THURSTON

WAVERIDERS

Writing the Wave
Guide to Writing Across Curriculum
2020-2021

> ## "The most difficult and complicated part of the writing process is the beginning."
> --A.B. Yehoshua

Writers write.

In order to improve your skills and meet the high expectations of your teachers, you need to **WRITE DELIBERATELY**: take your time to understand the assignment, stay focused, and be open to feedback.

Whether you are writing a research report for your social studies class, creating a project for your science teacher, or writing an essay for your language arts benchmark, you will find the answers to your most common writing questions here.

As stated in the Common Core State Standards, *"For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structure, and formats deliberately. They need to know how to combine elements of different kinds of writing- for example, to use narrative strategies within argument and explanation within narrative- to produce complex and nuanced writing"* (41).

Use this handbook as an interactive resource to help you become a college and career-ready writer.

If you have a question, please let your teachers know. This is just one resource at your fingertips—use all that are available to you.

Sincerely,

Your Thurston Teachers

WRITING the WAVE
Thurston Middle School's Guide to Writing Across the Curriculum

This handbook belongs to:

Table of Contents:

E-mail Etiquette 101

Much of the communication we engage in today happens digitally, and sending an e-mail is often the most efficient way to communicate with your teacher. Composing an informal text or e-mail to a friend is an entirely different process than composing an e-mail to a teacher. As always, when writing we must consider our **audience**, **purpose**, and **task**.

If we know the audience for an e-mail is our teacher, we must use the appropriate **tone**.

Check List:
- Is your tone positive and respectful?
- Did you use formal language including correct capitalization, punctuation and spelling? (Refer to page 18)
- Is your purpose for writing clear?

INCORRECT	CORRECT
To: mrjones@lbusd.org	To: mrjones@lbusd.org
Subject:	Subject: Haiku Assignment #7
you didn't put the grade in for the haiku assignment. my mom said i will not be able to go to my friends house this weekend if i have missing work. please put the assignment in today.	Dear Mr. Jones, I wanted to let you know that I submitted Assignment #7 onto Haiku last night at 5:30. It says that the assignment was missing on Aeries, so I just wanted to make sure that you received it. Please let me know if you have any problems viewing the assignment. Thank you for your time. Sincerely, Susie Smith

INCORRECT	CORRECT
To: msfrizzle@lbusd.org	To: msfrizzle@lbusd.org
Subject: not here	Subject: Absent Work 9/4/17
Did I miss anything when I was absent today? I need to know so I can finish my homework. Thanks.	Dear Ms. Frizzle, I was home sick today and was absent from your third period class. I checked Haiku to see what work I missed and printed out the assignment you attached, but I did not see a due date for the assignment. Could you please let me know when it is due? Thank you so much. Yours truly, Susie Smith

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

California Common Core State Standards

WRITING VOCABULARY

Types of Writing

Argument writing supports claims with clear reasons and relevant evidence.

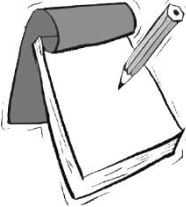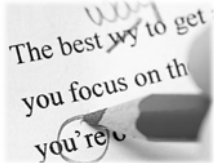**Informative/Explanatory writing** explores a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Narrative writing develops real or imagined experiences or events and includes descriptive details and well-structures event sequences.

Analyze:	Break something down methodically into its parts; examine
Audience:	The reader(s) of the piece of writing
Bias:	Favoring a single position or claim, sometimes without evidence
Claim:	A statement that answers the question or prompt directly and is supported by evidence; what the writer is trying to prove
Compare and Contrast:	Describe the similarities and differences between two objects, situations, or ideas. Sometimes this involves a before-and-after comparison
Conclusion:	A final sentence or paragraph that sums up a piece of writing
Define:	In an essay or short response, tell what a particular word means in its context.
Describe:	Give a detailed account, naming characteristics, parts, or qualities
Determine:	Make a decision or arrive at a conclusion after considering all possible options, perspectives, or results
Diction:	A writer's choice of words
Discuss:	A general term that asks writers to explain, reason, argue pro/con, give examples, analyze, etc.
Elaborate:	Expand on writing by adding details and giving additional information; improve the quality or substance of; develop
Evaluate:	Establish value, amount, importance, or effectiveness; present a judgement of a topic by stressing both strengths/advantages and weaknesses/limitations; use evidence to support your findings and come to a final conclusion

Evidence: Concrete details, specific data, examples, facts, etc. either quoted or paraphrased from text(s) *that support a claim*

Explain: Provide reasons for what happened or one's actions; show how something works or how to do something

Hook/Lead: A sentence or paragraph found at the beginning of the writing that captures the attention of the reader

Illustrate: The use of examples to make ideas more concrete and to make generalizations more specific and detailed

Imagine: Create a picture in one's mind; speculate or predict

Inquiry: Student-generated quest for knowledge involving research and/or investigation

Integrate: Make whole by combining the different parts into one; synthesize

Interpret: Draw significance or meaning from a text or data set; infer

Introduction: An initial sentence or paragraph including a claim

Organize: Arrange or put in order; classify

Plagiarism: Presenting someone else's work as your own

Purpose: A reason for writing with a consideration of task and audience

Research: Gathering relevant information from multiple texts or sources

Reasoning: Explanation that connects the evidence to the claim in a piece of writing.

Source: Anything that provides information
- Credible Source: a source the reader can trust
- Primary Source: a document or object which was written or created during the time under study
- Secondary Source: interprets and analyzes primary sources

Summarize: Retell the essential details of what happened; paraphrase

Support: Offer evidence or data to illustrate your point; justify

Topic Sentence: The main idea of a paragraph, typically (but not always) found at the beginning of a paragraph

Tone: The writer's attitude toward his or her writing

THE WRITING PROCESS

GETTING STARTED	**PREWRITE:**
	 • Brainstorm to generate ideas for writing. Use charts, webs, quickwrites, graphic organizers, etc.
	 • Identify:
	     o Task—What am I being asked to write?
	     o Audience—Who will read/hear my piece?
	     o Purpose—What do I hope to accomplish by writing?

GETTING IT DOWN	**DRAFT:** • Sit down with your plan and start your first draft. • At this stage, focus more on getting your ideas down and how you want to organize them. • Allow yourself to stop and think as you draft. • Don't worry about errors—they will be the focus of your revision.
GETTING IT GOOD	**REVISE:** • Writing is all about revising. • Add details, substitute words or phrases. • Delete and rearrange paragraphs, sentences, or sections. • Look for effective transitions between ideas and paragraphs. • Create effective hooks/leads and clear conclusions • Read out loud. • Have a peer or coach read your piece and give feedback. • Revise, revise, revise!
GETTING IT RIGHT	**EDIT:** • A close-up view of individual sentences and words. • Correct mechanical errors: spelling, capitalization, punctuation, usage. • Correct errors in formatting.

GETTING IT OUT	**PUBLISH:**
	 • The final step in the writing process.
	 • There are many ways to publish:
	     o Document
	     o Presentation
	     o Speech
	     o Web Page

A FEW HELPFUL REVISION STRATEGIES:

☑ **EVIDENCE**—Place a check mark in the margin for every specific example or piece of evidence. Check to see that each is fully explained.

☑ **TRANSITIONS**—Circle transition words and phrases. They allow ideas to flow smoothly.

☑ **SENTENCE BEGINNINGS**—Highlight the first word in each sentence; make sure there is a variety.

☑ **SENTENCE LENGTH AND STRUCTURE**—Highlight sentences in alternating colors. Make sure that there is a variety both in length and structure.

☑ **VERBS**—Highlight the verbs in each sentence. Look for strong, active verbs. Make sure the verb tense is consistent.

STRUCTURE OF AN ESSAY

There is no rigid formula to cover all writing pieces, but almost all writing has a beginning, middle, and end. The following are considerations that writers may take into account when organizing their texts.

The Beginning or Introduction

- Captures the reader's attention within the first few sentences with a hook or a lead.
- Directs readers' attention to the topic or issue the writing addresses
- Establishes the importance of the topic
- Provides background information that the audience may need
- Introduces the purpose or main claim of the writing in order to suggest how the piece will be developed

The Middle or Body

- Each body paragraph begins with a claim/topic sentence
- Explains, illustrates, and develops the topic or issue
- Contains as many paragraphs as are necessary to develop the ideas
- Contains examples or arguments supported by evidence
- Often quotes, paraphrases, or summarizes other texts in support of the purpose of the writing
- Often addresses counterarguments or alternative positions or explanations
- Uses words, phrases, and clauses to link the sections of the text and to clarify relationships

The Conclusion

- Points the reader to next steps or new questions raised by the writing (call to action)
- Identifies the conclusion the writer has reached and its significance
- Evaluates or analyzes the conclusions drawn
- Explains the implications of the major point of the writing

TRAITS OF EFFECTIVE WRITING

IDEAS AND CONTENT	Includes a well-focused topic/claim, important ideas, accurate information, and interesting details.
LOGICAL ORGANIZATION	Includes a strong introduction, effective sequencing of ideas, smooth transitions, and a powerful conclusion.
PERSONAL VOICE	Includes a clear point of view, an engaging style, and a way of connecting with the audience.
ORIGINAL WORD CHOICE	Includes precise, descriptive, and accurate words that make meaning clear.
SENTENCE FLUENCY	Includes a variety of sentence lengths and structure. The sentences are well-crafted and flow smoothly throughout the text.
CONVENTIONS	Includes correct spelling, punctuation, capitalization, and grammar, as well as correct formatting and citations.
PRESENTATION	Includes neatness, easy to read fonts, and may include images, graphs, or charts that complement the text.

adapted from CSU EXPOSITORY READING AND WRITING COURSE

HOW TO USE TEXT EVIDENCE

Text evidence is taken from researched sources and used to support ideas and arguments.

1. **Direct Quotation**—
   When using a direct quote, accurately copy down the exact words from the resource. Surround the text with quotation marks and indicate the page number(s) in parentheses.
   > Example: "I have ridden hundreds of coasters, but none of them were as terrifying as this one" (20).

2. **Paraphrase**—
   To paraphrase is to put something written or spoken by someone else into your own words. You don't change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotes, but you still put the page number in parentheses.
   > Example: Out of the many roller coasters ridden, this one was the most terrifying (20).

3. **Cite the Source**—
   Make it clear where your evidence comes from. Identify who wrote or said what you are quoting or paraphrasing. Always include a page number.

4. **Explain WHY**—
   Include at least one sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, "So what?"
   > Words to help you: *(the author) says this because, this proves that, this exemplifies how, this confirms, demonstrates, describes, explains, illustrates, implies, suggests*

5. **Choose quotes wisely**—
   Use quotations from the text that will support your claims and statements.

Reminders regarding MLA citation:
- Never put **periods** or **commas** immediately before the closing quotation mark.
- Never write pg./page/# etc. inside the parentheses.
- If only one source is used, only the page number goes inside the parentheses. If there is more than one source, include the author's last name before the page number— (Schaeffer 20).

What is PLAGIARISM?

It is taking someone else's ideas, language, or creations as your own, and it is illegal. It is a form of stealing.

AVOID PLAGIARISM by citing your sources correctly. Giving due credit does not lessen the value of your paper—it only increases it because you have supported your ideas with reliable information.

Strategies for Incorporating Quotations
Informational & Argument Writing

<u>**Introduce the quote—**</u>

> **Use a signal phrase to introduce the quote—**
>> According to Michael Smith, "You should use the author's first and last name when you cite that author for the first time in your paper" (42).
>>
>> As Smith explains, "You can introduce your quotes with a number of different phrases" (42).

> **When a signal verb is followed by the word *that*, no comma is needed—**
>> Smith suggests that "if the introduction to your quote isn't a dependent clause, it doesn't need to be followed by a comma" (42).

> **If a complete sentence introduces the quote, use a colon—**
>> Smith makes his point very clear: "When you use a colon to introduce a quote, you need a complete sentence preceding the colon" (42).

> **For variety, divide the quotation by working the signal phrase into the middle of the sentence:**
>> "Some longer quotations," Michael Smith notes, "can be interrupted with the signal phrase, creating variety in one's writing" (42).

> **Avoid standing quotations alone as sentences—**
>> Michael Smith teaches writing to all grade levels. "Quotes merely dropped into one's paragraph are not effective" (42).

<u>**Use active verbs in signal phrases to <u>indicate the author's tone</u>—**</u>

Is your source arguing a point, making a neutral observation, reporting a fact, drawing a conclusion, refuting an argument, or stating a belief? Choose an appropriate signal verb:

acknowledges	concedes	illustrates	rejects
adds	confirms	implies	reports
admits	contends	insists	responds
agrees	declares	maintains	shows
argues	denies	notes	states
asserts	describes	observes	suggests
claims	disputes	points out	summarizes
comments	emphasizes	reasons	writes
compares	endorses	refutes	

Strategies for Incorporating Quotations
RESPONSE TO LITERATURE

The purpose of a response to literature is to *state an opinion/claim* about a literary text (character traits, theme, author's purpose, etc), to *support the opinion with evidence* from the writing, and to *analyze that evidence*.

Incorporating quotations looks a little different in a response to literature essay as the quotations typically come from a piece of fiction or nonfiction literature.

A quote from the text does not necessarily mean dialogue; rather, it is any excerpt from the text. It is important to note whether you are referring to narration, dialogue, or both.

Punctuating the Quotations

- Double quotation marks always go around the entire excerpt. This indicates that it is the author's words and not yours.

- Single quotes go around any dialogue within your excerpt.

- After the end double quote, put the citation in parentheses.

- A period must follow the citation outside the parentheses.

- Only if your excerpt ends in a question mark or an exclamation mark will you keep it.

Examples: (from *The Giver* by Lois Lowry)

Narration only:

"So Jonas laughed too, and with his laughter tried to ignore his uneasy conviction that something had happened" (31).

Narration and Dialogue:

"Mother nodded. 'Yes,' she said, 'this talk will be a private one with Jonas'" (13).

"'What gender is it?' Lily asked. 'Male'" (9).

Use brackets when altering the quote:

"'Yes,' [Mother] said, 'this talk will be a private one with Jonas'" (13).

Use an ellipsis when omitting a piece of text:

"'Yes…this talk will be a private one with Jonas'" (13).

Incorporating a Quote into an Essay

1. **Transition:** When you use quotes, you must first use a transitional phrase (see page 20 of this handbook)
2. **Lead-in:** Secondly, you must provide the context of the quote (what was happening or who was speaking when the quote occurred). This is called the lead-in and it sets up the quote.
3. **Evidence:** Provide the actual quote. Punctuate and cite correctly.
4. **Analysis:** Explain how that evidence supports your claim/topic sentence

Example of a Body Paragraph using *The Giver* as a source:

In the beginning of the story, Jonas obediently follows the rules without asking questions. For instance, Jonas describes a moment where an airplane flew overhead, an unexpected occurrence in the Community. "But the aircraft a year ago had been different…Jonas, looking around anxiously, had seen others—adults as well as children—stop what they were doing and wait, confused, for an explanation of the frightening event" (2). Like those around him, Jonas waited for someone to tell him what to do before acting. As the plane circled above, an announcement came over the speakers. "Then all of the citizens had been ordered to go into the nearest building and stay there….Jonas had dropped his bike on its side…had run indoors and stayed there, alone" (2). The Community asks that all of its citizens follow their direct orders faithfully, and when the reader meets Jonas, he is no different.

Works Cited (Bibliography) MLA Format

The websites below can be helpful in creating a works cited page:

- **The Purdue Online Writing Lab website** *owl.purdue.edu*
- **MLA Style Center** *style.mla.org/*

A writer must list all sources they have used in their writing on a separate page entitled **Works Cited** at the end of the paper. Information must be listed in a very precise manner.

Rules:

- Sources are listed in **alphabetical order by the first word** in the entries. This will typically be the author's last name. If there is no author, use the letter of the first word of the title, excluding articles (a, an, the).
- Sources are **not numbered**.
- **Double space** all citations. Do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a **hanging indent**.
- Each entry must have a **medium of publication**. (Print, Web, Film, DVD, etc.)
- Use **italics** (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)
- Use **n.p.** if no publisher is available and **n.d.** if no publication date is given.
- **Punctuate exactly** as shown.

SOURCE	Format	EXAMPLE
Book with one author	Author's Last Name, First Name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.	Lowry, Lois. *The Giver*. Boston: Houghton Mifflin, 1993. Print.
Book with two or more authors	Last Name of 1st author listed, First Name of 1st author listed and First and Last Name of 2nd author listed. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.	Gillespie, Paula and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.
Interview (personal)	Last Name, First Name. Personal interview. Day Month Year.	Smith, Robert. Personal Interview. 1 Sept. 2015.
Website	Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/ organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.	*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.
Webpage or Internet Article with author	Author's Last Name, First Name (if known). "Title of Page or Article." *Title of Website or Internet Journal*. Publisher, Publicaton Date. Medium of Publication. Date of Access.	Lundman, Susan. "How to Make Vegetarian Chili." *eHow*. Demand Media, n.d. Web. 6 July 2015.
An image (painting, photograph, etc)	Artist's Last Name, First Name (if known). *Title of the Work of Art*. Date of creation. Institution or city where the work is housed (if relevant). *Website*, website address. Date of access.	Klee, Paul. Twittering Machine. 1922. Museum of Modern Art, New York. The Artchive, www.artchive.com/artchive/K/klee/t wittering_machine.jbg.html. May 2006.

SAMPLE WORKS CITED PAGE:

Works Cited

Title of page should NOT be italicized or in quotation marks

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients."

Washington Post May 2007: LZ01. Print.

Gillespie, Paula and Neal Lerner. *The Allyn and Bacon Guide to Peer*

Tutoring. Boston: Allyn, 2000. Print.

"Ideology." *The American Heritage Dictionary*. 3rd ed. 1997. Print.

Lowry, Lois. *The Giver*. Boston: Houghton Mifflin, 1993. Print.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*. Deman Media, n.d.

Web. 6 July 2015.

Poniewozik, James. "TV Makes a Too-Close Call." Time 20 Nov. 2000: 70-

71. Print.

Smith, Robert. Personal Interview. 1 Sept. 2015.

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and

Purdue U, 2008. Web. 23 Apr. 2008.

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CREDIBLE SOURCES

The Internet contains some extremely valuable, high-quality resources. It also contains some very unreliable, biased sources of information. **It is up to the researcher to be aware and purposeful when gathering evidence to present in an essay.**

Credible sources are ones the reader can trust—we trust that the author's ideas are his or her own and can be backed up with evidence. Writers should *always* use a credible source; citing non-credible sources can damage a writer's relationship with his or her readers.

Checklist for testing the credibility of resources:

> **CARS**—**C**redibility, **A**ccuracy, **R**easonableness, **S**upport

> **Credibility:**
> - Is the site related to your topic?
> - Who published the site?
>   - Check the home page. Is it educational? Commercial? Does it have advertisements?
>   - Look at the suffix on the domain name
>   - .edu = educational
>   - .com = commercial
>   - .gov = government
>   - .org = nonprofit
> - Who is the author?
> - Can you verify the expertise of the author or the source?
>   - Look for an "About" or "More about the Author" link
>   - Try Googling the author

> **Accuracy:**
> - Is the information recent / up-to-date (within 10 years)?
> - Is the information factual, detailed, and complete?
> - Are there no errors in spelling, grammar, typing?
> - Does the author or site provide sources?

> **Reasonableness:**
> - Is the information fair and balanced?
> - Is the information objective?
> - Is the information reasonable?
> - Is there a slanted or biased tone?
> - Is it clear what the site's purpose is? (persuade, educate, argue, etc.)

> **Support:**
> - Research the site's listed sources and contact information.
> - Look at the citations or bibliography.

Note: Be careful in the use of Wikipedia and other Wiki sites—they are free sites that anyone can edit. While applicable information can be found there, they are not the most credible resources.

adapted from writingcenter.appstate.edu & mcduffie.k12.ga.us

IQIA
Include the Question in the Answer

When composing a <u>short response answer</u>, it is important that you **always respond in an IQIA format**.

Responding in IQIA format is a way to ensure that your audience fully understands what you are trying to say. Assume your audience does not know the question being asked.

Be sure not to include vague pronouns in the first sentence of your short response:

~~it~~   ~~they~~   ~~he~~
~~she~~   ~~there~~   ~~them~~

Example One:

? QUESTION: What did the Asu people believe was sacred?

✗ INCORRECT ANSWER: The Rac was sacred to them.
✗ INCORRECT ANSWER: They believed the Rac was sacred.
✗ INCORRECT ANSWER: The Rac.

★ **CORRECT ANSWER: The Asu people believed the Rac was sacred.**

Example Two:

? QUESTION: Where did your best friend go this past summer break?

✗ INCORRECT ANSWER: Hawaii.
✗ INCORRECT ANSWER: He went to Washington.
✗ INCORRECT ANSWER: She went there.

★ **CORRECT ANSWER: This past summer break, my best friend went to Mexico.**

Summary Writing

As stated in the Common Core State Standards, middle school students should be able to "determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments."

Summaries are shortened versions of longer texts. To write a summary, one must use his/her own words to briefly express the main ideas and key details of a text. It is helpful to take notes on the original text paying close attention to the author's purpose as well as the important details, including the "who", "what", "when", "why", and "how". These notes can aid in writing the summary.

While different formats may be used in summary writing, the following steps can be helpful:

1. Write down a first sentence that tells about the main idea. Make sure it includes TAG (title, author, and genre). (If there is no author listed, you can write "the author" instead of a name).
2. Use a word like *argues, states, questions, believes,* or *reports* in your first sentence to show what the author is doing.
3. Add a sentence or two to tell about the important evidence or information that the author uses to convince us of the main point.
4. In your last sentence, tell about the author's purpose.
5. When you finish, read it over, and evaluate it by asking the questions:
    - Does it include the main idea and most important details?
    - Does it use your own words except for any quotations?
    - Does it avoid small, superficial details?
    - Does it avoid giving your position or your opinion of the text?

Basic Frame

In _____ (title of the text), a _____ (genre) by _____ (author's name), _____(author's last name or "the author") _____ (argues, states, questions, believes, reports) that _____ (what the main point is). _____ (Author's last name or "the author") supports his or her idea by _____, _____, and _____ (tell what kind of important information is given and what kind of evidence is used). _____ (Author's last name or "the author") wants to _____ (author's purpose).

Please keep in mind that this is a very basic model, and it is necessary to employ other tools from your writing kit, such as hooks or leads and transition words.

Formal Writing

Formal English is the appropriate type of writing when writing for school. It follows the rules of grammar and usage, contains sophisticated vocabulary, and takes into consideration the audience and purpose of the piece.

Use the following standards when writing in formal style:

1. WRITE IN THIRD PERSON

Examples: When students think carefully, they realize….
              When one thinks carefully, he or she realizes….

✳ **Do not use second person** pronouns *you*, *your*, or *yours* except in direct quotations, in directions, and in letters which address the reader.
✳ **Do not use first person** pronouns *I*, *me*, *my*, *mine*, *we*, *us*, *our*, or *ours*, except in direct quotations or unless the piece is personal writing.

2. DO NOT USE CONTRACTIONS

Example: Writers do not use "don't" in formal writing.

3. DO NOT USE ABBREVIATIONS

Examples: min. (minimum or minute), ft. (feet), pg. (page), Ca.(California)

Exceptions: Mr., Mrs., Ms., Dr., A.M., P.M.

4. DO NOT USE SLANG OR NON-STANDARD ENGLISH

Standard English:
        Those boys looked suspicious, so we left them.

Non-standard English:
        Those guys looked shady, so we ditched them.

5. SPELL OUT NUMBERS FROM ONE TO NINETY-NINE. USE NUMERALS FOR NUMBERS 100 AND HIGHER
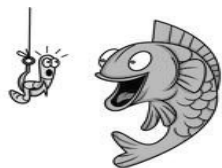
Examples: The speaker made five points in forty-two minutes.
               In 2016, Jocelyn read 120 books.

Do NOT begin a sentence with a numeral:
        Two hundred and fifty people showed up at the party.

6. AVOID EXCLAMATION MARKS

Hooks and Leads

A hook, or lead, is a strategy good writers use to capture the attention of their readers. Just as a fisherman uses a piece of bait to hook a fish, writers strive to create interesting introductions to "hook" their readers. When you capture the reader's attention in the first few sentences, you create a desire to read more. There are several ways to capture the attention of your reader.

Type of Hook/ Lead	Example
Quotation	My mom always said, "The early bird catches the worm." But the way I figure it, who wants to eat worms?
Exclamation	There is nothing, absolutely nothing, worse than mornings!
Statement of Fact	It was six o'clock in the morning when I was rudely awakened by the squawking buzz of my alarm.
Riveting Description	Ring! Ring! At the sound of my alarm, I willed my arm to crawl out from under the heavy warmth of my covers. In the darkness of the early morning, I groped for the snooze button on my alarm clock, thankful for ten more minutes of blissful slumber.
Dialogue	"Sarah, breakfast is ready!" my mother cried from the bottom of the stairs. "I'm coming!" I replied, as I sat up in my bed and rubbed the sleep from my eyes.
Anecdote	I'll never forget the day my goody-goody brother was sent to wake me up one morning. He *says* he called my name several times and even shook me gently. All I remember is an icy cold glass of water being dumped on my face!
Imagine Statement	Imagine never having to set your alarm again, never being rudely awoken from a pleasant dream of frolicking through a field of grass, and being able to stay in the warm comfort of your bed until you are good and ready to begin your day.

Exemplar Hooks/Leads in Literature

- *The first week of August hangs at the very top of summer, the top of the live-long year, like the seat of a ferris wheel when it pauses in its turning. The weeks that come before are only a climb from the balmy spring, and those that follow a drop to the chill of autumn, but the first week of August is motionless, and hot.*
  –Natalie Babbitt, *Tuck Everlasting*

- *"We only have a few hours, so listen carefully. If you're hearing this story, you're already in danger. Sadie and I might be your only chance."*
  -Rick Riordan, *The Red Pyramid*

- *"Where's Papa going with that axe?" said Fern to her mother as they were sitting at the breakfast table.*
  -E. B. White, *Charlotte's Web*

- *The circus arrives without warning. No announcements precede it, no paper notices on downtown posts and billboards, no mentions or advertisements in local newspapers. It is simply there, when yesterday it was not.*
  -Erin Morgenstern, *The Night Circus*

TRANSITIONS

Transitions are the signals a good writer uses to show the order in which things happened and the relationship of ideas. Transitional words help the reader move from idea to idea by stating or implying the connection between ideas. They keep the reader focused on the order of events or thoughts and make your writing flow.

Words that show Similar Ideas and Compare

again	besides	likewise
also	for example	next
and	for instance	of course
another	furthermore	resembling
as well as	in addition	similarly

Words that show Contradiction and Contrast

although	however	on the other hand
but	in spite of	provided that
conversely	instead	still
even if	nevertheless	yet
even though	on the contrary	

Words that show Time and Sequence

after	eventually	simultaneously
afterward	finally	thereafter
around	last	when
before	meanwhile	while
beyond	next	
during	presently	

Words that show Cause, Purpose, or Result

accordingly	consequently	so then
and so	due to	therefore
as a result	for this reason	thus
because	since	

Words that Clarify, Emphasize, or Add Information

additionally	for instance	obviously
again	in addition	specifically
another	in fact	surely
as well	in other words	truly
besides	indeed	undoubtedly
certainly	invariably	without a doubt
definitely	most importantly	

Words that Summarize

as a result	finally	lastly
consequently	in closing	ultimately

TRANSITIONS (cont'd)

Commentary Starters

So that...   As a result,...
This is significant because...   For this reason,...
This shows that...   Accordingly,...
This depicts...   Eventually...
This illustrates...   Therefore...
This portrays...   Due to...
Clearly, this demonstrates...   Certainly...
The impact of this is/was...   Undoubtedly...
Consequently,...   Ultimately...

Counterargument Starters

Others may argue that...   On the other hand...
However some might argue...   Conversely...
There are those who believe...   On the contrary...
Nevertheless...

Transitions Out of Counterargument

However, a closer look reveals...
Despite...
Regardless,...
In spite of this,...

When to change paragraphs:

- Time Change
- Place Change
- Topic Change
- New Speaker

Sentence Fluency
HOW TO MAKE YOUR WRITING SOUND AMAZING!

Fluency describes the **sound** or the **flow** of a piece of writing. Good writers use different types and lengths of sentences to enhance their meaning.

Strategies to consider:
1. **Read your writing aloud**. How does it sound? Does each sentence connect smoothly to the ones before and after?
2. Use clear **transition** words and phrases to help your reader follow your meaning.
   (See page 24-25)
3. **Expand** short sentences by adding adjectives, adverbs, phrases, and clauses.
4. **Vary sentence length:** Combine short sentences into compound or complex sentences, or break more complex sentences into shorter ones.
5. Vary sentence **beginnings, middles,** and **endings**.

Eight Varied Sentence Structures:

1. ADJECTIVE AND ADJECTIVE
   Adjective and adjective, the _____ did what?

   Slimy and green, the moldy bread sat on the shelf.

2. **ADJECTIVE PHRASE**
   Adjective phrase, the _____ did what?

   Overflowing with confidence, John bragged about his deeds.

3. **PREPOSITIONAL PHRASE**
   Prepositional phrase, the _____ did what?

   On the roof, the cat searched for the bird.

4. **ADVERBIAL PHRASE**
   Adverbial phrase (if, when, although, since, because), the _____ did what?

   When making cookies, I always use fresh ingredients.

5. **INFINITIVE**
   To + verb, the _____ did what?

   To sing the song, you must find the rhythm.

6. **PARTICIPLE PHRASE (-ING PHRASE)**
   Verb + -ing phrase, the _____ did what?

   Walking on the beach, Alex dodged the many jellyfish.

7. **PARTICIPLE**
   Verb + -ing, the _____ did what?

   Hissing and coiling, the snake attacked its prey.

8. **APPOSITIVE**
   _____, appositive, did what?

   J.K. Rowling, my favorite author, has a new book coming out!

FIGURATIVE LANGUAGE

How writers create vivid impressions for the reader

_____

Alliteration: **The repetition of initial consonant sounds. Alliteration is used to call attention to certain words, point out similarities and contrasts, create melody, and establish mood.**
> *Whisper words of wisdom, let it be.*
>   *--The Beatles*

Hyperbole: **An exaggerated statement to heighten effect. It is overstating something (to the point of impossibility) of being more than it actually is.**
> *Here once the embattled farmers stood*
> *And fired the shot heard round the world.*
>   *--Ralph Waldo Emerson*

Imagery: **A word or phrase that appeals to the senses. Writers use images to re-create sensory experiences in words.**
> *"White mists began to rise and curl on the surface of the river and stray about the roots of the trees upon its borders. Out of the very ground at their feet a shadowy steam rose and mingled with the swiftly falling dusk."*
>   *--J.R.R. Tolkien*

Metaphor: **An implied comparison between two relatively unlike things.**
> *Am I sitting in a tin can*
> *far above the world?*
>   *--David Bowie*

Onomatopoeia: **Words that mimic sounds. The writer is trying to recreate the actual sound for the reader.**
> *The rusty spigot sputters, utters a splutter, spatters a smattering of drops, gashes wider*
>   *--Eve Merriam*

Personification: **Giving human qualities to non-human things.**
> *Already the sun had left the valley to go climbing up the slopes of the Gabilan mountains…*
>   *--John Steinbeck*

Simile: **A comparison of two unlike things using like or as.**
> *You're as cuddly as a cactus,*
> *you're as charming as an eel, Mr. Grinch*
>   *--Dr. Seuss*

SENSORY WORDS

Sensory words help provide more details and examples in your writing.

SIGHT	SOUND	TOUCH	TASTE	SMELL	SAID
blotched	bawl	brush	acidic	acrid	acknowledged
bold	bellow	chilly	appetizing	aroma	added
bright	boom	coarse	bitter	aromatic	admitted
brilliant	chant	cold	bittersweet	bitter	advised
bulky	chatter	cool	bland	bouquet	agreed
clear	cheer	crisp	burnt	briny	answered
congested	chirp	cuddly	buttery	clean	argued
crooked	clamor	dry	chocolaty	crisp	asked
curved	clap	dusty	creamy	dank	claimed
dim	clink	feverish	crispy	distinct	commented
dingy	creak	fluffy	doughy	faint	cried
dotted	deafening	fragile	earthy	flowery	debated
faded	explode	fuzzy	fiery	foul	decided
feathery	giggle	gooey	fishy	fragrance	denied
frail	grumble	grab	flavorful	fragrant	described
glittering	howl	grainy	fresh	fresh	dictated
gloomy	hum	grasp	fruity	funky	directed
glossy	hush	greasy	gingery	heady	elaborated
glowing	jabber	hairy	hearty	incense	emphasized
hazy	jingle	handle	luscious	moldy	exclaimed
indistinct	laugh	hit	medicinal	musky	explained
iridescent	monotonous	icy	mellow	musty	expressed
opaque	mumble	limp	nauseating	noxious	giggled
orderly	murmur	lukewarm	nutty	odiferous	implied
packed	peep	lumpy	oily	odor	indicated
pale	rant	oily	peppery	odorless	instructed
radiant	recite	pat	refreshing	old	laughed
shadowy	rhythm	pinch	rich	perfumed	lied
shiny	roar	powdery	ripe	piney	maintained
slender	rumble	sandy	rotten	pungent	mimicked
sparkling	rustle	scratch	salty	putrid	mumbled
streaked	screech	sharp	savory	rancid	muttered
striped	shriek	shudder	scrumptious	rank	noted
sturdy	sigh	slick	sharp	redolent	observed
translucent	silence	slimy	sour	reek	ordered
transparent	sing	slippery	spicy	scented	proclaimed
twinkling	sizzle	soft	stale	sharp	professed
used	slam	solid	sugary	smoky	refuted
worn	squeal	springy	tainted	spicy	replied
	stammer	sticky	tangy	stench	responded
	stutter	stretchy	tart	stinky	revealed
To See—	swish	sweaty	tasteless	strong	roared
admire	tattle	tag	tasty	sweaty	snapped
eye	thud	tickle	tender	sweet	specified
glance	whisper	tingle	unappetizing	tempting	stated
look	whistle	uneven	unpalatable	waft	stressed
notice	whoop	velvety	vinegary	weak	suggested
perceive	yell	warm	yummy	whiff	told
scan	yelp	wet	zesty	woody	uttered
watch					

Word Choice

What to consider when it comes to word choice:
- ✓ Formal, sophisticated and effective vocabulary
- ✓ Precise and clear language
- ✓ Vivid and varied use of words
- ✓ Expressive and figurative language

Dead Words

Some words in the English language tend to be overused and, therefore, lose their power. These are called **dead words**. Below is a list of words to avoid and some interesting alternatives.

AVOID:	REPLACE WITH:
a lot, lots	**numerous, heaps, many, scores, much, often, a great deal**
also	**too, moreover, besides, as well as, in addition to**
awesome, cool	**phenomenal, wonderful, marvelous, fantastic, excellent, amazing**
bad	**awful, dreadful, alarming, frightful, terrible, horrid, shocking**
but	**however, yet, still, nevertheless, although, on the other hand**
fun	**pleasant, amusing, entertaining, enjoyable, hilarious**
got, get	**received, obtained, attained**
good	**excellent, exceptional, fine, splendid, wonderful**
great	**outstanding, fantastic, massive, vast, impressive, magnificent**
like	**such as, similarly**
mad	**angry, frustrated, furious, incensed, enraged, irate**
nice	**pleasant, charming, captivating, delightful, pleasurable, pleasing, agreeable, lovely, kind, friendly, considerate**
pretty (adj)	**attractive, beautiful, sweet**
pretty (adv)	**rather, somewhat, moderately, quite**
then	**first, secondly, next, later, finally, afterward, meanwhile, soon**
very	**extremely, exceedingly, unusually, incredibly, truly, fully, surely, mightily, chiefly, slightly, especially, immeasurably**

COMMONLY CONFUSED WORDS

affect	to influence	A lot of factors *affect* the weather.
effect	result or consequence	What *effect* will this test have on my grade?
accept	to take or receive	He *accepted* the prize.
except	but	Everyone *except* Laura was there.
are	plural present verb "to be"	We *are* going to the beach.
our	possessive pronoun	This is *our* dog.
hour	sixty minutes	Lunch starts in an *hour*.
allowed	permitted	We aren't *allowed* to chew gum.
aloud	something spoken	Read the paragraph *aloud*.
already	previously	Andy *already* saw that movie.
all ready	all are ready	Give the signal when you are *all ready*.
can	able to	Mom *can* fix the computer for us.
may	permitted to; possibility	*May* I go to the bathroom? It *may* rain today.
cause	to make something happen	We learned the *cause* of the Civil War.
because	due to the fact; a reason	My cat left *because* the dog was bothering her.
fewer than	a smaller number	*Fewer than* twenty people came to the party.
less than	a smaller degree	The hatchling weighed *less than* a pound.
good	an adjective that describes a noun	Her *good* writing has won many awards.
well	an adverb (or to describe health)	He slept *well* even though he did not feel *well*.
its	possessive pronoun	The horse stamped *its* feet.
it's	contraction of it is or it has	*It's* not time for dinner yet.
know	well informed	Mrs. Lee *knows* when I'm lying.
no	opposite of yes	*No*, you cannot eat five apple pies.
now	at the present time	We need to finish this project *now*.
lay	to place or put	*Lay* the gifts near the cake.
lie	to recline or rest	The dog is not allowed to *lie* on the sofa.
loose	free or untied	Jordan had a *loose* tooth.
lose	to misplace or fail	Jordan always *loses* his teeth.
passed	always a verb—past tense of *pass*	Ben *passed* his final exam.
past	a period of time before the present	History is based on the *past (n.)*.
		My *past (adj.)* students still keep in touch.
		Stacy drove *past (prep.)* the stadium.
peace	quiet and tranquility; freedom from disturbance	Preston made *peace* with his little brother, and they stopped arguing.
piece	a portion	Cut me a *piece* of pie, please.

quiet	opposite of noise	The school campus was *quiet* in July.
quite	completely or entirely	He was *quite* tired after the marathon.
sight	the act of seeing	Sarah's *sight* has diminished over time.
cite	to quote or refer to	You must *cite* your resources in an essay.
site	location or position	The construction *site* is dangerous.
than	used in a comparison	Ron is taller *than* Harry.
then	tells when	First he laughed; *then* he cried.
there	a place	My backpack is *there*.
their	possessive pronoun	*Their* backpacks are brand new.
they're	contraction for they are	*They're* filling the backpacks with supplies.
through	a passage—from start to finish	Our team worked *through* the night.
threw	the past tense of the verb to throw	Amy *threw* the baseball to third base.
to	preposition meaning towards	We'll go *to* the mountains this weekend.
too	also, excess	Can I go *too*? My dad is *too* funny.
two	number	Luke ate *two* pizzas by himself.
we're	contraction of we are	*We're* leaving now.
were	plural past tense of to be	They *were* having a blast at the fair.
who	subject of a sentence	*Who* is going to the football game?
whom	used as an object of a sentence	Jackie is dancing with *whom*?
	*rule he/she = who	
	him/her = whom	
who	refers to people	My sister, *who* is older than me, got married.
that	refers to nonliving objects or animals	*That* book caught my attention right away.
weather	a choice between options	You must decide *whether* to sing or speak.
whether	atmospheric conditions	The Laguna Beach *weather* is beautiful all year.
whole	entire, complete, unbroken	Her grandpa ate the *whole* watermelon.
hole	an opening or hollow place	Dig a *hole* to plant the sapling.
who's	contraction for *who is* or *who was*	*Who's* the owner of this restaurant?
whose	possessive pronoun	*Whose* restaurant are you talking about?
your	possessive pronoun	Here is *your* pencil.
you're	contraction for *you are*	*You're* the best singer I know.

MISUSED WORDS and PHRASES

☒ INCORRECT	☑ CORRECT
alot	a lot
cause of	because
different than	different from
like	as if, for example
should of; would of; could of	should have; would have; could have
suppose to; use to	supposed to; used to

Grammar and Usage

Let's eat Grandma.
Let's eat, Grandma.
Commas save lives.

Commas

- Use between words, phrases, or clauses in a series.
    - *I ate a sandwich, an apple, and a bag of chips.*
- Use to separate two independent clauses in a compound sentence when they are joined by a coordinating conjunction.
    - *I wanted to go to the beach, but I had to complete my homework first.*
- Use to set off interrupters when they disrupt the flow of the sentence.
    - *Please write five paragraphs and, <u>if possible</u>, do not take up more than two pages.*
- Use to separate two or more adjectives that equally modify the same noun.
    - *She is a tall, athletic girl.*
- Use to distinguish items in an address and items in a date.
    - *The address of Thurston Middle School is 2100 Park Boulevard, Laguna Beach, California.*
    - *The Emancipation Proclamation was signed on January 1, 1863.*
- Use to separate an interjection from the rest of the sentence.
    - *Yes, I will be able to attend your birthday party.*
- Use to separate a noun of direct address (the noun that names the person spoken to in a sentence from the rest of the sentence.
    - *Let's eat, Grandma.*
- Use to set off appositives.
    - *Mrs. Smith, my fourth grade teacher, is retiring this year.*
- Use to set off the direct quote from the rest of a sentence.
    - *The principal said, "Students should remain quite during morning announcements."*

Colons (:)

- Use before a list of items.
    - *Every student must come to class with the following items: a pen, a pencil, and paper.*
- Use between the hour and the minute when you write time.
    - *School begins at 8:40 each morning.*
- Use after the salutation of a business letter.
    - *To Whom it May Concern:*

Semicolons (;)

- Use between parts of a compound sentence in place of a common and coordinating conjunction.
    - *There's a great movie out; we should go see it later.*
- Use to separate units of a series when one or more of the units contain commas.
    - *People came to the conference from Chicago, Illinois; San Diego, California; Boston, Massachusetts; and many other metropolitan areas around the country.*

Dashes

- Use to indicate a strong or sudden break in thought or structure.
    - *I was just about to leave- why are you here?*
- Use to emphasize some part of a sentence.
    - *The book was perfect- captivating and humorous, yet informative.*

Hyphens
- Use to form compound words
  - *commander-in-chief, merry-go-round*
- Use join a letter to a word
  - *L-shaped*
- Use to create a compound adjective when two or more words come before a noun they modify and act as a single idea.
  - *well-respected teacher, deep-fried pickles*
- Use to express word fractions
  - *four-fifths*
- Use to form compound numbers between 20-100
  - *twenty-one*
- Use after the following prefixes:
  - *ex: ex-athlete*
  - *all: all-star*
  - *self: self-help*

Ellipsis
- Use to show a pause
  - *"I swear I was… doing my homework… I just took a break."*
- Use to show omitted words from a quotation.
  - *"Shoot all the blue jays you want, **if you can hit em**, but remember that it's a sin to kill a mockingbird" (To Kill a Mockingbird).*
  - *"Shoot all the blue jays you want… but remember that it's a sin to kill a mockingbird."*
    - **Note: the omitted words did not change the meaning of the quotation.

Quotation Marks
- Quotation marks surround the exact words of a speaker or writer.
- Periods and commas are always placed inside quotation marks.
  - *"Welcome to middle school," said Mrs. Salberg.*
  - *Mrs. Salberg said, "Welcome to middle school."*
- An exclamation point or a question mark is placed inside the quotation marks when it punctuates the quotation; it is placed outside when it punctuates the main sentence.
  - *The student asked, "Where is the art room?"*
  - *Did she say, "It's near the science rooms"?*
- Single quotation marks are used to punctuate a quotation within a quotation.
  - *"It was John F. Kennedy who famously said 'Ask not what your country can do for you,' " said the social studies teacher.*
- Quotation marks surround titles.
- When to use *Italics*, <u>Underlining</u>, and "Quotation Marks":

Italicize (or <u>underline</u> if handwritten)	Use Quotation Marks
Books	Short stories
Pamphlets	Short poems
Paintings	Songs
Plays	Articles
Newspapers	Essays
Magazines	Chapter titles
Statues	Television episodes
Long poems	
Television shows	
My favorite book is *The Giver*.	"Hey Jude" is my favorite song.

Capitalization

- The first word of a sentence and the pronoun I in any location.
  The agency bought a computer, and I learned how to use it.
- Capitalize the first word in a quotation.
  Mr. Marsh exclaimed, "Let's do the best we can!"
- Capitalize the first word and all proper nouns in the salutation of a letter and the first word in the closing.
  Dear Miranda,   Sincerely yours,   Very truly yours,
- Capitalize the names of the days of the week, special days (holidays), months of the year, historic events, and eras.
  Tuesday, Memorial Day, American Revolution, Fourth of July, December, Paleozoic Era
- Capitalize the first, last, and all other important words in the titles of written works and their contents (chapters, sections, articles), works of art and music, and movies.
  The Declaration of Independence
  *Note: Capitalize articles (a, an, the), conjunctions, or prepositions only when they are the first or last words in a title or subtitle.
- Capitalize nouns and abbreviations referring to parts of a written work only when the reference is followed by a number.
  Book IX   Chapter 6   Section 2   Volume III
- Capitalize words referring to the Deity and a specific religion.
  the Creator   Buddhism   Christian   Allah
- Capitalize names of people and words associated with the name (places, diseases, etc.)
  Hodgkin's disease   David Ponitz Center
- Capitalize titles in three instances: when immediately preceding a name, after a name in an address of typed signature, used in the place of a person's name.
  Dr. Carl Maxwell, Uncle Don, Sergeant Jackson, President Wilma Dorn, Grandma Judy
  Director of Personnel Manager, "I understand your decision, Judge," replied the defendant. I love you, Grandma.
- Capitalize the specific names of the following:
  geographical sites & places: Rocky Mountains; Lake Superior; Austin, Texas
  regions: the Midwest; the South; the Middle East
  organizations: the United Way; American Red Cross; Salvation Army
  buildings: Union Baptist Church; Empire State Building; Dunbar High School
  works of engineering: Hoover Dam; Great Wall of China; Jefferson Memorial
  state abbreviations: IL; OH; UT; CA; HI; MD
- Capitalize words based on nationalities or historical background.
  Alaskan   Canadian   Midwesterner   Californian
- Capitalize the name brand but not the generic product's name.
  Hostess Twinkies, Dove soap, Mercedes-Benz automobiles, Converse tennis shoes
- Do **not** capitalize:
  - Seasons: spring, summer, fall, winter
  - Directions: north, south, east, west
  - Names of school subjects: math, science (unless they are languages or numbered course titles: English, Math 101

Apostrophes

- To form possessive of a singular noun, add an apostrophe and an *s*
  My friend's house is on the top of the hill.
- To form the possessive of a plural noun ending in *s*, add only the apostrophe
  The trees' branches are bare in the winter.
- To form the possessive of plural nouns not ending in s, add an apostrophe and an *s*
  He works in the children's shoes section of Nordstrom.
- To show where letters have been left out in a contraction
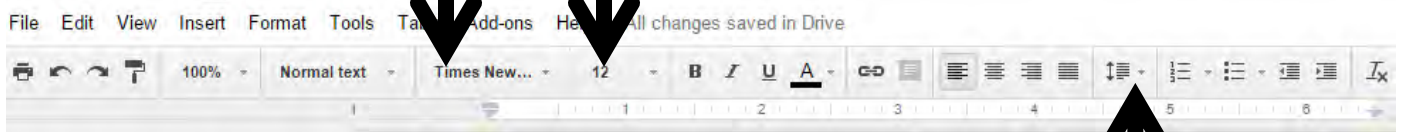 *aren't   he's   you're   o'clock*

MLA Formatting & Sharing
Using Google Documents

Name the Document
- ✓ To create a new document in Google Drive, click the "New" button on the left side of the page, then click "Google Docs."
- ✓ To name the new document, click on "Untitled Document" in the upper left corner of the page, then type the name of the document in the box that pops up and press "ok."
- ✓ Now the document will automatically save and can be accessed from your drive at any time.

Set Font and Spacing
- ✓ Times New Roman
- ✓ 12 point font
- ✓ Double Spacing

For spacing, click here and select "Double"
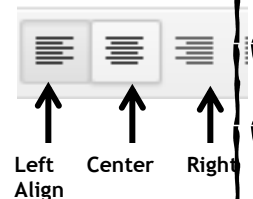
Margins
- ✓ Should be automatically set to 1 inch

Create a Header
- ✓ Click "Insert" on the tool bar, and then click "Header."
- ✓ Change format to Times New Roman, 12 point font, and set to right align.
- ✓ Type last name, then press the space bar.
- ✓ Again, click "Insert" on the tool bar, and then "Page number," and click the picture that shows page numbers on the top right side.
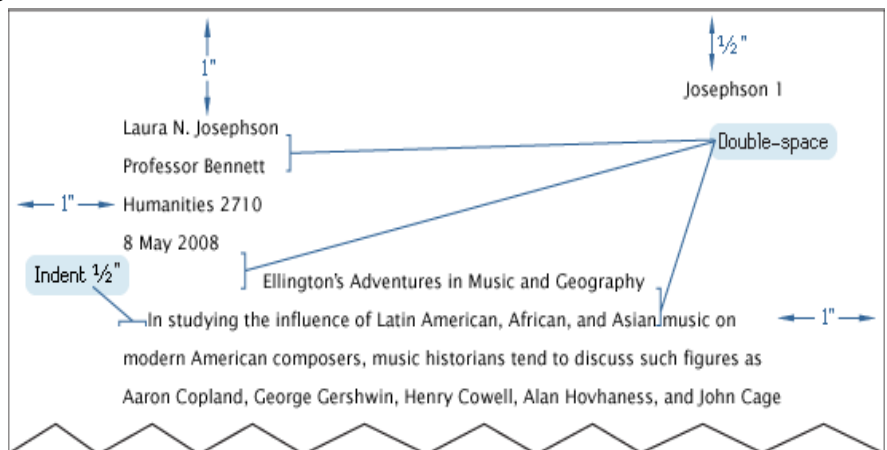
Left Align   Center   Right

Create a Heading
- ✓ Click left align
- ✓ Type:
  - ○ First and Last Name
  - ○ Teacher's Name
  - ○ Class Information
  - ○ Paper's Due Date

Create a Title
- ✓ Click Center align
- ✓ Type title in Time New Roman, 12 point font

*Do not make extra spaces before or after the title.

1"
½"
Josephson 1
Laura N. Josephson
Professor Bennett
Double-space
1"
Humanities 2710
8 May 2008
Indent ½"
Ellington's Adventures in Music and Geography
In studying the influence of Latin American, African, and Asian music on
1"
modern American composers, music historians tend to discuss such figures as
Aaron Copland, George Gershwin, Henry Cowell, Alan Hovhaness, and John Cage
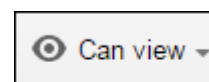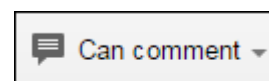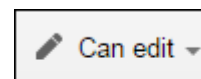
How to choose sharing options:
Edit, Comment, and View

When you choose to share a document through Google Docs, you get to decide how much access that person has to your document. Typically you can choose up to three different options for the level of access you give. The access you choose will depend why you are sharing the document with the person.
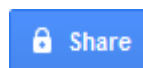
- **Can edit** - If you choose this option, then the other person is able to make changes to the document. This is good for group work, where several people are collaborating on the project. This can also be a good match when turning in an assignment to a teacher, if the teacher needs to be able to mark up the document in detail. *Be careful with this option, as it allows anyone who has access to the document to change any/ all parts of it.*

- **Can comment** - If you choose this, then the other person will not be able to edit the document, but they will be able to leave comments in the document. These comments will not print out with the document, but will be visible on screen. This is useful for peer review, such as when a student needs another student to read their work and leave comments on it.

- **Can view** - If you choose this option, then the other person is only able to view the document. This is good for material that simply needs to be read (handouts, syllabi, sample work, etc.) or for documents that will serve as templates, where the user will make a copy of the document that they can modify as their own.
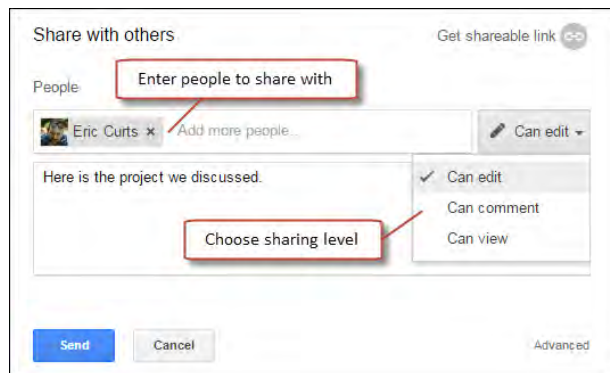
How to share a document with specific people

Probably the most common and simplest way to go paperless is to share a document with another person or group of people using the **big blue Share button** in the top right corner of a document. This is a good option to use if you are sharing the document with specific people or groups of people that can entered by email address.

1. With the document open, click the **Share** button in the top right corner

2. This will open the **Sharing settings** window

3. In the middle of the window there will be a box labeled **People**

4. Click in that box and **type in the people or groups** that you want to share the document with. This can include individual people or groups of people identified by a Google Group email address. The **address book** will find matches based on what you type.

5. Next click the **Can edit** button to pick whether the users can **edit** or **comment** on or **view** the file

6. Optionally click in the **Add a note** box to include **directions or additional information** for the recipients

7. Finally, click the **Send** button

8. All of the recipients will now get an **email message** indicating that the document has been shared with them

9. For **individuals**, the document will also automatically show up in their **Incoming folder** in their Google Drive

Adapted from *The Paperless Classroom with Google Docs - Eric Curts*

KEYBOARD SHORTCUTS

Bold	⌘ or Ctrl + B
Italics	⌘ or Ctrl + I
<u>Underline</u>	⌘ or Ctrl + U
Cut ✂	⌘ or Ctrl + X
Copy 🗐	⌘ or Ctrl + C
Paste	⌘ or Ctrl + P
Select All	⌘ or Ctrl + A
Undo ↩	⌘ or Ctrl + Z
Find	⌘ or Ctrl + F

Informative/ Expository Writing Rubric

	Focus and Meaning	Content and Development	Organization	Language Use, Voice, and Style	Mechanics and Conventions
	The extent to which the response establishes and maintains a controlling or central idea and an understanding of purpose and audience, while completing all parts of the task.	The extent to which the response develops ideas fully using extensive, specific, and relevant details (facts, examples, anecdotes, opinions, statistics, reasons, and/or explanations).	The extent to which the response demonstrates a cohesive and unified structure, direction, paragraphing, and transitional devices.	The extent to which the response demonstrates an awareness of audience and purpose, and creates tone and voice through effective use of sentence structure, sentence variety, and word choice.	The extent to which the response demonstrates control of conventions, including grammar, punctuation, and spelling.
6 Very Effective	Establishes and maintains an insightful controlling idea. Demonstrates a thorough understanding of the purpose and audience. Completes all parts of the task and may go beyond the limits of the task.	Develops ideas fully, using a wide variety of appropriate details to support ideas.	Demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. Uses effective paragraphing and transitional devices throughout.	Demonstrates precise language and artful word choice, a defined voice, and a clear sense of audience. Uses well-structured and varied sentences.	Contains few or no errors in grammar, mechanics, punctuation, and spelling.
5 Effective	Establishes and maintains a clear controlling idea. Demonstrates a general understanding of the purpose and audience. Completes most parts of the task.	Develops ideas clearly, using sufficient and appropriate details to support ideas.	Demonstrates a mostly unified structure with a good introduction and conclusion. Uses consistent paragraphing and transitional devices.	Demonstrates appropriate language and word choice, with some evidence of voice and a clear sense of audience. Uses well-structured sentences with some variety.	Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.
4 Adequate	Establishes a controlling idea. Demonstrates a basic understanding of the purpose and audience. Completes many parts of the task.	Develops ideas adequately, using sufficient details to support ideas.	Demonstrates a generally unified structure with a noticeable introduction and conclusion. Uses inconsistent paragraphing and transitional devices.	Demonstrates adequate language and word choice, with control of voice and an awareness of audience. Generally uses correct sentence structure with some variety.	Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.
3 Limited	Establishes a limited controlling idea. Demonstrates a limited understanding of the purpose and audience. Completes some parts of the task.	Develops ideas briefly and inconsistently, using insufficient details to support ideas.	Demonstrates evidence of structure with an uncertain introduction and conclusion. Uses limited paragraphing and transitional devices.	Demonstrates simple language and word choice, with some control of voice and awareness of audience. Relies on simple sentences with insufficient sentence variety.	Contains several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.
2 Minimal	Establishes a vague controlling idea. Demonstrates minimal understanding of the purpose and audience. Completes few parts of the task.	Develops ideas incompletely and inadequately, using few details to support ideas.	Demonstrates little evidence of structure with a minimal introduction and conclusion. Uses minimal paragraphing and transitional devices.	Demonstrates poor language and word choice, with minimal control of voice and awareness of audience. Makes basic errors in sentence structure and usage.	Contains serious errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message.
1 Inadequate	Establishes little or no controlling idea. Demonstrates little or no understanding of purpose and audience. Barely completes any parts of the task.	Fails to develop ideas, using little or no details to support ideas.	Demonstrates little or no evidence of structure with little or no introduction or conclusion. Uses little or no paragraphing and transitional devices.	Demonstrates unclear or incoherent language and word choice, with little or no control of voice and awareness of audience. Makes major errors in sentence structure and usage.	Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.

Persuasive/ Argument Writing Rubric

	Focus and Meaning	Content and Development	Organization	Language Use, Voice, and Style	Mechanics and Conventions
	The extent to which the response establishes and maintains an opinion/position/thesis and an understanding of purpose of audience, and completes all parts of the task.	The extent to which the response develops ideas fully using extensive, specific, and relevant details (facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations).	The extent to which the response demonstrates a cohesive and unified structure, direction, paragraphing and transitional devices.	The extent to which the response demonstrates an awareness of audience and purpose, and creates tone and voice through effective use of sentence structure, sentence variety, and word choice.	The extent to which the response demonstrates control of mechanics and conventions, including grammar, punctuation, and spelling.
6 Very Effective	Establishes and maintains an insightful opinion/position/thesis statement to argue the issue presented in the prompt task. Demonstrates a thorough understanding of the purpose and audience. Completes all parts of the task and may go beyond the limits of the task.	Effectively develops arguments, using a wide variety of specific and relevant details to support the writer's position. Convincingly addresses readers' opposing points of view or counterarguments.	Demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. Uses effective paragraphing and transitional devices throughout.	Demonstrates precise language and artful word choice, a defined voice, and a clear sense of audience. Uses well-structured and varied sentences.	Contains few or no errors in grammar, mechanics, punctuation and spelling.
5 Effectively	Establishes and maintains a clear opinion/position/thesis statement to argue the issue presented in the prompt task. Demonstrates a general understanding of the purpose and audience. Completes most parts of the task.	Develops arguments using sufficient specific and relevant details to support the writer's position. Clearly addresses readers' opposing points of view or counterarguments.	Demonstrates a mostly unified structure with a good introduction and conclusion. Uses consistent paragraphing and transitional devices.	Demonstrates appropriate language and word choice, with some evidence of voice and a clear sense of audience. Uses well-structured sentences with some variety.	Contains few errors in grammar, mechanics, punctuation and spelling that do not interfere with the communication of the message.
4 Adequate	Establishes an opinion/position/thesis statement and adequately attempts to argue the issue presented in the prompt task. Demonstrates a basic understanding of the purpose and audience. Completes many parts of the task.	Develops arguments using some specific and relevant details to support the writer's position. Adequately addresses readers' opposing points of view or counterarguments.	Demonstrates a generally unified structure with a noticeable introduction and conclusion. Uses inconsistent paragraphing and transitional devices.	Demonstrates adequate language and word choice, with control of voice and an awareness of audience. Generally uses correct sentence structure with some variety.	Contains some errors in grammar, mechanics, punctuation and spelling that do not significantly interfere with the communication of the message.
3 Limited	States an opinion/position/thesis statement but may be unclear or underdeveloped in arguing the issue presented in the prompt task. Demonstrates limited understanding of the purpose and audience. Completes some parts of the task.	Develops arguments briefly and inconsistently, using insufficient details to support the writer's position. Attempts to address readers' opposing points of view or counterarguments.	Demonstrates evidence of structure with an uncertain introduction and conclusion. Uses limited paragraphing and transitional devices.	Demonstrates simple language and word choice, with some control of voice and awareness of audience. Relies on simple sentences with insufficient sentence variety.	Contains several noticeable errors in grammar, mechanics, punctuation and spelling that may interfere with the communication of the message.
2 Minimal	Demonstrates little attempt at stating an opinion/position/thesis or arguing the issue presented in the prompt task. Demonstrates minimal understanding of the purpose and audience. Completes few parts of the task.	Develops arguments incompletely and inadequately, using few details to support the writer's position. May consider readers' opposing points of view or counterarguments.	Demonstrates little evidence of structure with a poor introduction and conclusion. Uses minimal paragraphing and transitional devices.	Demonstrates poor language and word choice, with minimal control of voice and awareness of audience. Makes basic errors in sentence structure and usage.	Contains serious errors in grammar, mechanics, punctuation and spelling that substantially interfere with the communication of the message.
1 Inadequate	Demonstrates almost no effort at stating an opinion/position/thesis, and little effort is made to argue the issue presented in the prompt task. Completes few or no parts of the task.	Little or no attempt is made to use details to support the arguments and the writer's position. Does not consider readers' opposing points of view or counterarguments.	Demonstrates little or no evidence of structure with little or no introduction or conclusion. Uses little or no paragraphing and transitional devices.	Demonstrates unclear or incoherent language and word choice, with little or no control of voice and awareness of audience. Makes major errors in sentence structure and usage.	Contains errors so severe in grammar, mechanics, punctuation and spelling that they significantly interfere with the communication of the message.

Narrative Writing Rubric

|	Focus and Meaning	Content and Development	Organization	Language Use, Voice, and Style	Mechanics and Conventions
	The extent to which the response establishes and maintains a controlling or central idea and an understanding of purpose and audience, and completes all parts of the task.	The extent to which the response develops ideas fully and creatively using extensive, specific, and relevant details (plot, setting, characters, conflict, dialogue).	The extent to which the response demonstrates a cohesive and unified structure, direction, paragraphing, and transitional devices.	The extent to which the response demonstrates an awareness of audience and purpose, and creates tone and voice through effective use of sentence structure, sentence variety, and word choice.	The extent to which the response demonstrates control of conventions, including grammar, punctuation, and spelling.
6 Very Effective	Establishes and maintains an insightful central idea. Demonstrates a thorough understanding of the purpose and audience. Completes all parts of the task using description and details that are all relevant to the story and may go beyond the limits of the task.	Provides a thoroughly detailed and developed plot and setting. Creates complex characters. Clearly establishes tension/conflict/a problem that heightens the readers' suspense for what will happen in the story. Dialogue may be used very effectively to reveal characters' thoughts.	Captures the readers' attention by cleverly opening the story. Story flows very smoothly because of excellent transitions that support sequential development. Has a conclusion that pulls the entire story together.	Demonstrates precise language and artful word choice, a defined voice, and a clear sense of audience. Uses well-structured and varied sentences.	Contains few or no errors in grammar, mechanics, punctuation, and spelling.
5 Effective	Establishes and maintains a clear central idea. Demonstrates a general understanding of the purpose, audience, and task. Provides description and details that are all relevant to the story. Completes most parts of the task.	Provides a well-developed plot and setting. Creates believable characters. Establishes tension/conflict/a problem that heightens the readers' suspense for what will happen in the story. Dialogue may be used effectively to reveal characters' thoughts.	Opening of story excites readers to continue reading. Story flows smoothly from one event to another with effective transitions that support sequential development. Conclusion provides readers with a sense of completeness.	Demonstrates appropriate language and word choice, with some evidence of voice and a clear sense of audience. Uses well-structured sentences with some variety.	Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.
4 Adequate	Establishes and maintains a central idea. Demonstrates a basic understanding of the purpose, audience, and task. Provides description and details that are relevant to the story. Completes many parts of the task.	Provides a reasonably developed plot and setting. Creates believable characters. Establishes tension/conflict/a problem that holds the readers' suspense for what will happen in the story. Dialogue may be used to reveal characters' thoughts.	Provides an interesting opening to the story that keeps the readers reading. Story generally flows smoothly from one event to another with transitions to support sequential development. Provides readers with a sense of closure.	Demonstrates adequate language and word choice, with control of voice and an awareness of audience. Generally uses correct sentence structure with some variety.	Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.
3 Limited	Establishes and maintains a limited central idea. Demonstrates a limited understanding of the purpose, audience, and task. Provides description and details that may not be relevant to the story. Completes some parts of the task.	Provides an adequately developed plot, setting, and characters, but lacks sufficient detail to make this more than a summary of what happens in the story. Tension/conflict/a problem may be stated but not developed. Some dialogue may be used to reveal characters' thoughts.	Provides an adequate opening that may not hold the readers' attention. The flow of the story may be broken by gaps in time and sequence. Transitions may be weak. Provides readers with some sense of closure.	Demonstrates simple language and word choice, with some control of voice and awareness of audience. Relies on simple sentences with insufficient sentence variety.	Contains several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.
2 Minimal	Establishes a vague central idea. Demonstrates a minimal understanding of the purpose, audience, and task. Provides description and details that may stray from the point of the story. Completes few parts of the task.	Provides a minimally developed plot and setting. Characters are only described rather than developed. Narrative may include details or information that detracts from the story. Lacks tension or conflict to make the story interesting. Little dialogue is used to reveal characters' thoughts.	Provides an opening that may repeat the title of the prompt. Flow of story may be difficult to follow because of gaps in time and sequence. Demonstrates little evidence of closure.	Demonstrates poor language and word choice, with minimal control of voice and awareness of audience. Makes basic errors in sentence structure and usage.	Contains serious errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message.
1 Inadequate	Establishes little or no central idea. Demonstrates almost no understanding of the purpose, audience, and task. Provides very little detail, some of which may not be relevant to the story. Barely completes any parts of the task.	Lacks an identifiable plot and setting. Characters are introduced but not developed. Lack of tension or conflict makes the story uninteresting to follow. Not much happens.	May have an opening that does no more than repeat the title of the prompt. Story lacks basic organization (beginning, middle, and end) with serious gaps in sequencing of brief ideas. Demonstrates little or no closure.	Demonstrates unclear or incoherent language and word choice, with little or no control of voice and awareness of audience. Makes major errors in sentence structure and usage.	Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.

Literary Writing Rubric

	Focus and Meaning	Content and Development	Organization	Language Use, Voice, and Style	Mechanics and Conventions
	The extent to which the response demonstrates understanding of the text and the purpose of the task, and makes connections between them through a controlling or central idea.	The extent to which the response develops ideas fully and artfully using extensive, specific and relevant details (facts, examples, reasons, anecdotes, prior knowledge).	The extent to which the response demonstrates a cohesive and unified structure, direction, paragraphing, and transitional devices.	The extent to which the response demonstrates an awareness of audience and purpose, and creates tone and voice through effective use of sentence structure, sentence variety, and word choice.	The extent to which the response demonstrates control of conventions, including grammar, punctuation, and spelling.
6 Very Effective	Establishes an in-depth analysis of the text and makes insightful connections among the task, the ideas in the text, and literary elements or techniques through a controlling or central idea.	Develops ideas fully and artfully, using a wide variety of specific and relevant evidence and literary elements or techniques from the text.	Demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. Uses effective paragraphing and transitional devices throughout.	Demonstrates precise language and artful word choice, a defined voice, and a clear sense of audience. Uses well-structured and varied sentences.	Contains few or no errors in grammar, mechanics, punctuation, and spelling.
5 Effective	Establishes a thorough analysis of the text and makes clear connections among the task, the ideas in the text, and literary elements or techniques through a controlling or central idea.	Develops ideas fully and clearly, using a variety of specific and relevant evidence and literary elements or techniques from the text.	Demonstrates a mostly unified structure with a good introduction and conclusion. Uses consistent paragraphing and transitional devices.	Demonstrates appropriate language and word choice, with some evidence of voice and a clear sense of audience. Uses well-structured sentences with some variety.	Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.
4 Adequate	Establishes a basic analysis of the text and makes implied connections among the task, the ideas in the text, and literary elements or techniques through a controlling or central idea.	Develops ideas adequately, using some specific and relevant evidence and literary elements or techniques from the text.	Demonstrates a generally unified structure with a noticeable introduction and conclusion. Uses inconsistent paragraphing and transitional devices.	Demonstrates adequate language and word choice, with control of voice and an awareness of audience. Generally uses correct sentence structure with some variety.	Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.
3 Limited	Establishes a limited analysis of the text and makes only a few or vague connections among the task, the ideas in the text, and literary elements or techniques through a controlling or central idea.	Develops ideas briefly and inconsistently, using little specific and relevant evidence and literary elements or techniques from the text.	Demonstrates evidence of structure with an uncertain introduction and conclusion. Uses limited paragraphing and transitional devices.	Demonstrates simple language and word choice, with some control of voice and awareness of audience. Relies on simple sentences with insufficient sentence variety.	Contains several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.
2 Minimal	Establishes a confused or incomplete analysis of the text and makes minimal connections among the task, the ideas in the text, and literary elements or techniques through a controlling or central idea.	Develops ideas incompletely and inadequately, using minimal references to the text.	Demonstrates little evidence of structure with a poor introduction and conclusion. Uses minimal paragraphing and transitional devices.	Demonstrates poor language and word choice, with minimal control of voice and awareness of audience. Makes basic errors in sentence structure and usage.	Contains serious errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message.
1 Inadequate	Fails to establish an analysis of the text and makes few or no connections among the task, the ideas in the text, and literary elements or techniques through a controlling or central idea.	Fails to develop ideas, using little or no meaningful references to the text.	Demonstrates little or no evidence of structure with little or no introduction or conclusion. Uses little or no paragraphing and transitional devices.	Demonstrates unclear or incoherent language and word choice, with little or no control of voice and awareness of audience. Makes major errors in sentence structure and usage.	Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.

Notes:

Notes:

C.E.R. Evidence-based Response

Claim + Evidence + Reasoning

Answer questions like an expert by providing claim, evidence and reasoning
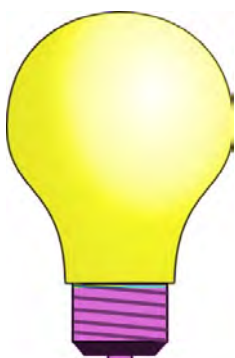
Claim
Your answer drawn from your observations

Evidence
From a credible source/text

Reasoning
Your explanation of how evidence supports claim

How to Use CER

I. Claim	II. Evidence	III. Reasoning
State a direct response to the question/prompt	Provide reliable information that supports the claim	Explain how the evidence supports the claim
Helpful Hints	**Helpful Hints**	**Helpful Hints**
- Include key words and ideas provided in the question or prompt as you write your claim - Do <u>not</u> use first person or statements that open with "I think" or "I believe"	Suggested sentence starters: - The text illustrates… - This piece of evidence is… - The author declares… - According to the passage… - According to the data…	- This portion must offer new insight, analysis, connections between ideas, etc. - Explain how the evidence supports the claim