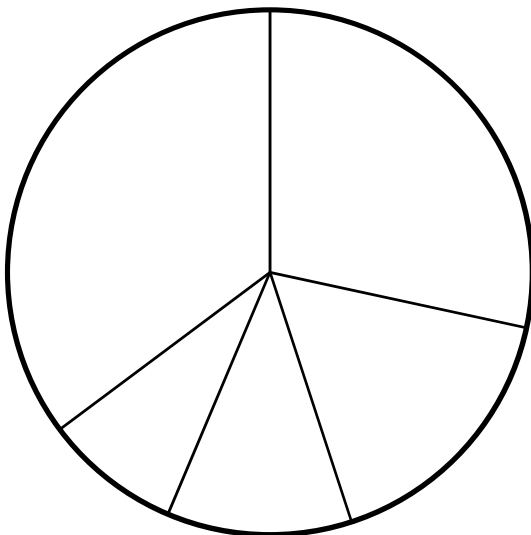
Bar Graph



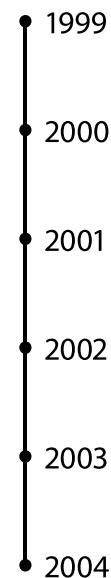
Line Graph



Circle Graph



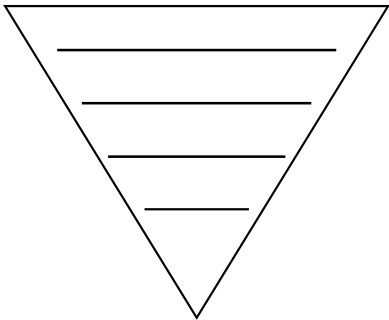
Timeline



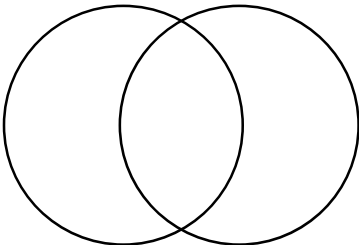
Help Pages

Graphic Organizers

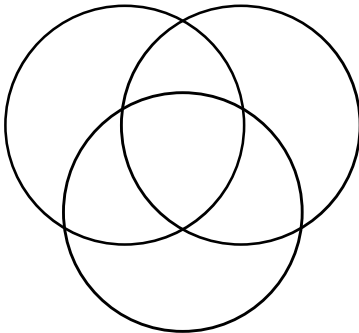
Inverted Pyramid



Venn Diagram



Triple Venn Diagram



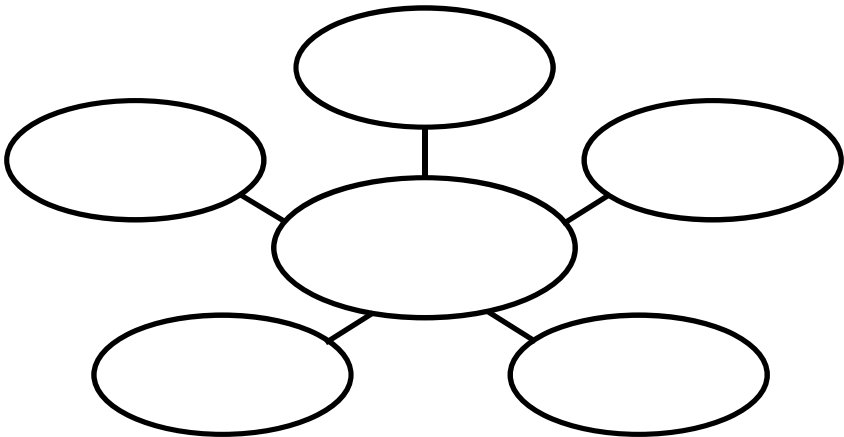
Table

•	•
•	•
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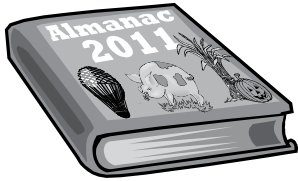

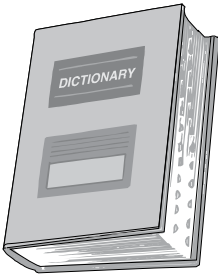
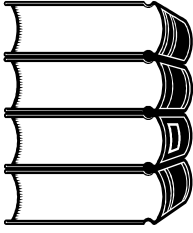
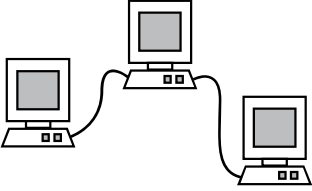

Chart



Web



## Help Pages

References		
	<b>Almanac</b>	a book of current facts, published every year; contains facts, figures, tables, and lists
	<b>Atlas</b>	a collection of maps showing continents, countries, oceans, and physical land features
	<b>Dictionary</b>	an alphabetical listing of words and their meanings; entries include pronunciation, part of speech, and word origin
	<b>Encyclopedia</b>	an information bank; contains articles written by experts and arranged in alphabetical order; articles cover many topics
	<b>Internet</b>	an electronic network connecting computers all over the world; often used interchangeably with <i>World Wide Web</i>
	<b>Thesaurus</b>	an alphabetical listing of synonyms and antonyms; used to find substitute words and to build vocabulary

## Help Pages

## Summary of Study Strategies and Suggestions

Develop and use good listening skills.



Keep an assignment notebook or folder.

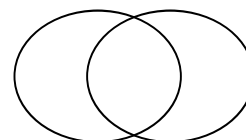


Have the right supplies.



Read as much as you can.

Organize storage areas.



Use graphic organizers to summarize information.



Set goals.

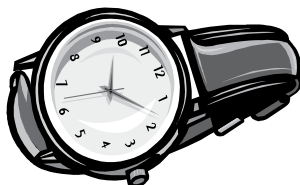
Have a study buddy.



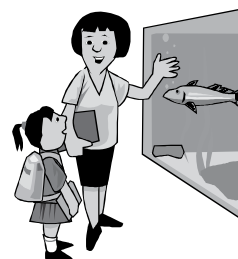
Get plenty of sleep and eat a nutritional breakfast.



Manage your time; don't wait until the last minute to complete assignments or study for a test.



Visit museums, zoos, aquariums, and other educational places that are also fun.



Use special strategies to help you memorize.

- Break up large amounts of information into chunks.
- Use rhyming, flashcards, and acronyms.

# FYI



## Help Pages

### Summary of Study Strategies and Suggestions



Listen carefully to all directions.

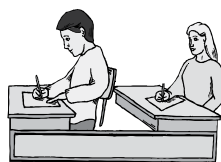


Read every word of the test directions.

Underline key words in the directions.



Read each test question or statement carefully.



Brainstorm ideas for essay items and organize your ideas before you start writing (use scrap paper).



*fish breathe with gills*

Write your answers neatly.

Know how much time you have and manage your time. (Do not spend too much time on any one item.)



If there are multiple choices, cross out (if permitted) any answers that are definitely wrong.

~~A~~ ~~B~~ C D

Complete every item, even if you have to make a guess.



Go back over your work once you have finished the test.

Change an answer only if you are sure you have answered incorrectly.



## Help Pages

### Test-Taking Tips: Multiple-Choice, Matching

#### Multiple-Choice Items

On a multiple-choice test, the correct answer is given as one of the choices. You must eliminate the answers that are incorrect, then choose the best answer from the remaining choices. Here are some tips for completing multiple-choice items.

- Read and follow the directions very carefully. (How do you mark your answer? Is there only one answer per question, or do you select all that apply?)
- **Highlight**, circle or underline keywords in the questions.
- Read all answer choices before marking your answer. One choice may seem correct, but then another choice may be even better.
- Put a tiny **X** by answers that are definitely incorrect (if permitted).
- Watch for tricky words like *always*, *never*, *all*, *only*, *none*, *not*, *except*, and *unless*. These are often found in the incorrect answers.
- If an answer doesn't make sense, it is probably wrong.
- Answers that have a lot of detail are often the correct answers.
- The correct answer is *all of the above* when all choices are right, or *none of these* when none of the choices are right.
- When two of the choices are opposites, one of the two is usually the right answer.
- If two answers seem right, choose the best answer.
- Don't spend too much time on any one question; make a decision and move on. Go back and spend more time later, if you are able.
- Do not leave any unanswered questions. Make an educated guess if necessary.

#### Matching Items

The correct answers are always given in matching items; you only need to make the connections. Usually there are two columns in which you must pair one column with the other. Sometimes you have to match statements to complete a sentence. Other tests might include vocabulary words and matching definitions. Use the following strategies when taking a test with matching items.

- As always, read and follow directions carefully. Highlight any key words in the questions. Check the directions to find out how many times an answer may be used.
- Before matching, read all parts of both columns and highlight any key words.
- If permitted, put a tiny check or dot next to the choices in both columns as you use them. Do not cross out an answer because you may find that you need to use it again.
- Begin with the matches you are sure of first.
- Remember to match parts of speech if you are matching word-to-word. If the word in one column is a noun, make sure you match it with a noun in the other column.
- Use capital letters because they are more easily read by the test grader.
- Review your matches for errors and take a guess if you have any unsolved matches.

## Help Pages

### Test-Taking Tips: True or False Items

#### True or False Items

The probability of getting the correct answer on a true or false item is one out of two, or 50%. The correct answer is definitely there; you just have to figure out which one it is. That doesn't mean true or false items are easy – in fact, they can be very tricky. These tips may help you to improve the odds of selecting the correct answer:

- Carefully read the entire true or false statement. Pay attention to words like *not* or prefixes such as *non-* and *dis-* because these change the meaning in the test item.

**Example:** Scientists are interested in various theories about the extinction of dinosaurs. This statement is **true**.  
Scientists are disinterested in various theories about the extinction of dinosaurs. The prefix *dis-* makes this statement **false**.

- Carefully read dates, numbers, and names before choosing your answer.

**Example:** The Declaration of Independence granted the 13 North American colonies the right to be self-governing and to be independent of Great Britain in 1976. The statement is true until you see the date; it should read 1776. The statement is **false**.

- If part of a statement is false, then the whole statement is **false**.

**Example:** A metaphor is a comparison, just like an idiom is a comparison. The first part of the statement is true, but the second part is false, so the statement is **false**.

- The word *because* can be tricky and often makes the answer **false**.

**Example:** The circumference of a circle is larger than the diameter because the circle is big. In this case, the word *because* changes the statement to **false**. Every circle has a circumference larger than its diameter.

- Words such as *only*, *every*, *no*, *all*, *always*, *none*, and *never* tend to make a statement **false**.

**Example:** You should never put ice on an injury. The statement is **false** because some injuries do require ice for first aid. The word *never* makes the statement false, and things are almost never "never."

- Words such as *usually*, *often*, *some*, *generally*, *may*, *most*, *many*, and *sometimes* are often used in **true** statements.

**Example:** You can usually avoid plagiarism if you use your own words to summarize research. This statement is **true** because of the word *usually*.

- If you don't know whether a statement is true, and you have no reason to believe it is false, then choose **true**.

**Example:** The jejunum is the middle part of the small intestine and lies between the duodenum and the ileum. If this sentence makes no sense to you, and there is no reason to believe it is false, just guess **true**. In this case you'd get it right!

## Help Pages

### Test-Taking Tips: Fill-In or Completion Tests

#### Fill-In or Completion Items

On a fill-in-the-blank or completion item, you are expected to recall the part of the statement that is missing and fill in an exact answer. Sometimes, a word bank is provided, and you must choose from the bank to complete each item. Here are some strategies that may help when completing this type of item:

- Find out before the test if the size of the blank is related to the size of the answer. Is there only one word per blank?
- Read the directions and then each question or statement **slowly**.
- Write **clearly** or print your answer. If the answer is illegible, it will be marked wrong.
- If you are unable to spell an answer, or you don't know what the answer is, look for **clues** in other items throughout the test.
- Read the whole statement with your answer included. The statement should be grammatically correct and make sense. If the statement doesn't sound right, your answer is probably incorrect.
- If you aren't sure of an answer, make an educated guess!
- If a word bank is provided, do not cross out choices as you use them, but rather put a small mark next to them. You may need to use the words later if you discover an error.

Look at these completion examples, and notice which strategies are used.

1. \_\_\_\_\_, invented in the 1600's, allowed people to discover cells.
2. All living things are composed of tiny \_\_\_\_\_, which are capable of performing all life processes.
3. Robert \_\_\_\_\_ was the first person to observe cells, using a microscope.

Notice the clues. The answer to question 1 (Microscopes) is actually given in question 3, so you can spell it correctly. Also, the answer to question 2 (cells) appears in question 1 and question 3.

## Help Pages

### Test-Taking Tips: Essay-Writing Prompt Words

This chart contains a list of action words that you may see in an essay question. These are “key words” because they tell you exactly what to do.

Key Word	Meaning
<b>Classify</b>	sort items into groups; usually give the group a title or heading
<b>Compare</b>	describe both similarities and differences between things
<b>Contrast</b>	point out differences between things
<b>Define</b>	tell the meaning of a word or concept
<b>Describe</b>	tell about something by giving plenty of details and characteristics
<b>Diagram</b>	make a drawing and label it
<b>Discuss</b>	tell what you know about a topic; reflect on its meaning, etc.
<b>Evaluate</b>	tell what you think about something based on facts and other evidence
<b>Explain</b>	make something as clear as possible; give plenty of details
<b>Illustrate</b>	draw a picture or give examples
<b>Justify</b>	defend a statement or opinion with facts and logical statements
<b>List</b>	write component parts; put things in a logical order
<b>Name</b>	give the right word; be sure to name as many items as are asked for
<b>Outline</b>	list the main points and sub-points
<b>Prove</b>	show that something is true based on evidence, facts, and examples
<b>Review</b>	summarize the main points in a logical order
<b>State</b>	say something clearly; include facts
<b>Summarize</b>	use your own words to tell the main points of something
<b>Tell</b>	same as <i>describe</i> or <i>explain</i>

## Help Pages

Cause and Effect														
<p>An <b>effect</b> tells <u>what</u> happened. The <b>cause</b> tells <u>why</u> it happened.</p> <p><b>Example:</b> Cause - There was a blizzard overnight, Effect - and the roads are closed today.</p> <p>Ask yourself, "What happened?" The roads are closed. (Effect)</p> <p>Ask yourself, "Why did it happen?" There was a blizzard overnight. (Cause)</p>														
<p>A cause may have more than one effect.</p> <p><b>Example:</b> Cause - There was a blizzard overnight, Effects - so the roads are closed today and snow plows have to work overtime.</p>														
<p>An effect may be the cause of something else.</p> <p><b>Example:</b> Cause - The roads are closed today; Effect - therefore school is cancelled. Cause - Since school is cancelled, Effect - we are taking our sleds to the park.</p> <p>blizzard → roads closed → schools cancelled → sled rides in the park</p>														
<p>Sometimes special clue words and phrases can signal a cause or effect.</p> <table border="0" style="width: 100%;"> <tr> <td>as a result of</td><td>consequently</td><td>hence</td><td>so</td><td>thus</td></tr> <tr> <td>because</td><td>due to</td><td>since</td><td>therefore</td><td></td></tr> </table>					as a result of	consequently	hence	so	thus	because	due to	since	therefore	
as a result of	consequently	hence	so	thus										
because	due to	since	therefore											
<p>Remember, the <u>order</u> of cause and effect statements can change. Either can come first in a sentence.</p> <p><b>Example:</b> Cause - The oven got too hot, Effect - so the cookies burned. Effect - The cookies burned Cause - because the oven got too hot.</p>														

## Help Pages

### Context Clues

Using **context clues** helps you to figure out the meaning of unknown words and to infer or draw conclusions from the material you read. Context clues for vocabulary are words and sentences that give hints about the meaning of an unfamiliar word. Below are a few types of context clues.

#### Explanation Clues

The most obvious type of context clue gives the word meaning, or it restates an unknown term or concept.

**Example:** The dogs are trained to sniff passenger luggage and alert officials to the presence of **illicit** (*illegal*) substances. This is easy – *illicit* means the same as *illegal*.

#### Synonym Clues

A synonym context clue gives a synonym in the same sentence or in a nearby sentence.

**Example:** There was suddenly a **paucity** of ink pens in the resource center. We wondered whether the **shortage** of writing utensils was a result of students taking them or if we had just used them all up. The context clues let you know that *paucity* means the same as *shortage*.

#### Antonym Clues

An antonym context clue points to the meaning of an unknown word using a word that means just the opposite.

**Example:** Mariah's red metallic shoes were very **flashy**, but the dress was **banal**. The context clues let you know that *banal* is just the opposite of *flashy*, so *banal* must mean *ordinary*.

#### Example Clues

Sometimes examples are given in context, and this helps to show the meaning of an unknown word.

**Example:** The newcomer had many **grievances** about his new school: the class was too big; the building was too old, the uniforms were uncomfortable, and there was no cafeteria. The examples let you know that *grievances* must be *criticisms* or *complaints*.

#### Part-of-Speech Clues

If you're still not sure about the meaning of a word in context, think about what part of speech the word represents.

**Example:** In the fields, tall stems **manifest** large round sunflowers facing the sunlight. The bolded word is a verb. You can tell because it has a direct object (large round sunflowers). In this sentence, the word *manifest* means *show* or *display*.

## Help Pages

Analogies	
<p>In an analogy, <u>the relationship between the first pair of words</u> is the same as <u>the relationship between the second pair of words</u>. Here is an example:</p> <p style="text-align: center;">September : Labor Day :: February : Presidents' Day</p> <p>This is read as, "September is to Labor Day as February is to Presidents' Day." In each pair, the first part tells the month in which the second part occurs. Labor Day is in September, and Presidents' Day is in February.</p>	
<p>There are several different types of analogies:</p> <p><b>Synonyms:</b> clear : obvious :: challenging : difficult</p> <p>(In each pair, the two words are synonyms. Use a dictionary or thesaurus if you need help with this type of analogy.)</p>	
<p><b>Antonyms:</b> humid : dry :: north : south</p> <p>(In each pair, the two words are antonyms. Use a dictionary or thesaurus if you need help with this type of analogy.)</p>	
<p><b>Part-to-Whole:</b> chapter : book :: tire : truck</p> <p>(A chapter is part of a book; a tire is part of a truck.)</p>	
<p><b>Descriptive:</b> glass : smooth :: sandpaper : rough</p> <p>(Glass feels smooth; sandpaper feels rough.)</p>	
<p><b>Classification:</b> frog : amphibian :: banana : fruit</p> <p>(A frog is a type of amphibian; a banana is a type of fruit.)</p>	
<p><b>Cause – Effect:</b> windstorm : power outage :: poor electrical wiring : house fire</p> <p>(A windstorm can cause a power outage; poor wiring can cause a fire.)</p>	
<p><b>Location:</b> trees : forest :: whales : ocean</p> <p>(Trees can be found in a forest; whales can be found in the ocean.)</p>	
<p><b>Amplification (Degree):</b> big : gargantuan :: happy : elated</p> <p>(The second word is an amplification of the first word in each pair. Gargantuan is extremely big, and elated is extremely happy.)</p>	
<p><b>Tool – User:</b> hammer : carpenter :: stethoscope : doctor</p> <p>(A hammer is used by a carpenter; a stethoscope is used by a doctor.)</p>	
<p><b>Tool – Function:</b> shovel : dig :: brush : paint</p> <p>(A shovel is used to dig; a brush is used to paint.)</p>	
<p><b>Object – Action:</b> ball : hit :: car : drive</p> <p>(A ball is something you hit; a car is something you drive.)</p>	



## Help Pages

### How to Use Deductive Reasoning to Get to the Answers

Four teenagers were just hired and will be working at the Merry Mart this summer. Use the facts listed below to determine which person has been assigned to each job. Mark an X in every box that is not a match. Put a ✓ in the box that is a match.

- There is already a male cleaner, so the new cleaner is a girl.  
*This tells you that Philip and Marcus are not the cleaners, so put an X in those boxes.*
- Marcus is an only child.
- Neither Ann Marie nor Susie is old enough to be an assistant manager.  
*This lets you know that neither Ann Marie nor Susie is the assistant manager, so put an X in those boxes.*
- Ann Marie's brother is the new cashier.  
*Clearly, Ann Marie is not the cashier, so put an X in that box. Also, Marcus is not the cashier because he is an only child (see second statement above), so put an X there.*
- Philip is older than the inventory keeper and the assistant manager.  
*Philip is neither the inventory keeper, nor the assistant manager.*
- Susie and the inventory keeper filled out their applications at the same time.  
*Susie is not the inventory keeper; put an X there.*
- Ann Marie is younger than Philip.  
*You don't even need this information.*

Now fill in the rest. There is only one option left for Philip, and that is the cashier position. That means no one else is the cashier, so you can rule out everyone in that column. That leaves one opening for cleaner: Susie. Eliminate all others in that column. There is only one option for inventory keeper: Ann Marie. Eliminate all others in the inventory keeper column. Now, Marcus is the only one with a space left, so he must be the assistant manager.

	Checkout Cashier	Inventory Keeper	Assistant Manager	General Cleaner
Philip				
Susie				
Marcus				
Ann Marie				

## Help Pages

### Bibliography

A bibliography is a list of sources that were used in the preparation of a research document. The bibliography is arranged in alphabetical order by author's name. The title of the book, magazine, or Internet article is included, as well as the publisher, date of publication, and sometimes page numbers. Bibliography styles may differ slightly, and you should follow your teacher's specific directions for setting up your bibliography. Here are some guidelines and examples of how to list various sources. The following use MLA format. **Some of the information listed here may not be available. If the information is not available, just include as much as you can in the citation.**

**Book with One Author:**

Author's Last name, First name. Title of Book. City: Publisher, Date.

**Example:**

Lawry, Matthew. Fascinating Desert Life Forms. Dayton: Traders Press, 2004.

**Book with Two or Three Authors:**

Author's Last name, First name and additional author's First and Last name(s). Title of Book. City: Publisher, Date.

**Example:**

Morris, Paul, Trudy Willis, and Marie Jenson. Hiker Meets Cactus. Chicago: Toads Press, 2008.

**Encyclopedia:**

Author's Last name, First name. "Title of Article." Title of Encyclopedia. City: Publisher, year ed.

**Example:**

Hernandez, Noreen. "Arid Biomes." Universe Encyclopedia. New York: Green, Inc., 2006 ed.

**Magazine Article:**

Author's Last name, First name. "Article Title." Title of Magazine Month year: page numbers.

**Example:**

Parched, Sandy. "My Days in the Sahara." Geography and More March 2000: 23-29.

**Internet Article:**

Author's Last name, First name. "Article Title." Website Title. Date of posting or date of last update. Site sponsor. Date you visited the website. <web address>.

**Example:**

Greenberg, Tasha. "Desert Life." Topics to Research. March 2006. International Geographics. Sept. 16, 2010. <<http://topicstoresearch.com/biomes/desert.html>>.

**Website with No Author:**

"Site Title." Sponsor. Copyright date or latest update. Date you visited the website. <web address>.

**Example:**

"Desert Days." Environments Global. 2009. Aug. 23, 2010. <<http://environsglobal.net/days/desert.html>>.

**Personal Interview:**

Person's Last name, First name. Kind of interview (personal interview or phone call). Date of interview.

**Example:**

Jogan, James. Personal interview. February 20, 2007.