**Classroom Performance**

- Take notes and annotate your text during discussions, *even if no one else in the room is taking notes.*
- Take notes on everything the teacher says and on conclusions drawn from class discussions.
- Make it a personal goal to raise your hand with a question or a comment at least once in each class. The act of looking for your moment to participate improves your focus as well as your participation grade.

**Preparing for In-Class Essays**

- List all of the topics and themes discussed in class, and consider questions the teacher might ask about them. Write thesis statements to answer these questions.
- Before writing the essay, mark up the essay prompt and underline key words that tell you what to do (compare/contrast, analyze). Jot a few notes for every part of the question.
- On scratch paper, write a preliminary thesis that answers every required part of the question. Then write a brief outline: just a thesis statement and a topic sentence for each body paragraph.

**Studying for Tests and Exams**

- To study for passage IDs, make two quotation cards for every character (four for the protagonist): write a quotation on one side of an index card and on the other side write the character who says it, or the character it describes, and how the quotation is significant to the text.
- To prepare for short answer or reading responses, ask yourself:
  - What does the passage or chapter tell me about the situation and characters involved? Consider the "3 Cs": Character development, Conflict between characters or within a character, and Changes in the storyline. Include what’s implied by what characters say as well as the significance of the setting (or stage directions if a play).
  - What was the author’s purpose? Why did the author choose to write it that way? Include the context of the period and what you know about the author's point of view.
  - Who is the intended audience? What is the writer “saying” to them?