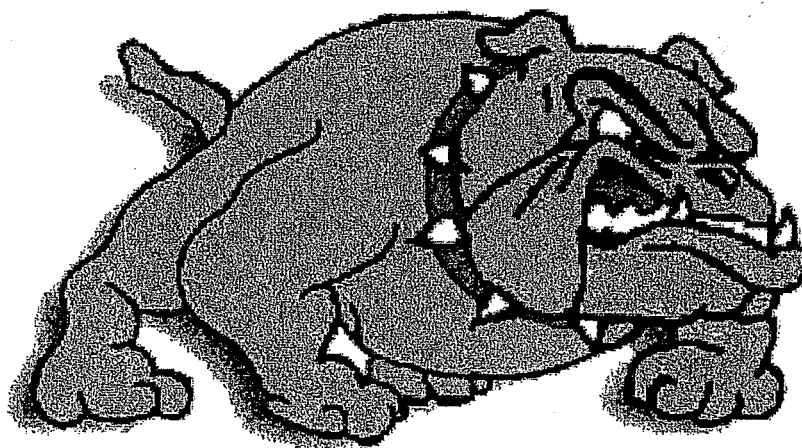


NKMS STUDENT Writing Handbook



READING WRITING SPEAKING RESEARCHING



Table of Contents

READING

Do I have to read?.....	1
Genres.....	2
Reading/Writing Glossary A-Z.....	3-8
Connections.....	9
Text Features of Nonfiction.....	10
Author's Purpose.....	11-12
Parts of Plot.....	13
Character Traits.....	14-15
Character Description Vocabulary/Samples.....	16-17
Inferences.....	18-19
Point of View.....	20-22
Theme.....	23
Tone.....	24-25
Mood.....	26-27
Literary Terms and "Tricks" List.....	28-36

WRITING

Kinds of Sentences.....	37
Sentence Structure.....	38-39
Sassy Sentences	40-42
Transitional Words and Phrases.....	43-44
To Be Disease/RIP Dead Words & Phrases.....	45-46
A-Z List of Action Verbs.....	47-49
Over 300 Ways to Say Said.....	50-51
Descriptive Ways to Say.....	52-54
Creative Word Choice.....	55-56
Sensory Details.....	57
Writing Thesis Statements.....	58-59
TIPS.....	60
Good Answers Always.....	61
Paragraphing (TS, CD, CM CS).....	62
Writing A-Z Editing Guide.....	63
Common Errors in Essays.....	64-65
Techniques for Proofreading Spelling.....	66
Friendly Letter Format.....	67

GRAMMAR/MECHANICS & VOCABULARY

Parts of Speech.....	68
Conjunctions.....	69
Adverbs.....	70
Adjectives.....	71
Prepositions.....	72-73
Verbs.....	74-75
Pronouns and Antecedents.....	76-80
Singular and Plural Possessives.....	81-83
Phrases.....	84-87
Clauses.....	88
Types of Subordinate Clauses.....	89-90
Punctuation Marks.....	91
Punctuation of Direct Quotations.....	92
Comma Rules.....	93-94
Apostrophes and Hyphens.....	95-97
Semicolon, Colon, "Quotes," and <u>Underline</u>	98
Integrating, Blending, and Embedding Quotes.....	99
Homonyms.....	100-102
Prefixes/Roots.....	103-105

SPEAKING

Levels of questioning.....	106
Presentation Tips and Practice.....	107-108
Log Lead Ins.....	109

RESEARCHING

NKMS Library Helpful Hints.....	110
Research Review.....	111
How to Take Research Notes.....	112
Avoiding Plagiarism.....	113
Evaluating Sources Critically.....	114
MLA Format.....	115
Works Cited.....	116-118

The Bulldog Writing Pact

No Excuses!

NKMS students will edit for the following:

1. Capitalize at the beginning of the sentence
2. Capitalize proper nouns (i.e. North Kirkwood Middle School) and proper adjectives (i.e. the German shepherd)
3. Capitalize titles appropriately
4. Use correct end punctuation
5. Use commas correctly
6. Use complete sentences (No fragments! No run-ons!)
7. Use commonly confused words correctly: (to/two/too, its/it's, their/there/they're, are/our/hour, your/you're, than/then, where/were)
8. Use apostrophes in contractions (i.e. don't) and possessives (Brenda's house, the students' voices)
9. Paragraph logically
10. Restate the question in the answer (instead of beginning with "Because...") Remember: **PQPA** -- Part of the Question is Part of the Answer!

Reading

DO I HAVE TO READ?

The answer may surprise you. There are times that you absolutely HAVE TO read, and there are times where it is 100% OK to put what you're reading down and walk away.

The question is, when do I have to read and when is it ok to put it down?

HAVE TO READ... and how to get through it	"ABANDONING" READING... knowing when it's a good idea
Know your purpose and keep that in mind as you read your	Know your purpose and keep that in mind as you read your
Know what questions you will be responsible for at the end of each reading. <ul style="list-style-type: none">-Skim the text-Look in the index or glossary-Use text features in non-fiction text (Maps/legends, charts/graphs, captions, pictures)-Use stickie notes to keep track of important details to support your thinking and responses.	Are you understanding what you are reading? <ul style="list-style-type: none">-Is the vocabulary too difficult?-Are you able to keep the characters straight?-Are you able to make connections?-Are you able to visualize events?-Is the text keeping your attention?-If someone asked you about your reading, would you be able to either retell or
If the particular text you are reading is assigned you will need to stick it out.	If the reading is not assigned, you have the flexibility to abandon, if you choose.
Examples: <ul style="list-style-type: none">-textbooks-research material-assigned readings (both fiction and non-fiction)	Examples: <ul style="list-style-type: none">-magazines-choice readings-research material

GENRES

Realistic Fiction- A story using made-up characters that could happen in real life.

Poetry- Written in verse to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

Biography- The story of a real person's life written by another person.

Autobiography- The story of a real person's life that is written by that person.

Historical Fiction- A fictional story that takes place in a particular time period in the past.. Often the setting is real, but the characters are made up from the author's imagination.

Fantasy- A story including elements that are impossible, such as talking animals or magical powers. Make believe is what this genre is all about.

Science Fiction- A type of fantasy that uses science and technology (robots, time machines, etc.).

Traditional Literature (Folklore)- Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.

Mystery- A suspenseful story about a puzzling event that is not solved until the end of the story.

act	a part of a play that is usually made up of scenes
adventure	narrative; a story that includes the elements of the unknown, danger and/or risk, and excitement
advertisement	persuasive; a composition, often including visual aids, that attempts to promote a product or service
autobiography	expository; a writer's story about his or her life, often based solely upon recollection, that provides unique insight into personal experiences of the author
biography	expository; the story of the facts and events of a person's life
blog	transactional; a frequently updated newsletter or journal for the general public, which often contains the author's thoughts, comments, and personal point of view
business letter	transactional; a formal letter dealing with business, usually written to an unknown reader or group of readers
characterization	the act of describing the characteristics and features of a character
climax	the turning point in a story, at which the conflict reaches the highest point of crisis
conclusion	the end or last part of an event, composition, process, or experiment
conflict	a disagreement of ideas, principles, or opinions between people or groups
conventions	correct use of grammar, usage, and mechanics that make a composition easy to read
descriptive	expository; a composition that includes sensory details and creates a mental picture for readers
detail	the word(s) that describe, or tell more about, something

dialogue

a conversation between two or more characters, represented through the use of quotation marks

draft

a stage in the writing process when ideas are put into writing; an outline or rough version of a piece of writing

edit

a stage in the writing process when mechanical features of a writing piece are corrected

editorial

persuasive; an article in a newspaper or magazine that expresses the writer's opinion on a subject or issue

essay

persuasive; a short piece of writing that gives the writer's ideas, feelings, and opinions on a particular subject

experiment

procedural; a composition that outlines the process and findings of a scientific test

expository

a genre of writing that informs, describes, or explains

fable

narrative; a short story that uses animals as characters and teaches a moral or lesson

fact

information that is considered to be true

fairy tale

narrative; a short story that, as a kind of folk tale, contains magic and conflict between good and evil

falling action

the events in a story that lead to the resolution

fantasy

narrative; a story in which the imagination makes the impossible seem possible, rather than how it may become (as is the case in science fiction)

fiction

something told or written that is a product of the writer's imagination

figurative language

language used in writing to create a special effect or feeling or to make the writing more interesting using idioms, metaphors, or similes

first-person point of view

a person's way of thinking about a subject, which uses the words *I*, *me*, and *my*

folk tale	narrative; a well-known story passed down from one generation to the next, which includes <i>epic</i> , <i>fable</i> , <i>fairy tale</i> , <i>legend</i> , <i>myth</i> , and <i>pourquoi tale</i>
folk tale (literary)	narrative; an original story in the form of an <i>epic</i> , <i>fable</i> , <i>fairy tale</i> , <i>legend</i> , <i>myth</i> , and <i>pourquoi tale</i>
foreshadowing	a suggestion of a future event
friendly email	transactional; a quick, convenient electronic form of communication between acquaintances, which often includes topics of personal interest
friendly letter	transactional; a written form of communication with a friendly tone, often about topics of personal interest
genre	a category of literature or art marked by a distinctive style, form, or content
historical fiction	narrative; a piece of written work in which the characters are fictional but the setting and details are rooted in historical fact
how to	procedural; a composition that describes the necessary steps to complete a task in a real-world setting
ideas	information to create a clear, easy to understand message that is interesting to readers
informational report	expository; a report, often based on research, that presents focused ideas, facts, and/or principles on a topic
interview	transactional; a written account of a conversation between two or more individuals through direct quotes, allowing readers the opportunity to interpret the meaning of each quote, rather than rely on a secondary source
invitation	transactional; a polite written request for a person important to the sender to participate or to be present at a function or event

legend

narrative; a story that has been passed down through generations and presented as history, even though it is not factual

media article

expository; a news article that objectively presents information supported with facts and/or statistics, the writing of which involves making value judgments based on fairness, accuracy, leadership, accessibility, and credibility

moral

the lesson to be learned from a story or experience

mystery

narrative; a suspenseful story about a crime or other event, the writing of which involves the process of solving a puzzle

myth

narrative; a story that explains the origins of the world or how the world and the creatures in it came into being

narrative

a genre of writing that entertains or tells a story

nonfiction

writing that is factual rather than imaginary

opinion

a belief or judgment based on feelings

organization

how information is grouped together in a meaningful way to create a message that is easy for readers to follow

original

the first of its kind

personal narrative

narrative; a story written from a first-person point of view that shares a personal experience through descriptive details

personification

assigning human characteristics to an object, animal, or idea

persuasive

a genre of writing that attempts to convince readers to embrace a particular point of view

play

narrative; a story or drama to be acted on a stage or broadcast

plot

the sequence of events in a story

point of view

a person's way of thinking about or approaching a subject

political cartoon

persuasive; a cartoon that communicates a message about a social or political event, which often incorporates satire and the use of symbolism

postcard

transactional; a short, concise message written on a thick piece of paper that is mailed without an envelope

presentation

the manner in which the final product is shown to an audience

prewrite

a stage in the writing process before drafting when ideas are planned

problem

a question or puzzle that needs to be solved

procedural

a genre of writing that explains the instructions or directions for completing a task

pro/con

persuasive; a composition that presents both sides of an issue equally, allowing readers to form their own opinions based on the information presented

publish

a stage in the writing process when the writing is finalized and made available to be read by the public

realistic fiction

narrative; a story based on characters, setting, problems, events, and solutions that could happen in real life

recipe

procedural; a list of ingredients and set of written directions for preparing something, such as food

resolution

the act of finding a solution to a problem

review

persuasive; a composition in which the author describes a product or event and offers an opinion based on personal experience

revise

a stage in the writing process when structural and content changes are made in a piece of writing

rising action

the events in a story that lead to the climax

scene

a sequence of continuous action in a play

science fiction

narrative; a story based on imagined future events and advances in science/technology, and may include life on other planets

sentence fluency

sentence structure and smooth transitions between ideas

setting

the time and place in which the action of a story takes place

solution

the answer to a question, problem, or difficulty

story

an account of events, whether true or fictional

summary

expository; a short synopsis of the main points in a piece of writing

theme

the main idea or topic of an artistic work

tone

the general mood of an act or piece of writing

transactional

a genre of writing that serves as a communication of ideas and information between individuals

text type

a type of writing such as *informational report*, *personal narrative*, *pro/con*, *friendly letter*, and *how to*, which is characteristic of one of the five main genres

villain

an evil person or creature in a story who causes trouble for the hero or heroine

voice

the emotion or personality conveyed in a composition

word choice

appropriate selection of words to create pictures in readers' minds

writing process

the steps in the process of producing a complete written product (*prewrite*, *draft*, *revise*, *edit*, and *publish*)

Connections

What are connections?

Connections are links that readers can make between what they are reading and things they already know about.

Why should we make connections?

Good readers make connections to better understand what they are reading.

How do readers make connections?

Good readers use their own background knowledge and prior experiences to make connections.

Text-to-Self (T-S) Connections

These are connections that readers make between the text (what you are reading) and their own past experiences or background knowledge.

Text-to-Text (T-T) Connections

These are connections that readers make between the text they are reading and other texts the reader has read before.

Other kinds of texts might include books, poems, scripts, songs, or anything written. You could even include movies or television shows that you have seen before.

Text-to-World (T-W) Connections

These are connections that readers make between the text and the bigger issues, events, or concerns of society. To make these types of connections, the reader must think about what is going on in the world around them.

Using Text Features to Make Sense of Non-Fiction

First, let's define what Non-Fiction reading could be. It could be magazines, bus schedules, maps, text books, internet sites, menus, biographies and many other types of **text**.

Uh-oh...what is "*text*"? Traditionally, *text*, is anything that is written down. Books, newspapers, cards, directions, etc are referred to as *text*. Often times non-fiction *text* include **text features**.

Text features are parts of your textbook that have been created to help you locate and learn information. **Text features** are used in designing and organizing pages of your textbook. The title page and table of contents are **text features** you can find at the beginning of books. Headings, graphics, main idea boxes, and bolded words are some of the **text features** you will find in the middle of your book. Reference pages like glossaries, indexes, and atlases are some **text features** you might find at the end of your book.

Below is a list of **text features**.

title page	graphics (pictures, graphs, charts, etc)
headings	table of contents
bolded or highlighted words	review questions
vocabulary boxes	index
main idea boxes	atlas
glossaries	chapter titles

So, you ask, "Why should I take the time to look at the **text features**. It's just more reading?"

Looking at text features helps you know what is most important in a lesson and allows you to locate information more quickly. By looking at the titles in a table of contents directs you to specific information. Reference pages such as the glossary can help you find out more about a certain topic or word.

So, you ask, "Do you have a way to help me figure out what **text feature** is most helpful in specific situations?"

Use the chart below to help you decide which text feature would be most helpful when you need:

Understand words & Vocabulary use:

glossary
vocabulary boxes
bolded/highlighted words

Locate Main Idea & topics:

table of contents
headings
index
main idea boxes

Locate data or places:

maps
atlas
charts
tables

Author's Purpose

To Persuade

To convince the reader of a certain point of view

To Inform

To teach or give information to the reader

To Entertain

To hold the attention of the reader through
enjoyment

Read each selection about interesting animals. Tell whether the *author's purpose* for writing it was to entertain, to describe, to persuade, or to inform. Underline two details that helped you identify the author's purpose. Use the information in the box to help you. Then describe the audience the author might have intended to reach.

An author's purpose in writing may be to inform, entertain, describe, or to persuade. An author may have more than one purpose in writing a selection.



1. There are two kinds of pandas, the bearlike giant panda and the lesser panda. Lesser pandas live in the hill forests of the south-eastern Himalayas. Giant pandas live in western China and can weigh more than 300 pounds.

Author's purpose: _____

Audience: _____

2. A woman is driving down a country road when her car breaks down. She gets out and checks under the hood, but she can't figure out what's wrong. "It's the carburetor," says a voice behind her. She looks up to see a horse. "I said that it's your carburetor," the horse repeated. The woman turns and notices a farmhouse at the top of the hill. She runs to it and knocks furiously on the door. A friendly farmer answers. "The most amazing thing just happened," she starts. "My car broke down, and a voice tells me it's the carburetor. I turn and it's your horse!"

Author's purpose: _____

Audience: _____

3. Marion's spaniel just had six puppies, and I can get one for free. I think it's very important for me to have a pet. Caring for a pet helps a person become responsible. I could play outdoors with the puppy. It would be a very good friend for me, and that's probably my best reason for wanting one.

Author's purpose: _____

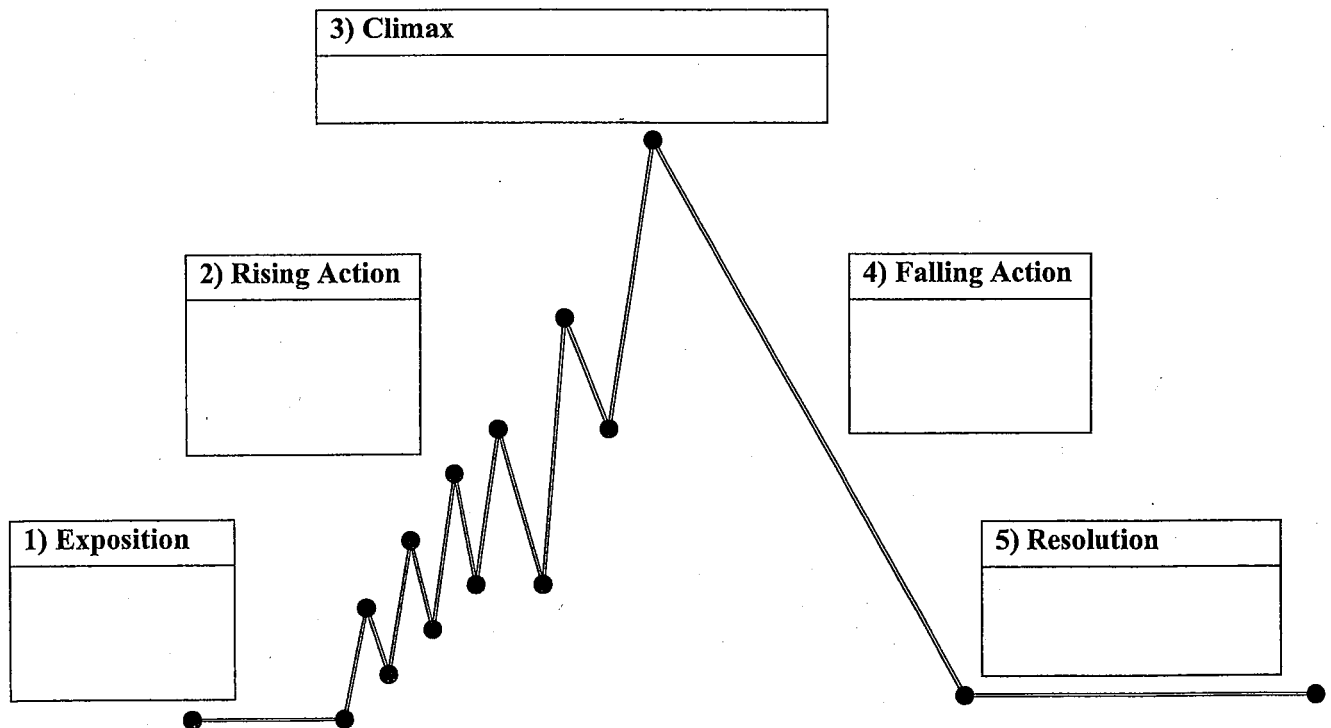
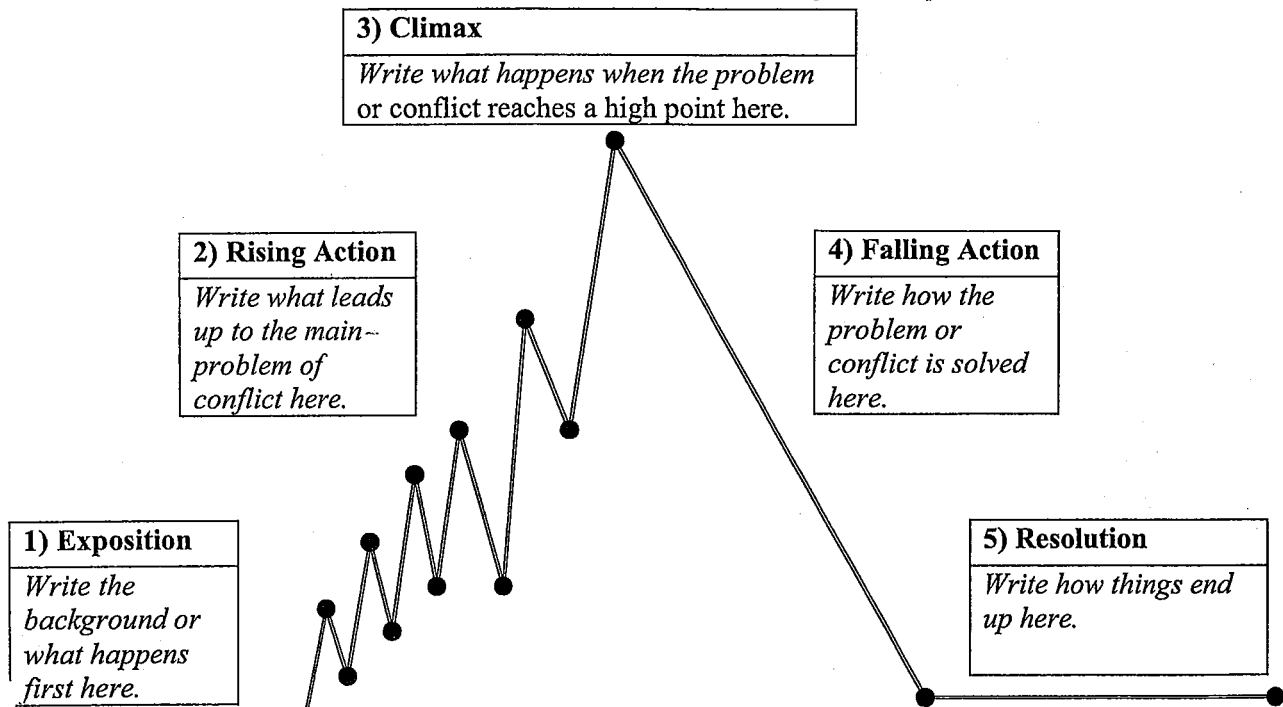
Audience: _____



Write a letter to a friend or a relative who lives far away, describing the scene outside your window at school or home. Include as many descriptive details as you can see.

Plot Diagram

A Plot Diagram helps you see how fiction and drama are organized.
Use it to analyze the five main parts of a plot.



Identifying Character Traits

Characters do things. They feel things. They hear things. They say things. They think things. They go places. They can walk, run, leap, and jump. They may sit and rock in a rocking chair. They may just lie in bed, sleep, and dream. But the important thing is that characters act.



And these actions show us what kind of people these characters are: friendly, sad, nosey, happy, lovestruck, confused, angry, or inventive.

What is a character trait?

When we talk about a character, we often describe that character in terms of **character traits**, descriptive adjectives like happy or sad that tell us the specific qualities of the character. They're the same kinds of words that we might use to describe ourselves or others, but we're using them to describe fictional characters in something we've read.

The author may tell us these traits directly, but more often the author will show us these traits in action. Our job as readers is to draw a conclusion about the character's traits (*to infer them*) from what the character says, thinks, and does. We might infer a character trait from something a character does only once, or we might draw our conclusions from a series of things the character says and does.

How do we find a character's traits?

An easy way to think about characters is to use a simple chart like the one below. You can start anywhere. There's no wrong way to make your list:

- jot down actions that the character takes then match them with descriptive adjectives in the character traits column.
- list character traits that match your character; then gather a list of actions from the book that support the traits you've listed
- jump back and forth between the columns listing ideas as they come to you; then go back to fill in the matching information for the related column.

For this example, we'll use the character of Harry Potter from *Harry Potter and the Sorcerer's Stone*.

Actions	Character Trait They Reveal
<ul style="list-style-type: none">• chases Malfoy when he takes Neville's Remembrall• runs to warn Hermione about the Mountain Troll on Halloween and helps Ron fight the Troll• works to protect the Sorcerer's Stone and keep it away from Lord Voldemort	courageous, brave

Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

Character Description Vocabulary

Animated	Drab	Gigantic
Arrogant	Dramatic	Glassy
Attractive	Ebony	Glimmering
Auburn	Elegant	Glistening
Awkward	Energetic	Gloomy
Beautiful	Exhausted	Glossy
Becoming	Exotic	Glowing
Bleary	Expensive	Good-looking
Blond	Exuberant	Gorgeous
Bold	Fair	Grimy
Bony	Fearful	Handsome
Bright	Fiery	Healthy
Brilliant	Flamboyant	Homely
Brunette	Flashy	Hysterical
Calm	Flowery	Immense
Chubby	Flushed	Imposing
Cluttered	Formal	Indistinct
Colorful	Fragile	Lacy
Colorless	Frail	Lavish
Crinkled	Freckled	Lethargic
Crisp	Fresh	Lifeless
Crumpled	Frightened	Lively
Dappled	Frilled	Massive
Dazzling	Frizzy	Messy
Dismal	Gaudy	Muscular
Distinctive	Gaunt	Nappy

continued

Sample Character Descriptions

From *Harry Potter and the Sorcerer's Stone* by J. K. Rowling (Scholastic, 1998)

- He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. (p. 1)
- A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair. (p. 46)

From *I Know Why the Caged Bird Sings* by Maya Angelou (Bantam, 1993)

- Where I was big, elbowy and grating, he was small, graceful and smooth. ...he was lauded for his velvet-black skin. His hair fell down in black curls, and my head was covered with black steel wool. And yet he loved me. (p. 17)
- Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let alone snag her skin. She didn't encourage familiarity. She wore gloves too. (p. 78)

From *Holes* by Louis Sachar (Scholastic, 2000)

- They were dripping with sweat, and their faces were so dirty that it took Stanley a moment to notice that one kid was white and the other black. (p. 17)
- Madame Zeroni had dark skin and a very wide mouth. When she looked at you, her eyes seemed to expand, and you felt like she was looking right through you. (p. 29)

From *The Poisonwood Bible* by Barbara Kingsolver (HarperCollins, 1998)

- We wore our best dresses on the outside to make a good impression. Rachel wore her green linen Easter suit she was so vain of, and her long whitish hair pulled off her forehead with a wide pink elastic hairband.... Sitting next to me on the plane, she kept batting her white-rabbit eyelashes and adjusting her bright pink hairband, trying to get me to notice she had secretly painted her fingernails bubble-gum pink to match. (p. 15)

continued

Name _____

Date _____

KIS Strategy: An Inference Strategy to Remember

K – Key words are underlined.

I – Infer. Predict what information is missing by thinking about the key words.

S – Support the inference by explaining why it is correct. Base your explanation on your own past experiences and knowledge.

Practicing the KIS Strategy

Use the KIS strategy to make and support inferences.

1. What a long elevator ride it was! Lu and Seth couldn't wait to see the view through the wire fence. The wind was blowing through their hair as they looked down. The cars on the street looked like toy cars. What an amazing city this was!

Where were they?

Inference: _____

Support: _____

2. Frankie could hear the people's screams from a long distance. She could hear terror and excitement in the screams. The sound of the screams occurred intermittently. A brief moment of silence would be followed by full-force screams. Frankie could also hear what she thought might be the rattle of chains.

What could be going on?

Inference: _____

Support: _____

3. The kids were allowed to be here without their parents, but they were told to whisper three times by different adults. The place was big, cool, and quiet. Computers were set up by the information desk so people could find exactly what they needed or use the Internet for research. The kids looked at some magazines, listened to some CDs, read a few short books, and then saw a short puppet show. By using a special card, they were able to borrow some items.

What kind of place is this?

Inference: _____

Support: _____



Point of View

First person: (includes the thoughts and perspective of one main character, who's telling his/her own story)

As I walked up the hill, I realized that the atmosphere was just too quiet. There was no sound from the cardinal who was nearly always singing from the top of the maple tree. I thought I saw a shadow move high up on the slope, but when I looked again it was gone.

Second person: (turns the reader into the character)

As you walk up the hill, you realize that the atmosphere's just too quiet. There's no sound from the cardinal you know is almost always singing from the top of the maple tree. You think you see a shadow move high up on the slope, but when you look again it's gone.

Third person limited: (includes the thoughts and perspective of one main character)

As she walked up the hill, she realized that the atmosphere was just too quiet. There was no sound from the cardinal who she so often heard singing from the top of the maple tree. She thought she saw a shadow move high up on the slope, but when she looked again it was gone.

Third person omniscient: (all-knowing; can include thoughts and perspective of all characters)

As the girl walked up the hill, she realized that the atmosphere was just too quiet.

The cardinal tipped his head back and drew breath to sing, but just as the first note passed his beak he heard the crack of a dead branch far below his perch high in the maple tree. Startled, he looked down, cocking his head to one side and watching with great interest while the man rattled the blades of grass as he tried to hide himself behind the tree.

As the boy saw her start up the hill, he moved quickly into the shelter of the huge old maple tree. If she saw him now, everything would be ruined.

She thought she saw a shadow move high up on the slope, but when she looked again it was gone. The boy thought if he could stay hidden until she came within range, she'd have to talk to him. Wouldn't she?

Most Common Points of View

Point of view is the angle from which a story is told. It is the relationship of the storyteller to the characters and events.

Most Common Points of View

First Person: One of the characters tells the story. The storyteller uses the first-person *I* to tell his or her own experiences, thoughts, feelings, and actions. (KEY WORDS: *I, me, my*)

Third Person (also known as Limited Point of View): The story is usually told chiefly from the main character's point of view. Most of the books you read are probably written in the third person. (KEY WORDS: *he, she, it, her, his, and so on*)

Omniscient (also known as All-Knowing Point of View): The storyteller knows each character's experiences, thoughts, feelings, and actions. (KEY WORDS: *he, she, it, her, his, and so on*)

Examples of Point of View

Identify which paragraphs are told from the first-person, third-person, or omniscient points of view.

1. From *Maniac Magee* by Jerry Spinelli (Scholastic, 1990), page 76

So he turned and started walking north on Hector, right down the middle of the street, right down the invisible chalk line that divided East End from West End. Cars beeped at him, drivers hollered, but he never flinched. The Cobras kept right along with him on their side of the street. So did a bunch of East Enders on their side. One of them was Mars Bar. Both sides were calling for him to come over.

2. From *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, by E.L. Konigsburg (Yearling, 1977), pages 89–90

Claudia was furious. "The men who moved it last night hugged it when they moved it. There's all kinds of hugging."

She refused to look at Jamie again and instead stared at the statue. The sound of footsteps broke the silence and her concentration. Footsteps from the Italian Renaissance were descending upon them! The guard was coming down the steps. Oh, baloney! thought Jamie. There was just too much time before the museum opened on Sundays. They should have been in hiding already. Here they were out in the open with a light on!

3. From *The Twenty-One Balloons* by William Pène du Bois (Viking, 1975), page 39

It is funny that my trip has ended by being such a fast trip around the world. I find myself referred to now as one of the speediest travelers of all times. Speed wasn't at all what I had in mind when I started out. On the contrary, if all had gone the way I had hoped, I would still be happily floating around in my balloon, drifting anywhere the wind cared to carry me—East, West, North or South.



More Point of View Examples

Which of the following passages represents which point of view: first person, third person, and omniscient?

1. From *Number the Stars* by Lois Lowry (Bantam Doubleday Dell, 1989), page 3

One of the soldiers, the taller one, moved toward her. Annemarie recognized him as the one she and Ellen always called, in whispers, "the Giraffe" because of his height and the long neck that extended from his stiff collar. He and his partner were always on this corner.

He prodded the corner of her backpack with the stock of his rifle. Annemarie trembled. "What is in here?" he asked loudly. From the corner of her eye, she saw the shopkeeper move quietly back into the shadows of the doorway, out of sight.

"Schoolbooks," she answered truthfully.

Point of view: _____

2. From *Missing May* by Cynthia Rylant (Bantam Doubleday Dell, 1993), page 47

The day after May didn't come to us, Ob didn't get out of bed. He didn't get me up either, and from a bad dream I woke with a start, knowing things were wrong, knowing I had missed something vitally important.

Among these, of course, was the school bus. It was Monday, and Ob should have called me out of bed at five-thirty, but he didn't, and when I finally woke at seven o'clock, it was too late to set the day straight.

Point of view: _____

3. From *The Lion, the Witch and the Wardrobe* by C.S. Lewis, pages 3-4

He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once, but on the first evening when he came to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it.

Point of view: _____

Determining Theme

What is Theme?

Theme is a controlling idea or the central insight of a piece of fiction, the unifying generalization about the human condition stated or implied by the story.

How do I find it?

You have to find out what the author is trying to say. Here are some questions that may help:

- What topics/subjects are being brought up?
- What is the author saying about those topics/subjects?
- In what ways does the main character change?
- What has the character learned by the end?
- What information does the title reveal?
- What is the main conflict and what is the outcome?

What do I do with the information now?

- Theme must be a statement about the subject-which means, a complete sentence!
- Theme must be stated as a generalization about life; you can't use events or characters from the piece in the sentence.
- Stay away from words like every, all, always, etc...
- Theme is the central and unifying concept in the story; it must account for all the major details of the story and not be contradicted by the story.
- There is no one way of stating theme.
- Avoid any statement that reduces the theme to a cliché. A theme is not "Love is Blind".
- Create a theme statement. Feel free to use the information below.

Theme Statement:

In _____ by _____, the author shows that

Step 1: What topics are being brought up? EXAMPLE will use *Freak the Mighty*

Ex: friendship, disabilities, truth

Step 2: What is the author saying about that topic?

Ex: He is explaining how people should not judge others by disabilities. Everyone is capable of achieving their goals.

Step 3: Write the statement and REVISE to perfection!

Ex: In the novel, *Freak the Mighty*, Rodman Philbrick shows how people can overcome their disabilities to accomplish great things and form true friendships.

Determining Tone

What is tone?

Tone is the speaker's attitude toward the subject, the characters or the readers, which is revealed by the author's diction (word choice)

Activity 1: Explain the difference between the following sets of words:

Silly/Giddy-silliness implies an element of childish behavior whereas giddiness implies happiness. You can be giddy without being silly.

Sad/sentimental

Angry/upset

Mocking/sarcastic

Shifts in Tone-to demonstrate how complex a speaker's attitude might be or how an author might have one attitude toward the audience and another attitude toward the subject, watch for these clues in a shift in tone:

- Key words (but, yet, nevertheless, however, etc...)
- Punctuation (dashes, periods, semicolons, etc...)
- Stanza and paragraph divisions
- Changes in line and stanza or in sentence length
- Sharp contrasts in diction

One method that can help you to determine tone is the DIDLS method of analysis.

D-Diction	the connotation of word choice
I-Images	vivid appeals to understanding through the senses
D-Details	facts that are included or omitted
L-Language	the overall use of language, such as formal, cliché, jargon
S-Sentence Structure	how structure affects the reader's attitude

Passage 1: “This is Just to Say” by William Carlos Williams

and which
you were probably
saving
for breakfast

5

10

- Tone word: insincere

2. What is the author's tone towards the person to whom he is speaking?

Tone word: _____

Explain: _____

Determining Mood

(and telling the difference between mood and tone)

What is Mood?

Mood is the feeling a piece of literature arouses in the reader. It is the atmosphere created by the author. Some literature makes us feel happy, sad, angry, etc...Mood is often created by setting.

Activity 1: Identify the mood of the following passage and explain using examples from the text. Try not to use a word already used in the text.

Passage 1: "The Fall of the House of Usher" by Edgar Allan Poe

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing along, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher...I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled luster by the dwelling...[with] vacant and eye-like windows."

Mood word: _____depressing_____

Explanation: The setting of this short story is at a house that is described as melancholy. Additionally, the day is "dull, dark, and soundless". The depressing diction here creates a feeling of sadness. Additionally, the story is set in autumn, a time of year when the leaves are "dying" and the summer is "dying".

Passage 2: "Of Mice and Men" by John Steinbeck

The deep green pool of the Salinas River was still in the late afternoon. Already the sun had left the valley to go climbing up the slopes of the Gabilan mountains, and the hilltops were rosy in the sun. But by the pool among the mottled sycamores, a pleasant shade had fallen.

A water snake glided smoothly up the pool, twisting its periscope head from side to side; and it swam the length of the pool and came to the legs of a motionless heron that stood in the shallows. A silent hear and beak lanced down and plucked it out by the head, and the beak swallowed the little snake while its tail waved frantically.

Tone word: _____

Explanation: _____

So, what is the difference between tone and mood anyway?

Think of it this way: Tone is how the author feels; Mood is the way the author is trying to make you feel.

Here are some steps to follow to tell them apart:

Step1

Find a scene or passage in the fictional text to analyze and read it through out loud.

Step2

Write down the sensory feelings you have while reading. Are you angry, left in suspense, or curious?

Step3

Describe the setting. How are the objects and people described? Try to draw an image of what you read.

Step4

Write "Mood" at the top of this page. Mood is the term used to describe the feeling of a piece of literature. When you read a novel and get a feeling of suspense or mystery, this is the mood you are uncovering.

Step5

On another piece of paper write down what you think the author thinks about the characters or subject in the story. How does the author treat these elements? Are they sarcastic, pessimistic or hopeful?

Step6

Write "Tone" at the top of this page. Tone is the word used to describe the author's opinion about the story, character or events. Tone can be found in fiction and non-fiction by looking at the way the author describes things and what words they choose.

Step7

Practice! The key to learning is repetition. Try to find the mood and tone of different pieces of fiction and non-fiction. Keep practicing until you know you've got it.

Literary Terms and "Tricks" List

Authors and poets use many different techniques when they write. These techniques help to convey ideas and feelings and create memorable works of literature. As you become more familiar with these, you will begin to incorporate them in your own writing.

What is it Called?	What does it mean?	What does it look like?
<i>Alliteration</i>	The repetition of a consonant sound to create rhythm and aid memory	The falling flakes fluttered to the ground. The swift, silent serpent slithered along.
<i>Allusion</i>	A brief reference to a historical or literary person, place, object, or event	Biblical allusions are frequently used in English Literature; a writer may refer to Adam, Eve, Serpent or The Garden to tap into associations that already exist for the reader.
<i>Analogy</i>	The comparison of two similar things so as to suggest that if they are alike in some respects, they are probably alike in other ways as well	Learning to walk is a good analogy for learning to ride a bike; you start slowly, you are a little wobbly at first, but once you have your balance, you are zooming along.
<i>Anecdote</i>	A short narrative that tells the particulars of an interesting and/or humorous event	My father and mother often used anecdotes as a way to teach us various safety rules.
<i>Antagonist</i>	A person or thing that opposes the protagonist or hero/heroine of a story	The antagonist is not always a person; it may be a force of nature or a corrupt institution.
<i>Blank Verse</i>	Unrhymed, but otherwise regular verse, usually iambic pentameter	Most of the text in Shakespeare's plays is written in blank verse, although he often liked to rhyme the last couplet of a scene so the audience would know it was ending.
<i>Characterization</i>	The creation of imaginary persons so that they seem lifelike.	The six elements used to create a character are: physical description, speech, thoughts/feelings, actions/reactions, what other characters say about them and possible direct comments from a narrator.
<i>Cliché</i>	A word or phrase that is so overused that it is no longer effective in most writing situations	"Never judge a book by its cover." "Don't count your chickens before they are hatched." Avoid clichés "like the plague." (irony intended)
<i>Climax</i>	A high point or turning point in a piece of literature, the point at which the rising action reverses and becomes the falling action or denouement	At the climax of the play the true villain was revealed to the audience; no one had suspected her at all.
<i>Coherence</i>	The parts of a composition should be arranged in a logical and orderly manner so that the meaning and ideas are clear and intelligible.	When we write essays, we want to check for coherence during the revision process so that our message is as clear and precise as possible.
<i>Conflict</i>	The problem or struggle that the characters have to solve or come to grips with by the end of the story.	There are five types of conflict: Person vs. Person (external) Person vs. Society (external) Person vs. Nature (external) Person vs. Self (internal) Person vs. Fate (God) (external)

<i>Connotation</i>	The emotions and feelings that surround a word; they may be negative, neutral or positive, depending on their context.	When people want to "soften" the word "died," they may use the phrases: "passed away," "at rest," or "at peace," so that the connotation is not as harsh.
<i>Context</i>	The environment of a word, the words that surround a particular word and help to determine or deepen its meaning.	Often you can figure out the meaning of a word by re-reading the sentence or paragraph and looking for context clues that give you additional information about the word.
<i>Couplet</i>	In poetry (verse), two consecutive lines that rhyme	"Tiger! Tiger! Burning <i>bright</i> In the forests of the <i>night</i> ," (Blake)
<i>Critique</i>	A critical examination of a work of art to determine its nature and how it measures up to established standards.	Writing a critique of a book helps us to sharpen our critical thinking skills and deepen our understanding of what we look for in good literature.
<i>Denotation</i>	The literal or basic meaning of a word (the dictionary definition)	The denotation of the word "died" is "to cease living."
<i>Denouement</i>	The resolution or outcome of a play or story	In the denouement of a play, the loose ends of the plot get tied up or answered.
<i>Dialogue</i>	The conversation between two or more characters in a work of literature.	To indicate dialogue in a novel, characters' exact words are enclosed in quotation marks, but in a play, where all the lines are made up of dialogue, the playwright does not need to use quotation marks.
<i>Diction</i>	The writer's choice of words based on their clarity and effectiveness	Mark Twain once said, "The difference between the right word and almost the right word is the difference between lightning and a lightning bug."
<i>Drama</i>	A story told by actors who play the characters who reveal the conflict through their actions and dialogue.	If the actors in a drama give a great performance, they seem to become the characters they are taking on and we get emotionally hooked.
<i>Editorial</i>	A short essay in a newspaper or magazine that expresses the opinion of the writer.	In the editorial section of the newspaper, the editor, as well as community members, can express their opinion on a current issue or topic.
<i>Elegy</i>	A formal poem that meditates on death or another solemn theme	Thomas Gray's "Elegy Written in a Country Churchyard," was composed as the poet wandered in an old cemetery and thought about other people's deaths and his own as well.
<i>Empathy</i>	When you put yourself in someone else's place and imagine how that person must feel	<i>Sympathy</i> is "feeling sorry for," someone, while <i>empathy</i> takes us closer to the experience by "feeling the same as" someone else.
<i>Epic</i>	A long narrative poem about the deeds of a great hero that reflects the values of the society that produced it.	Beowulf is the oldest surviving piece of English literature; it is an epic that describes the gory details of gruesome battles between men and monsters.
<i>Epitaph</i>	A short verse or poem in memory of someone	Epitaphs are often engraved on tombstones.
<i>Essay</i>	A piece of prose that expresses an individual's point of view; it is a series of closely related paragraphs that discuss a single topic.	All strong essays need a clear and specific thesis statement that lets the reader know the writer's opinion and direction he/she will take.

<i>Eulogy</i>	A formal speech praising a person or thing	A eulogy can be written for the living as well as for the dead.
<i>Euphemism</i>	When you replace one word or phrase for another in order to avoid being offensive	Corporate "restructuring" or "downsizing" are euphemisms for "laying off" or "firing" workers.
<i>Expanded Moment</i>	Instead of "speeding" past a moment, writers often emphasize it by "expanding" the actions.	But no, I had to go to school. And as I said before, I had to listen to my math teacher preach about numbers and letters and figures... I was tired of hearing her annoying lecture about $a=b$ divided by x . I glared at the small black hands of the clock, silently threatening them to go faster. But they didn't listen, and I caught myself wishing I were on white sand and looking down at almost transparent pale-blue water with Josh at my side... I don't belong in some dumb math class. I belong on the beach, where I can soak my feet in caressing water and let the wind wander its way through my chestnut-colored hair and sip Dr. Pepper all day long. I want to grip a straw all day, not a mechanical pencil that will try unsuccessfully to write the answers to unsolvable questions.
<i>Exposition</i>	The introductory section of a play or novel that provides background information on setting, characters, and plot	Exposition helps the reader to get a sense of the who, when, and what a story or play is about.
<i>Falling Action</i>	The last section of a play or story that works out the decision arrived at during the climax	During the falling action in a tragedy, the hero's fortunes will take a turn for the worse and often end in disaster or catastrophe.
<i>Figurative Language</i>	Language that cannot be taken literally since it was written to create a special effect or feeling	Writers use figurative language to add depth and interest to their pieces.
<i>Figures of Speech</i>	A literary device used to create a special meaning in a piece of writing	The most commonly used figures of speech are: apostrophe, hyperbole, metaphor, metonymy, personification, simile, symbol, and synecdoche.
<i>Flashback</i>	Insertion of a scene or event that took place in the past, for the purpose of making something in the present more clear	A novelist may include a flashback to reveal a childhood incident in the life of an adult character.
<i>Foil</i>	The term is applied to any person who through contrast underscores the distinctive characteristics of another.	In the tragedy <i>Hamlet</i> , the characters of Laertes and Fortinbras serve as foils for the main character Hamlet; they offer a contrast since they are able to take swift action of which he is incapable.
<i>Foreshadowing</i>	The suggestion or hint of events to come later in a literary work	Gray clouds at the beginning of a story may foreshadow turmoil or conflict that occurs later.
<i>Free Verse</i>	Verse written without rhyme, meter or regular rhythm	For centuries, many poets used regular patterns of rhyme, meter and rhythm in their poetry, but in the 18 th century they began to free themselves from these strict conventions.

<i>Full -Circle Ending</i>	Sometimes students need a special ending, one that effectively "wraps up" the piece. One "trick" is to repeat a phrase from the beginning of the piece.	Beginning: "Hey you, with the green and neon-orange striped shoelaces, you who always pulled on my frazzled white ones in math. Hey you, who always added your versions of 'art' to my math problems for Mrs. Caton's class so that $9 \times 7 = 64$ turned out to be a train with puffs of smoke and two boxcars and made me get an 83 instead of a 93 since Mrs. C doesn't count locomotives as correct answers." Ending: "Now Justin still sits behind me in math with his neon-green and orange striped shoelaces and pulls on my old white frazzled ones. He still draws zombies on my homework, but he hasn't dumped another pitcher of Kool-Aid on me-not yet, at least. Oh, and by the way, in case you're wondering, his first words when he opened his eyes were, "It was James Kenton who hid your clothes and made you walk around in a chicken suit....I'm not that mean."
<i>Genre</i>	A French word used as a synonym for type or form of literature	The most common literary genres are: essay, drama, poetry, novel, screen play, short story, etc.
<i>Hamartia</i>	The error, frailty, mistaken judgment, or misstep through which the fortunes of a tragic hero are reversed	Hamartia is similar to tragic flaw, yet is distinguished by the fact that it is not so much a defect in the character as it is a misjudgment or error that causes a definite action or failure to act.
<i>Historical Fiction</i>	Fiction whose setting is in some time other than that in which it is written	Arthur Miller's <i>The Crucible</i> was written in the 20 th century, but is a fictional account of the Salem witch trials.
<i>Humor</i>	Professional writers know the value of laughter; even subtle humor can help turn a "boring" paper into one that can raise someone's spirits.	"He laughed? I'm nothing. I'm the rear end of nothing, and the devil himself smiled at me."
<i>Hyperbole</i>	A type of figurative language that makes an overstatement for the purpose of emphasis	I was so embarrassed, I could have died. I'm so tired I could sleep for years.
<i>Hyphenated Modifiers</i>	Sometimes a new way of saying something can make all the difference; hyphenated adjectives often cause a reader to "sit up and take notice."	She's got this blonde hair, with dark highlights, parted in the middle, down past her shoulders, and straight as a preacher. She's got big green eyes that all guys admire and all girls envy, and this " I'm-so-beautiful-and-I-know-it " body, you know, like every other supermodel.
<i>Iambic Pentameter</i>	A line of poetry that contains five iambic feet; an iamb is a foot consisting of an unaccented syllable followed by an accented syllable	"And we / are put /on earth / a litt / le space, That we / may learn / to bear / the beams / of love." (William Blake)

<i>Imagery</i>	The use of descriptive words or phrases to create vivid mental pictures in the minds of the reader, often appealing to sight, sound, taste, or smell	The tree roots clutched the ground like gnarled fingers. The frightened screech of an unseen animal tore through the night.
<i>Irony: Dramatic</i>	When the audience knows more than the characters on stage, which creates tension	Horror films use dramatic irony to create suspense: the audience knows that the ax murderer is in the closet, but the unsuspecting victim is totally unaware ...until it is too late!
<i>Irony: Situational</i>	A situation or event that is the opposite of what is or might be expected	It would be ironic if a lifeguard had to be saved from drowning.
<i>Irony: Verbal</i>	The expression of an attitude or intention that is the opposite of what is actually meant	When a late-comer is told sarcastically, "Thanks for joining us."
<i>Magic 3</i>	Three items in a series, separated by commas that create a poetic rhythm or add support for a point, especially when the items have their own modifiers.	"In those woods, I would spend hours listening to the wind rustle the leaves, climbing trees and spying on nesting birds, and giving the occasional wild growl to scare away any pink-flowered girls who might be riding their bikes too close to my secret entrance.
<i>Malapropism</i>	When two words become jumbled in the mind of a speaker because they resemble each other and he/she uses the wrong one	In Ulysses , Joyce's character, Molly Bloom speaks of "the preserved seats" in a theatre, instead of "reserved seats."
<i>Metaphor</i>	A type of figurative language that makes a comparison but does not use "like" or "as"	The girls were tigers on the playing field, devouring the competition. All the world is a stage.
<i>Direct Metaphor</i>	When the writer directly states both of the things being compared	Life is a long road with many twists and turns.
<i>Indirect Metaphor</i>	When the writer states one of the things and the reader must infer the other	You have come to a fork in the road and cannot go back.
<i>Mood</i>	The feeling a piece of literature arouses in the reader	The mood of the murder mystery was suspenseful and scary.
<i>Motif</i>	Recurring ideas, images, and actions that tend to unify a work	The motif of love and its complications runs through many of Shakespeare's comedies.
<i>Myth</i>	A traditional story that presents supernatural beings and situations that attempt to explain and/or interpret natural events	The Greek myth of Demeter and Persephone was created to explain how the seasons came about.
<i>Narrator</i>	The person who is telling the story	See point of view for the different choices of narration.
<i>Novel</i>	Covering a wide range of prose materials which have two common characteristics: they are fictional and lengthy	Because of the length of a novel, the reader has the opportunity to see a character grow and develop as a result of events or actions.

<i>Objective</i>	When a writer makes every attempt to simply present the facts, without opinion or bias	The reporting of the news should be done in an objective manner so the reader can make up his/her own mind on the issues and events.
<i>Onomatopoeia</i>	A type of figurative language in which words sound like the things they name	bang, buzz, crackle, sizzle, hiss, murmur, and roar
<i>Oxymoron</i>	A self-contradictory combination of words (usually paired)	Jumbo shrimp, dear enemy, sweet sorrow, bittersweet
<i>Paradox</i>	A statement that at first seems contradictory, but in fact, reveals a truth	"I must be cruel, only to be kind." (Shakespeare) "Death, thou shalt die." (Donne)
<i>Parody</i>	When a writer imitates an already existing form for the purpose of humor	The television show, <i>Saturday Night Live</i> , uses parody to poke fun at famous people and political figures.
<i>Personification</i>	A type of figurative language that gives animate (living) characteristics to inanimate (nonliving) things	The sun smiled down on the village. The leaves danced in the wind. The thunder growled in the distance.
<i>Plot</i>	The action of a story; all of the events that occur from the beginning to the end.	There are five basic parts or elements that make up the plot line or plot structure: exposition, rising action, climax, falling action and resolution (denouement).
<i>Point of View:</i>	From whose angle the story is being told	Writers think very carefully about their choice of point of view since it has a tremendous impact on the story.
<i>First Person</i>	When a character in the story tells the story using "I" or "We"	I strolled into the classroom, not knowing what to expect on my first day of class.
<i>Second Person</i>	Used in nonfiction, primarily for the purpose of writing instructions or directions, using "you"	When you are a new teacher, you should try to be as well prepared and as confident as possible.
<i>Third Person</i>	When the narrator is telling the events from "outside" the story from a neutral or unemotional viewpoint, using "he," "she," etc.	The young teacher strolled into his classroom looking confident and competent.
<i>Omniscient</i>	When the narrator can see into the hearts and minds of more than one of the characters in the story	The teacher was giving himself a silent pep talk about making his first day great. Casey, who always sat by the window, thought he looked like a pretty nice guy.
<i>Limited Omniscient</i>	When the narrator can see into the mind and heart of only one of the characters in the story	The teacher's head was spinning with what he should say first; Casey, who sat by the window, glanced up to take a look at the new teacher.
<i>Prepositional Phrases for Unique Sentence Structure</i>	Use prepositional phrases to emphasize details and place them at the beginning or in the middle for one-of-a-kind sentences.	In the spot under the oak tree where Pappy had parked his truck everyday of my life, the ruts were bare."

<i>Protagonist</i>	The main character in a work; the action revolves around this person and the antagonist, or opposing force	The protagonist will never have a hard time finding an antagonist since their struggle is what creates the conflict and action of a story.
<i>Pun</i>	A word or phrase which has a "double meaning" as intended by the writer; often these words sound the same (or nearly the same) but have different meanings	When Hamlet says, "I am too much in the sun," he is making a play on the words "sun" and "son."
<i>Repetition for Effect</i>	Repeating a word or group of words for emphasis or effect	There in the sudden blackness, the black pall of nothing, nothing, nothing – nothing at all.
<i>Resolution</i>	The portion of a play or story where the problem is solved	Resolution does not always mean a happy ending; the resolution of the conflict may end sadly.
<i>Rhetorical question</i>	A question asked only for effect or to make a statement, but not to get an answer	How much longer will we put up with this injustice? Isn't it time that we took action?
<i>Rising Action</i>	The portion of a play after the initial incident (introduction of the conflict) where the action is complicated by the opposing forces ending with the climax	In a novel, play, or movie, the rising action moves the story along and the plot usually becomes more complicated. Because rising action leads to climax, there is usually building tension throughout the rising action
<i>Satire</i>	A type of writing that uses humor, irony, or wit to make a point	At this rate, we might as well dump garbage straight into the ocean if we're not going to increase the penalty for polluting the environment.
<i>Setting</i>	The time and place of a story	The setting often plays an important role in a story, influencing characters, conflicts, and themes. In the case of <i>Call of the Wild</i> by Jack London, for example, the northern, snow-covered tundra plays an important role in the outcome of the story.
Short Story	A relatively brief fictional narrative in prose (500-12,000 words)	Edgar Allen Poe's short stories often delight readers with their intrigue and suspense.
Short Sentences for Effect	Writers use a variety of sentence structures to help their writing flow, including sentence length. They use short sentences to make a point.	"In the spot under the oak tree where Pappy had parked his truck everyday of my life, the ruts were bare. The truck was gone. " (Grisham, John, <i>A Painted House</i>)
Simile	A comparison using "like" or "as"	Her eyes gleamed like stars. The house was as large as a castle.
<i>Soliloquy</i>	A long speech given by a character alone on stage that reveals his/her innermost thoughts and feelings	One of Shakespeare's most famous soliloquies begins with the line, "To be, or not to be, that is the question . ." spoken by the main character, Hamlet.
<i>Sonnet</i>	A poem of fourteen lines written in iambic pentameter that follows one of several rhyme schemes	Elizabeth Barrett Browning used the line, "How do I love thee? Let me count the ways," as the opening to her famous love sonnet for her husband Robert Browning.

<i>Specific Details for Effect</i>	Instead of general, vague descriptions, specific sensory details help the reader visualize the person, place, thing or idea that you are describing.	It's one of those experiences where you want to call a radio station and tell your problems to some guy who calls himself Dr. Myke , but who isn't more of a doctor than your pet hamster is, one of those experiences where you want to read a sappy Harlequin novel and listen to Barry Manilow with a box of bonbons as your best friend, one of those experiences where you wouldn't be surprised if someone came up to you and asked exactly what time yesterday you were born . Yeah, on of those. "
<i>Stereotype</i>	This is a pattern or form which does not change; this term is applied to oversimplified mental pictures or judgments	For many centuries, women were <i>stereotyped</i> as delicate and helpless creatures that needed a man to come in and rescue them from peril.
<i>Structure</i>	This is the organization or planned framework that a writer creates for his/her piece of literature	Carefully examining a writer's structure may help readers deepen their understanding of the work.
<i>Style</i>	This refers to <i>how</i> the author writes (form) rather than <i>what</i> he/she writes (content)	Style is a combination of a writer's diction, tone, and syntax.
<i>Subjective</i>	When a writer inserts opinion or bias into the piece of writing	An editorial is subjective since its purpose is to make clear one's opinion on a current topic.
<i>Synecdoche</i>	When a part represents the whole or when the whole represents the part	All <i>hands</i> on deck for duty! The <i>law</i> came to his door to issue a warrant for his arrest.
<i>Syntax</i>	The arrangement of words within a phrase, clause or sentence. Factors such as: the type of sentence, the length of the sentence, the use of punctuation and the use of language patterns can all contribute to an effective use of syntax.	When the writer wanted the narrative pace to build, she lengthened her sentences and used very few pauses; then, just before the story's climax, she began to use short choppy sentences to build suspense which was an effective use of syntax.
<i>Theme</i>	A statement of the central idea of a piece of writing.	Courage can be the topic or subject of a piece of writing, but the statement, "It takes a great deal of courage to stand up against one's peers," is a theme.
<i>Tone</i>	The attitude of the author toward his/her subject and audience	Comic, serious, formal, informal, solemn, playful, sarcastic, intimate, distant, etc.
<i>Tragedy</i>	<i>Classical tragedy</i> : A dramatic work where a noble hero's tragic flaw causes him/her to break a moral law that leads to his/her downfall. <i>Modern tragedy</i> : A dramatic work where the hero is often an ordinary person who faces their circumstances with dignity and courage of spirit.	<i>Oedipus Rex</i> and <i>Antigone</i> are classical tragedies that deal with the fall of their respective hero and heroine due to a series of seemingly unavoidable circumstances. <i>The Crucible</i> , <i>Death of a Salesman</i> , and <i>All My Sons</i> are modern tragedies written by Arthur Miller.

<i>Unity</i>	A piece of writing is organized so that all of its parts belong and are well integrated.	When you revise a piece of your writing, check unity by making sure all of the sentences in a given paragraph belong and connect to the main idea.
<i>Writer's Voice</i>	The writer's awareness and effective use of such elements as: diction, tone, syntax, unity, coherence and audience to create a clear and distinct "personality of the writer."	The more familiar a writer is with all of the possible literary devices and techniques, the stronger his/her writer's voice will become.
<i>Vignette</i>	A small literary sketch; a slice of life	In Dandelion Wine, when Great-grandma is dying, she calls her family to her death bed and tells them that they are not to worry about her impending death. Her recounting of life is a perfect example of a vignette or slice of life.

Writing

Kinds of Sentences

Declarative - A declarative sentence **makes a statement**. A declarative sentence ends with a period.

Example: The house will be built on a hill.

Interrogative - An interrogative sentence **asks a question**. An interrogative sentence ends with a question mark.

Example: How did you find the card?

Exclamatory - An exclamatory sentence **shows strong feeling**. An exclamatory sentence ends with an exclamation mark.

Example: The monster is attacking!

Imperative - An imperative sentence **gives a command**.

Example: Cheryl, try the other door.

Sometimes the subject of an imperative sentence (you) is understood.

Example: Look in the closet. (You, look in the closet.)

Identify the kind of sentence. The first two have been done for you.

1. Why do you believe that? *interrogative*
2. I want to know why you believe that. *declarative* (This is not a question.)
3. Please accept my apology.
4. Your face is frightening the baby!
5. My shoe is on fire!
6. When did you first notice that your shoe was on fire?
7. My doctor told me to take these vitamins.
8. Ask Doris for the recipe.
9. Did you solve the puzzle yet?
10. Ann, hand me your coat.

Sentences Classified According to Structure

According to their structure, sentences are classified as SIMPLE, COMPOUND, COMPLEX, and COMPOUND-COMPLEX.

1. A **simple sentence** has one independent clause and no subordinate clauses.

Example: Ms. Amann taught me how to diagram a sentence.

The freshman class is the best class ever!

Covered in chalk dust, Ms. Amann continued to lecture to the class.

2. A **compound sentence** has two or more independent clauses but no subordinate clauses. Independent clauses may be joined together by a comma and a coordinating conjunction (*and, but, for, nor, or, so, or yet*), by a semicolon, or by a semicolon and a conjunctive adverb or a transitional expression.

Example: Lorenzo's story sounded incredible, but it was true.

[two independent clauses joined by a comma and the coordinating conjunction *but*]

Example: Agatha Christie was a prolific writer; she wrote more than eighty books in less than sixty years. [two independent clauses joined by a semicolon]

Example: The defeat of Napoleon at Waterloo was a victory for England; however, it brought to an end an era of French grandeur. [two independent clauses joined by a semicolon and the conjunctive adverb *however*]

Common Conjunctive Adverbs

also	however	nevertheless
anyway	instead	otherwise
besides	likewise	still
consequently	meanwhile	then
furthermore	moreover	therefore

Common Transition Expressions

as a result	for example	in other words
at any rate	in addition	on the contrary
by the way	in fact	on the other hand

Note: Do not confuse a simple sentence that has a compound subject or a compound predicate with a compound sentence.

Example: The archaeological discovery was made in the fall and was widely acclaimed the following spring.

[simple sentence with compound predicate]

Example: The archaeological discovery was made in the fall, and it was widely acclaimed the following spring. [compound sentence]

3. A complex sentence has one independent clause and at least one subordinate clause.

Example: Ms. Smith, who has been teaching at Kirkwood High School for twenty-five years, plans to retire this year.

{the independent clause is **Ms. Smith plans to retire this year.** The subordinate clause is **who has been teaching at Kirkwood High School for twenty-five years.**}

Example: While we were on our vacation in Washington D.C., we visited the Folger Shakespeare Library.

{The independent clause is **we visited the Folger Shakespeare Library.** The subordinate clause is **While we were on vacation in Washington D.C.**}

4. A compound-complex sentence has two or more independent clauses and at least one subordinate clause.

Example: The two eyewitnesses told the police officer what they saw, but their accounts of the accident were quite different. [The two independent clauses are *The two eyewitnesses told the police officer* and *their accounts of the accident were quite different.* The subordinate clause is *what they saw.*]

Example: Chelsea is only seven years old, but she can already play the violin better than her tutor can. [The two independent clauses are *Chelsea is only seven years old* and *she can already play the violin better.* The subordinate clause is *than her tutor can.*]

Sassy Sentences: Sentence Variety

Remember a complete sentence has to have a subject (noun) and a verb (predicate).

The boy (subject) rolled the ball down the hill (predicate).

The boat (subject) rocked against the waves (predicate).

Sentence Variety makes your writing more interesting to read. It adds style to your writing. Using sentence variety will help develop your writing skills.

1) Two Adjective Beginning:

Example: **Dark and dreary**, the trail seemed to tell Bilbo that danger was ahead.

Your example:

2) "ing" at beginning

Example: **Looking** down the path, Bilbo Baggins began the journey into the woods.

Your example:

3) "ing" at end

Example: Bilbo plodded down the trail, **wishing** he was back in the Shire.

Your example:

4) "ly" beginnings

Example: **Quickly**, the small Hobbit bent down and picked up the ring.

Your example:

5) "ed" beginnings

Example: **Provoked**, the trolls in the forest may attack the hobbits.

Your example:

6) Appositives (information interrupters)

Example: Bilbo Baggins, **the timid Hobbit**, set out on the adventure of a lifetime.

Your example:

7) Balanced sentences (also called Magic 3)

Example: Bilbo shuts the door, grabs his journal, and walks down the path.

Your example:

8) Dependent clauses (an incomplete sentence that sets up a complete sentence)

Example: **Because Bilbo preferred quiet and solitude**, he did not wish to go on the journey.

Your example:

9) Combining Sentences: Short sentences are often effective, but a long, unbroken series of them can sound choppy. For example, notice how dull and tiresome the following paragraph sounds.

I've seen a lot of earthling-meets-alien movies. I saw The Last Starfighter. I saw all the Star Trek movies. I have noticed something about these movies. I've noticed that there are good humans in these movies. There are bad humans. There are good aliens. There are bad aliens. The humans and aliens are actually not so different from each other.

Notice how much more interesting the paragraph sounds when the short, choppy sentences are combined into longer, smoother sentences.

I've seen a lot of earthling-meets-alien movies, including The Last Starfighter and all the Star Trek movies. I have noticed that there are good and bad humans in these movies as well as good and bad aliens. The humans and aliens are actually not so different from each other.

10) Inserting Words: You can combine short sentences by inserting a key word from one sentence into another. You usually need to eliminate some words in sentences that are combined. You may also need to change the form of the key word:

Using the Same Form:

Original	Edgar Allan Poe led a short life. His life was tragic.
Combined	Edgar Allan Poe led a short, tragic life.

Changing the Form:

Original	Edgar Allan Poe wrote strange stories. He wrote <u>horror</u> stories.
Revised	Edgar Allan Poe wrote strange, <u>horrifying</u> stories.

11) Inserting Groups of Words: You can also combine closely related sentences by take a phrase from one sentence and inserting it into another sentence.

A. Prepositional Phrases: A prepositional phrase, a preposition with its object, can usually be inserted in another sentence with no changes. All you have to do is leave out some of the words in one of the sentences:

Original *Twelve million immigrants came to the shores of the United States. They came through Ellis Island.*

Revised *Twelve million immigrants came to the shores of the United States through Ellis Island.*

Original *A team of determined Norwegian skiers began a 413-mile trek to the North Pole in March 1990.*

Revised *In March 1990, a team of determined Norwegian skiers began a 413-mile trek to the North Pole.*

B. Participial Phrases: A participial phrase contains a verb form that usually ends in **-ing** or **-ed**. It acts as an adjective, modifying a noun or a pronoun. Sometimes, you can change the verb from one sentence into a participle by adding **-ing** or **-ed**. Then you can combine the two sentences. When you insert the participial phrase in the other sentence, place it close to the noun or pronoun it will modify. Otherwise, you may confuse your reader.

Original *Many immigrants faced long months of waiting at Ellis Island. They were weakened by their journeys.*

Revised *Many immigrants, weakened by their journey, faced long months of waiting at Ellis Island.*

Original *They used only skis and manually drawn sledges and set a record for reaching the Pole unassisted.*

Revised *Using only skis and manually drawn sledges, they set a record for reaching the Pole unassisted.*

12) Clause Modifiers

Original *Over one million species of plants, animals, and insects may be wiped out if burning of the Brazilian rain forest continues.*

Revised *If burning of the Brazilian rain forest continues, over one million species of plants, animals and insects may be wiped out.*

Coherence Strategies: Transitional Words and Phrases

1. Addition Transitions

- and
- also
- besides
- first, second, third
- in addition
- in the first place, in the second place, in the third place
- furthermore
- moreover
- to begin with, next, finally

2. Cause-Effect Transitions

- accordingly
- and so
- as a result
- consequently
- for this reason
- hence
- so
- then
- therefore
- thus

3. Comparison Transitions

- by the same token
- in like manner
- in the same way
- in similar fashion
- likewise
- similarly

4. Contrast Transitions

- but
- however
- in contrast
- instead
- nevertheless
- on the contrary
- on the other hand
- still
- yet

5. Conclusion and Summary Transitions

- and so
- after all
- at last
- finally
- in brief
- in closing
- in conclusion
- on the whole
- to conclude
- to summarize

6. Example Transitions

- as an example
- for example
- for instance
- specifically
- thus
- to illustrate

7. Insistence Transitions

- in fact
- indeed
- no
- yes

8. Place Transitions

- above
- alongside
- beneath
- beyond
- farther along
- in back
- in front
- nearby
- on top of
- to the left
- to the right
- under
- upon

9. Restatement Transitions

- in other words
- in short
- in simpler terms
- that is
- to put it differently
- to repeat

10. Time Transitions

- afterward
- at the same time
- currently
- earlier
- formerly
- immediately
- in the future
- in the meantime
- in the past
- later
- meanwhile
- previously
- simultaneously
- subsequently
- then
- until now

The Dreaded "TO BE" Disease

Using the "To Be" verbs too often in your writing leaves it tired and boring. You end up telling instead of showing. BLAH!

The "To Be" or state-of-being verbs include:

am is are was were be being been

You cannot go to the thesaurus and find a synonym for these verbs and replace them. You need to rework the sentence to improve it.

Example: My dog is funny. He is five months old. He likes to growl and bite my toes.

Instead: My five-month-old puppy makes me laugh all the time! He enjoys growling when we play tug-of-war and biting my toes.

R.I.P. Dead Words

get	got	the end	very	nice	your
you	good	lots	just	a lot	well
fine	so	fun	o.k.	etc.	cool
neat	great	thing	super	pretty	
exciting	really	went			

Other Dead Words/ Phrases to Avoid.....

"This shows that..."	any form of this phrase including, "This is an example of..."
Flow	as in, "this literary device is used to create flow..."
For effect/affect/emphasis	as in, "the author uses this literary device for effect..." / affect is just the wrong usage. Emphasizing what and why? If you can't answer that, don't claim it's done "for emphasis."
"In this paragraph..."	or sentence, or quote
"He/She says..."	or any form of this used to introduce a quote
"I think/believe..."	Redundant wording, obviously you think it if you wrote it
"Due to the fact that"	Wordy; say "because" or "since"
"and stuff"/"and things"	Remember that S. Carolina beauty pageant girl who said, "American education and stuff needs to help and stuff people in Iraq and stuff I mean and stuff whatever and stuff" You do? I make fun of her. She doesn't make any sense, and she's trying to be a role model to others. She isn't.
"very"	any time this is added before a word, it means there is a more specific and precise word you could be using instead: "very painful" = "excruciating"
"a lot"	if you can't be specific on how much or how many, don't bother mentioning it.
"There is/are/was/were . . ."	This phrase only delays the real idea of the sentence, which almost always appears in a dependent clause with its own built in subject/verb anyway. Bad = "There are many ways Twain satirizes the South" Good = "Twain satirizes the South in many ways."
Overused Transitions	In conclusion, First, Second (additionally, misusing them is quite annoying)
"You"	you, your, yours

List of Action Verbs to replace To Be Verbs

Accelerate	Authorize	Complete	Defer
Accommodate	Automate	Compose	Define
Accomplish	Avert	Compute	Delegate
Accumulate	Award	Conceive	Deliver
Achieve	Bargain	Conceptualize	Demonstrate
Acquire	Begin	Conciliate	Depict
Act	Bolster	Conclude	Depreciated
Activate	Boost	Condense	Derive
Adapt	Bought	Conduct	Describe
Add	Brief	Confer	Design
Address	Broaden	Confirm	Detail
Adjust	Budget	Connect	Detect
Administer	Build	Conserve	Determine
Advertise	Built	Consider	Develop
Advise	Calculate	Consolidate	Devise
Advocate	Calibrate	Construct	Devote
Aid	Canvass	Consult	Diagnose
Aide	Capture	Contact	Diagram
Align	Care	Contract	Differentiate
Allocate	Catalog	Contribute	Direct
Amend	Catalogue	Control	Discharge
Analyze	Categorize	Convert	Disclose
Answer	Cater	Convey	Discover
Anticipate	Cause	Convince	Discriminate
Apply	Centralize	Cooperate	Discuss
Appoint	Chair	Coordinate	Dispatch
Appraise	Charge	Copy	Display
Approve	Chart	Correct	Dissect
Arbitrate	Check	Correlate	Disseminate
Arrange	Clarify	Correspond	Distinguish
Articulate	Classify	Counsel	Distribute
Ascertain	Co-operate	Create	Diversify
Assemble	Coach	Critique	Document
Assess	Code	Cultivate	Draft
Assign	Collaborate	Customize	Draw
Assist	Collate	Dealt with	Drew
Assume	Collect	Debate	Earn
Attain	Combine	Debug	Edit
Attend	Comfort	Decide	Educate
Attract	Commence	Decrease	Effect
Audit	Communicate	Dedicate	Elect
Augment	Compare	Deduce	Elicit
Author	Compile	Defend	Eliminate

Emphasize	Forward	Intervene	Narrate
Employ	Foster	Interview	Navigate
Enable	Found	Introduce	Negotiate
Encourage	Frame	Invent	Notify
Enforce	Fund	Inventory	Nurse
Engineer	Furnish	Investigate	Nurture
Enhance	Further	Involve	Observe
Enlarge	Gather	Join	Obtain
Enlighten	Gauge	Judge	Officiate
Enlist	Generate	Justify	Offset
Enrich	Govern	Label	Operate
Ensure	Grade	Launch	Orchestrate
Enter	Grant	Lead	Order
Entertain	Greet	Learn	Organize
Enumerate	Guide	Lecture	Orient
Equip	Handle	License	Orientate
Establish	Head	Lighten	Originate
Estimate	Help	Liquidate	Outline
Evaluate	Highlight	List	Overhaul
Examine	Hire	Listen	Oversaw
Exchange	Host	Litigate	Oversee
Execute	Identify	Lobby	Package
Exercise	Illustrate	Localize	Participate
Exhibit	Impart	Locate	Perceive
Expand	Implement	Log	Perfect
Expedite	Import	Maintain	Perform
Experiment	Improve	Manage	Persuade
Explain	Improvise	Manufacture	Photograph
Explore	Incorporate	Map	Pilot
Express	Increase	Market	Pioneer
Extend	Index	Master	Plan
Extract	Individualize	Maximize	Practice
Extrapolate	Influence	Measure	Predict
Fabricate	Inform	Mechanize	Prepare
Facilitate	Initiate	Mediate	Present
Familiarize	Innovate	Mentor	Preserve
Fashion	Inspect	Merge	Preside
File	Inspire	Methodize	Prevent
Filter	Install	Minimize	Print
Finalize	Institute	Mobilize	Prioritize
Fine-tune	Instruct	Model	Probe
Fix	Insure	Moderate	Process
Focus	Integrate	Modernize	Produce
Forecast	Interact	Modify	Program
Formulate	Interface	Monitor	Project
Fortify	Interpret	Motivate	Promote

Propose
Provide
Publicize
Publish
Purchase
Qualify
Quantify
Quote
Raise
Ran
Rank
Rate
Read
Reason
Recall
Recognize
Recommend
Reconcile
Record
Recreate
Recruit
Rectify
Reduce
Refer
Refine
Register
Regulate
Rehabilitate
Reinforce
Relate
Related
Release
Remodel
Render
Renew
Reorganize
Repair
Replace
Report
Represent
Research
Reserve
Resolve
Respond
Restore
Restrict

Retain
Retrieve
Revamp
Reveal
Review
Revise
Revitalize
Route
Sample
Save
Scan
Schedule
Screen
Script
Scrutinize
Search
Secure
Segment
Select
Serve
Service
Set goals
Set up
Settle
Shape
Share
Show
Simplify
Simulate
Sketch
Sold
Solicit
Solve
Sort
Speak
Spearhead
Specialize
Specify
Spoke
Stage
Standardize
Start
Stimulate
Straighten
Strategize
Streamline

Strengthen
Structure
Study
Submit
Substantiate
Substitute
Suggest
Summarize
Supervise
Supply
Support
Surpass
Survey
Sustain
Symbolize
Synthesize
Systematize
Tabulate
Tail
Target
Taught
Teach
Tend
Terminate
Test
Theorize
Time
Tour
Trace
Track
Trade
Train
Transcribe
Transfer
Transform
Translate
Transmit
Transport
Transpose
Travel
Treat
Triple
Troubleshoot
Tutor
Uncover
Undertook

Unify
Unveil
Update
Upgrade
Upheld
Use
Utilize
Validate
Value
Verify
View
Visit
Visualize
Vitalize
Volunteer
Weigh
Widen
Win
Withdraw
Witness
Write



Over 300 Ways to Say "Said"

The difference between a boring paper and an interesting one can sometimes be a matter of word choice. When revising, check your paper for general, boring verbs like "is" and "said." See if you can come up with a more accurate, and interesting, way to say (demonstrate/explain/show/enunciate) what you want to say (illustrate/discuss/prove/articulate).

abjured	began	clamored	defended	faltered
accused	begged	coaxed	delivered	feared
acknowledged	believed	comforted	demanded	foretold
acquiesced	belittled	commanded	demurred	frowned
acquired	bellowed	commented	denied	fumed
added	berated	communicated	denounced	gagged
addressed	beseached	complained	described	gaspd
admitted	besought	conceded	determined	gibbered
admonished	bleated	concluded	dictated	giggled
advise	blew up	concurred	directed	gloated
advocated	blubbered	confessed	disclosed	goaded
affirmed	blurted	confided	discussed	granted
agreed	blustered	confirmed	disrupted	grinned
alleged	boasted	confuted	divulged	greeted
allowed	boomed	consented	drawled	groaned
alluded	bragged	consoled	droned	growled
announced	breathed	contended	echoed	grumbled
answered	broke in	condescended	edited	grunted
apologized	cackled	contested	elaborated	guessed
appeased	cajoled	continued	emphasized	guffawed
approved	calculated	contradicted	ended	gulped
argued	called	contributed	enjoined	gurgled
articulated	cannonaded	cooed	enjoyed	gushed
asked	caroled	coughed	entreated	hastened
assented	cautioned	counseled	enumerated	hedged
asserted	challenged	countered	enunciated	held
asseverated	changed	coughed	equivocated	hemmed and
assumed	chanted	crabbed	exaggerated	hewed
assured	charged	cried	exclaimed	hesitated
attested	chatted	criticized	exhorted	hinted
averted	chattered	croaked	expatiated	hissed
attributed	cheered	crooned	explained	hollered
avouched	chided	cross-examined	exploded	hooted
avowed	chipped in	cursed	exposed	horned in
babbled	choked	cussed	expounded	howled
baited	chortled	debated	expostulated	
bantered	chuckled	decided	expressed	
bargained	churned	declared	extended	
barked	cited	declined	extolled	
bawled	claimed	decreed		

imitated	murmured	qualified	roared	surmised
imparted	mused	quarreled	rumbled	swore
implied	muttered	quavered		sympathized
implored		queried	sang	
imported	nagged	questioned	sang out	tantalized
indicated	narrated	quibbled	scoffed	tattled
inferred	nodded	quipped	scolded	taunted
informed	noted	quoted	scorned	teased
inquired	notified		screamed	testified
insinuated		reassured	screeched	thanked
insisted	objected	raged	sermonized	thought
instructed	observed	railed	shifted	threatened
insulted	offered	rambled	shouted	told
interjected	orated	rattled off	shrieked	twanged
interposed	ordered	raved	shrilled	twittered
interpreted		rebuffed	shrugged	
interrogated	panted	recalled	sighed	urged
interrupted	perceived	recited	sizzled	uttered
intimidated	persisted	reckoned	slurred	
intoned	persuaded	recommended	slurred	vaunted
itemized	pestered	reconciled	smiled	validated
	petitioned	recorded	smoldered	ventured
jabbered	piped up	recounted	snapped	verbalized
jeered	pleaded	recriminated	snarled	verified
jested	pledged	referred	sneered	voiced
joked	pointed out	refused	snickered	volunteered
joshed	pondered	refuted	snorted	vowed
judged	pouted	regretted	sobbed	
	praised	reiterated	solicited	wailed
lambasted	prayed	rejoined	soliloquized	want to know
lamented	preached	related	soothed	wangled
laughed	predicted	remained	specified	warbled
lectured	prevaricated	remembered	spelled	warned
lied	proceeded	reminded	spoke	wavered
lisped	proclaimed	remonstrated	spurted	whined
listed	prodded	renounced	sputtered	whispered
	profaned	repeated	squawked	wondered
made known	professed	replied	squeaked	wore on
magnified	promised	reported	squealed	worried
maintained	prompted	reprehended	stammered	
maligned	propheied	reprimanded	stated	yearned
marveled	proposed	requested	stipulated	yakked
mentioned	protested	resolved	stormed	yapped
mimicked	purred	responded	stressed	yelled
moaned	pursued	restated	struggled	yelped
mocked	put in	resumed	stuttered	yowled
mourned		retorted	submitted	
mumbled	quacked	revealed	suggested	

DESCRIPTIVE WAYS TO SAY...

get/got

obtain
gain
acquire
grow
developed into
take
accept
receive
persuade
compel
arrange
prepare
adjust
produce
generate
comprehend
grasp
seize
earn
become
procure
reach
capture
recover
grab
accomplish
attain
secure
achieve
collect
purchase
earn
receive
realize
possess
comprehend
capture
contract
coax
fetch
apprehend
survive
arrive

drive
puzzle
remove
borrow
thrill
collect
grab
cook
hook
induce
establish
perceive
annoy
convince
hit
pursue
regain
escape
learn
seize
build
gain
murder
snatch
overcome
succeed
contract
hire
profit
reap
bag
eat
kill
secure
snare
master
act
help
produce
assassinate
attain
inherit
score
retrieve

ring
bring
manage
conceive
dunk
salvage
rent
bribe
trap

a lot

an abundance
plenty
a bunch
oodles
quite a bit
a sufficient amount
ample supply
profusely
enormously
a great quantity
volumes
ample
copiously
plentiful
more than adequate
quite satisfactorily
amply
sufficiently
limitlessly
appropriately
fittingly
suitably
acceptably

get across

impart
convey
communicate

get along

thrive
prosper

flourish
succeed

get at

achieve
reach
ascertain

get out

depart
be gone
scram
clear out
split
skidoo
skedaddle
beat it

walk/run/move

glide
travel
drift
budge
flow march
progress
proceed
traverse
fly
hurry
bustle
climb
crawl
leap
sway
sprint
pace bound
amble
gallop
canter
spring
trot
dart
dash
rush
escape

charge
swoop
race scamper
tear
whisk
scuttle
scurry
tumble
tread
hike
saunter
wander
ambulate
ramble
trudge
tramp
trek
roam
patrol
meander

very

intensely
unusually
truly
richly
surely
chiefly
mightily
bitterly
severely
especially
shockingly
powerfully
infinitely
exceedingly
immeasurable

colors

brown
sandy
almond
amber
tawny
hazel

cinnamon
nutmeg
chocolate
coffee
rust

white

snowy
milky
marble
cream
ivory
oyster
pearl
silver
platinum

gray

ashen
dove
steel

yellow

beige
buff
straw
peach
apricot
butter
buttercup
lemon
chartreuse
citron
canary

red

rose
pink
salmon
coral
raspberry
strawberry
tomato
currant
crimson
vermillion

flame

green

celery

mint

apple

lime

orange

persimmon

gold

topaz

ochre

mustard

tangerine

blue

peacock

sapphire

porcelain

violet

turquoise

aqua

black

licorice

jet

ebony

CREATIVE WORD CHOICE

TOUCH WORDS:

cool	cold	icy	lukewarm	tepid	warm
steamy	damp	wet	fleshy	rubbery	tough
slippery	mushy	oily	sharp	elastic	crisp
silky	gritty	satiny	sandy	smooth	sharp
rough	thick	pulpy	dry	dull	thin
fragile	tender	prickly	hairly	fuzzy	slimy
dusty	hot	sticky	spongy	waxy	leathery
velvety	soft	wooly	furry	feathery	

TASTE WORDS:

tangy	gingery	overripe	burnt	hot	spoiled
rotten	unripe	medicinal	raw	alkaline	fishy
spicy	peppery	oily	buttery	salty	bitter
flat	heartly	bittersweet	mellow	sugary	crisp
ripe	bland	tasteless	sour	fruity	vinegary
smoky	sweet	perfumed	earthy	piney	rancid
musty	nutty				

SMELL WORDS:

sweet	minty	acidy	sickly	scented	odorous
acid	stagnant	fragrant	pungent	burnt	moldy
musty	gaseous	tempting	aromatic	perfumed	spicy
reeking	heady	mildew	savory	putrid	damp
fresh	sharp	rotten	dank	stench	earthy
fishy	sour	spoiled	gamy	piney	rancid
buttery	salty	bitter	smoky	sugary	vinegary

FAST MOVEMENT:

hurry	gallop	flick	scamper	dash	whish
dart	rush	rip	spring	zoom	swerve
streak	zip	dive	trot	hurl	swoop
plunge	fly	twirl			

SLOW MOVEMENT:

creep	saunter	waddle	crawl	loiter	drag
plod	slink	drift	slouch	stalk	tiptoe
edge	amble	sneak			

SPEECH SOUNDS:

stutter	stammer	giggle	guffaw	laugh	sing
yell	scream	bellow	growl	chatter	coo
whimper	snort				

SHAPE WORDS:

flat	round	domed	curved	wavy	lean
ruffled	flared	oval	skinny	square	chubby
portly	swollen	lumpy	padded	tufted	jutting
angular	tapering	thin	spindly	tubular	cylindrical
shapeless	triangular	shapely	irregular	proportioned	crooked
crinkled	crooked	scalloped	wiry	straight	rolled

LOUD SOUND WORDS:

crash	whine	stomp	hubbub	thud	squawk
smash	deafening	explode	blare	bang	rowdy
roar	rumble	clash	piercing	screech	grate
racket	bang	whistle	slam	thunderous	bump
snap	boom	clap	scream	clamor	yell
shout	pandemonium	earsplitting			

SOFT SOUND WORDS:

sigh	patter	gurgle	murmur	hum	swish
whisper	hiss	tinkle	whir	bleat	chime
rustle	peep	jangle	twitter	buzz	melody
mutter	crackle	mute	clink		

HOW THINGS LOOK WORDS:

calm	exhausted	tiny	rigid	nervous	fragile
loose	worn	twiggy	pasty	healthy	dull
ruffled	skinny	tied	tufted	mottled	flowery
dull	bruised	hardy	formal	clustered	elegant
unruffled	scrubbed	orderly	frightened	curly	lead
winged	split	padded	heavy	drab	tearful
striped	flashy	green	dark	shabby	loose
flash	ugly	slender	swollen	hardy	clean
timid	sunny	pleasant	scrolled	freckled	bright
glazed	muddy	dismal	ramshackle	rigid	supple
massive	rotund	miniature	frilled	crimped	fiery
used	shabby	hollow	terrified	shy	packed
spotted	shiny	sheer	grimy	worn	cluttered
lively	dazzling	robust	muddy	fancy	jutting
verdant	pale	portly	wild	tired	stout
blotched	glowing	transparent	drab	untidy	arid
crowded	muscular	tampering	sturdy	messy	fresh
cheap	lumpy	hysterical	pendulous	sickly	wrinkled
shimmering	dingy	gold	awkward	jammed	pale
sturdy	miniature	healthy	lively	frail	curved
erect					

SENSORY DETAILS:

Sensory words and figurative language are basic elements of descriptive writing. A good writer will "paint a picture with his words" for his reader. In the following portrait of "Aunt Ida," notice not only the wealth of detail but its wonderful sharpness. Notice the author's use of simile and metaphor. Your own essays will be brought to life with the use of details which appeal to all the senses, not just sight.

"I heard a swishing sound like knives being sharpened on stones, and Aunt Ida appeared from where the building had concealed her. Her size amazed me, the breadth of her brown shoulders, the columns of her arms as they stretched before her, pushing a lawnmower, plowing through the grass. At first I thought she had dyed her hair, but then I saw it was a wig, the kind of thing advertised on the back pages of comic books, '\$11.95 and natural-looking.' She wore overalls and sunglasses and had false teeth. She sang like Stevie Wonder, tilting her neck as she moved, bellowing a Johnny Lee song in English to an invisible audience..." (Michael Dorris, *A Yellow Raft in Blue Water*)

Examples of Sensory Details

SIGHT: The bright yellow sunlight cascaded through the green and golden leaves.

SOUND: The crinkling of paper and the buzzing of the pencil sharpener were all that could be heard throughout the room.

TASTE: My salivary glands practically jumped in anticipation of the hot, spicy, mouthwatering flavor of the Mexican feast.

TOUCH: The baby's warm, soft, angel-like skin was music to my fingertips.

SMELL: The aroma of gardenias wafted through the air, into the musty room.

Writing Thesis Statements

The **topic sentence** is a single sentence that expresses the main idea of a paragraph. The topic sentence is usually, but not always, the first sentence in a paragraph. Topic sentences help readers focus on the main topic the writer is trying to express and help writers focus on a single topic without straying into other areas. **Each body paragraph must have a topic sentence!**

A sentence that expresses the main idea of a longer composition is a **thesis statement**. It is usually located in the introduction paragraph and reveals the main idea the author wishes to make. For one paragraph compositions the topic sentence and the thesis statement are one in the same. A multi-paragraph composition has a thesis statement in the introduction and a topic sentence in each of the following paragraphs.

Good thesis statements:

- ✓ Express a main idea developed from the information you have gathered
- ✓ Are clear and concise, but usually have between 20 and 40 words
- ✓ Make a claim that can be argued
- ✓ Use abstract nouns
- ✓ Provide a "road map" for the composition

Problems to avoid:

- ✓ Creating a statement of fact that cannot be argued
- ✓ Limiting the statement so it cannot include development of complex ideas
- ✓ Creating a statement so broad it cannot be defended in a single composition
- ✓ Writing a thesis in more than one sentence
- ✓ Using "to be" verbs in your thesis

1. Create a list of thesis starters:

The way to create a good thesis is to start with an original idea. Good ideas for literary analysis compositions might consider the following:

- A theme statement expressed by the literature
- Literary devices used and the effects they create
- A character's traits or development throughout the literature
- Motifs throughout the novel and their effects
- Aspects of the literature that can be compared and/or contrasted

Starter concepts/ characters for _____::

2. Create a list of abstract nouns:

Once you find an idea you'd like to explore, think of abstract nouns that relate to the idea.

Abstract noun examples:

guilt	hope	maturity
peace	freedom	justice
love	happiness	ignorance
bravery	dedication	curiosity
trust	deceit	faith
loyalty	liberty	truth
pride	power	beauty

Abstract nouns paired with **concepts** from a work used to make a **claim** can be argued and therefore can become a good thesis for a composition.

Writing your own:

A thesis can be difficult to write. Some students feel more comfortable starting with a format. One format that can help create a strong thesis is the four part thesis. When using this format, students begin with idea two, then create idea one, and follow with three and four which serve as support.

(IDEA 1) Even though _____,
(contrary idea)

(IDEA 2) _____
(main idea)

(IDEA 3) because _____
(reason)

(IDEA 4) and _____
(reason)

Sample Thesis Statements:

TIPS for Beginning a New Paragraph

T	Time	Hours, days, months, etc. have passed
I	Ideas	A new idea, topic, and/or concept is introduced
P	Place	The location of the story has changed
S	Speaker	In dialogue between characters, a new person talking



GOOD ANSWERS ALWAYS...

Restate the question in the answer (instead of beginning with "Because..."). Remember:
PQPA -- **P**art of the **Q**uestion is **P**art of the **A**nswer!

Answer the questions with thoughtful words or **COMMENTARY**.

Prove your answer by using **CONCRETE DETAILS** and examples from the text for support.

Pronouns should be clearly used after an antecedent (or avoided).

Edit spelling, sentence punctuation, capitalization and grammar.

Reread your answer to make sure it answers **ALL PARTS OF THE QUESTION**.



Topic Sentence	CD (Concrete Details)	CM (Commentary)	Concluding Sentence
Sentence that states what you are proving	information from the story	information from you head	Sentence that wraps up the argument
The argument	the what	the "so what"	Answers "so what?"
The opinion	facts	why is it important?	Restates the argument without repeating it word-for-word
Arguable statement	examples	Analysis	
Includes the title and author of the text	evidence	Evaluation	Last chance to prove the argument
PQPR	support	Interpretation	
	citation/quotes		
	plot summary		

add a capital letter	≡	<u>we</u> ate vanilla pudding today.
add a lowercase letter	/	We ate vanilla pudding today.
insert a period	⊙	We ate vanilla pudding today ⊙.
delete	ℓ	We ate vanilla puddings ℓ today.
use correct spelling	SP	We ^{SP} <u>eight</u> vanilla pudding today.
insert spaces, letters, or words	^	We [#] <u>ate</u> ^{pudding} <u>vanilla</u> today.
delete a space	○	We ate vanilla pudding to <u>day</u> .
switch the order of letters or words	~	We aet <u>pudding</u> <u>vanilla</u> today.
new paragraph	¶	¶ We ate vanilla pudding today. It's the best dessert.
add quotation marks or an apostrophe	✓	✓ It's the best dessert, ✓ said Pat.

COMMON ERRORS IN ESSAYS:

1. Avoid using the same word more than once in a sentence. [REDUNDANCY]

Example: John ate his cookie then he ate his apple.

2. Pronouns must agree with their antecedents.

Example: John picked up his books.

antecedent pronoun

3. Use appositive phrases to introduce a person to the reader.

Example: John, the president, was invited to the affair.

appositive phrase

4. Stay in the same TENSE throughout your paper. (Note: The first word of the sentence determines the tense of the rest of the paper.)

Example: He was sitting on the side of the road minding his own business.

past tense

5. Avoid contractions in a formal essay.

Examples: should not instead of shouldn't

6. Always spell out a number that begins a sentence. Within the sentence, spell out numbers that can be written in one or two words; use numerals for other numbers (example: Agnes sold 116 magazine subscriptions.)

7. Don't confuse the following:

too, to, two

there, their, they're

8. Beware of the "T" syndrome (i.e. beginning numerous sentences with the letter T—Then he came home. There he was in the living room. That goes to show that he was tired.)

9. Use THAT for nonhumans and WHO for humans.

Example: He was the one WHO came home....instead ofHe was the one THAT came home.)

10. Don't end a sentence with a preposition.

Example: He is the one I went to the movies with....instead....He is the one with whom I went to the movies.)

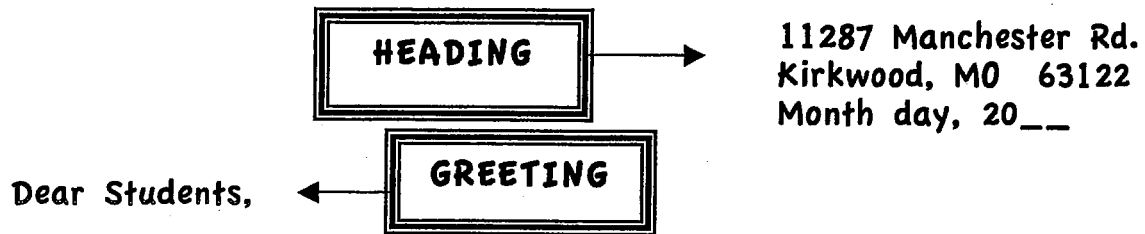
11. On page 2 of your essay, write your name and number in the upper-right-hand corner [Amann 2].

12. Use transitional words/phrases between sentences and paragraphs.
(Note: Consult your grammar or Writing Handbook for a complete list of transitional words and phrases.)
13. Do not use 'UNDERSTOOD' subject in a first or third person essay.
Example: Watch your step. Subject=you (not in the sentence but understood, nonetheless.)
14. Do not write dates as such: January 1st, 2006. Instead, January 1, 2006.
(Except on page one. In the upper left-hand corner write the date in MLA format.....9 September 2006.)
15. Periods and commas always go inside closed quotes.
Example: "I always go home early."
16. Divide your essay into three sections—INTRODUCTION
BODY
CONCLUSION
17. Final drafts should be at least two pages, double spaced, typed.
18. Double space the entire paper as per MLA (Modern Language Association) guidelines.
19. Avoid sentence fragments and run-on sentences.
20. PROOFREAD!!!! [Use spell check!]

TECHNIQUES FOR PROOFREADING SPELLING

- Circle *each* and *every* word you're not absolutely, 100 percent certain of. Once you've proofed the whole piece, then go back and look up the spellings of the circled words. In other words, maintain your focus as a proofreader until you've finished the actual proofreading; the dictionary or spellchecker should only come into play once you've identified *every* potential misspelling.
- As you proofread, scan each line of text backward, from right to left. Don't allow your eyes to chunk text and attend to meaning. Instead, focus on one word at a time.
- Slow down on common homonyms (*your* and *you're*; *to*, *too*, and *two*; *its* and *it's*; *their*, *there*, and *they're*) and other homonym-type confusions (*college* and *collage*, *effect* and *affect*, *chose* and *choose*, *lead* and *led*, *than* and *then*, etc.). Check the word in question against what you know, or use a source.
- Slow down on demons, your own and the usual suspects. You know which words you've confused in the past or continue to struggle with. Give them particular attention: *necessary*, *recommend*, *separate*, *a lot*, *all right*, *definitely*, *judgment*, *truly*, *restaurant*, *eighth*, *twelfth*, etc.
- Slow down on words with tricky prefixes and suffixes:
 - words in which the doubling of letters becomes an issue, like *unnecessary*, *disappoint*, *disappear*, *granddaughter*, *occurred*, *writing*, *written*, *traveled*, *beginning*, and *finally*
 - words in which the dropping of letters becomes an issue, like *absolutely*, *ninety*, *forty*, *lonely*, and *believable*
- Slow down on plural nouns. Ask yourself: Is that word with an *s* at the end of it a possessive noun, requiring an *apostrophe-s* (for example, "I borrowed my brother's CD")?
- Use the available sources to help you check for correct spellings. These include a college dictionary, a Spellex speller, a good speller in the class, a master list of frequently misspelled words, the computer spellchecker, your personal spelling list, and, later on, your writing handbook, especially the lessons "Homonyms," "The Truth about *I* before *E*," "A Rule That Mostly Works: Prefixes," and "Suffix Rules That Mostly Work."
- After you've finished proofreading and editing for spelling, ask a good speller to recheck your text for misspellings if it's handwritten, or use the computer spellchecker if the piece is word-processed.

Give me 5 when you write a friendly letter!



By the arrangement of the parts of this letter, you probably already know that this is a friendly letter. The language of a friendly letter is casual, and the audience is usually a friend, family member, or acquaintance. A friendly letter consists of five different parts. They include the heading, greeting, body, closing and signature.

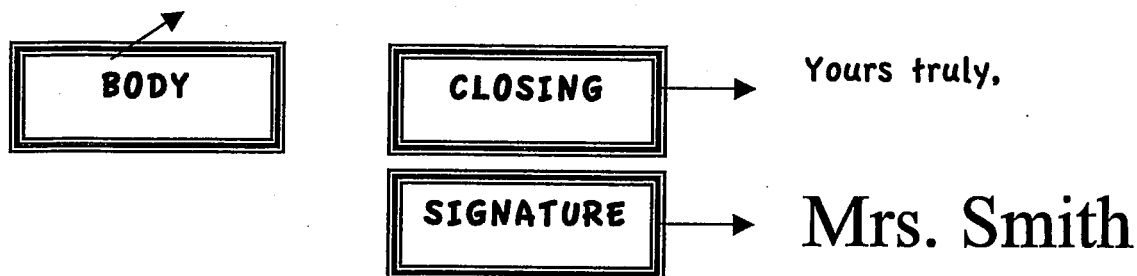
The **heading** includes the sender's address and the date in the upper right-hand corner of the paper. There are three lines. The first line should be the sender's street address. The second line is the sender's city, state, and zip code. The third line should be the date that the letter was written. Be careful about the punctuation and capitalization!

After the heading, you should skip a line and include a **greeting** (this is also called a salutation) on the left-hand side of the paper. This includes Dear and the person's name you are writing to followed by a comma.

The **body** of the letter comes next. This includes your message, thoughts, and ideas. Don't forget to indent each paragraph. This will also be the longest part of your letter.

After you have written your message, you need to include your **closing**. This is a short expression on a single line that ends in a comma. You should only capitalize the first word. It should also be indented to the same column as the heading.

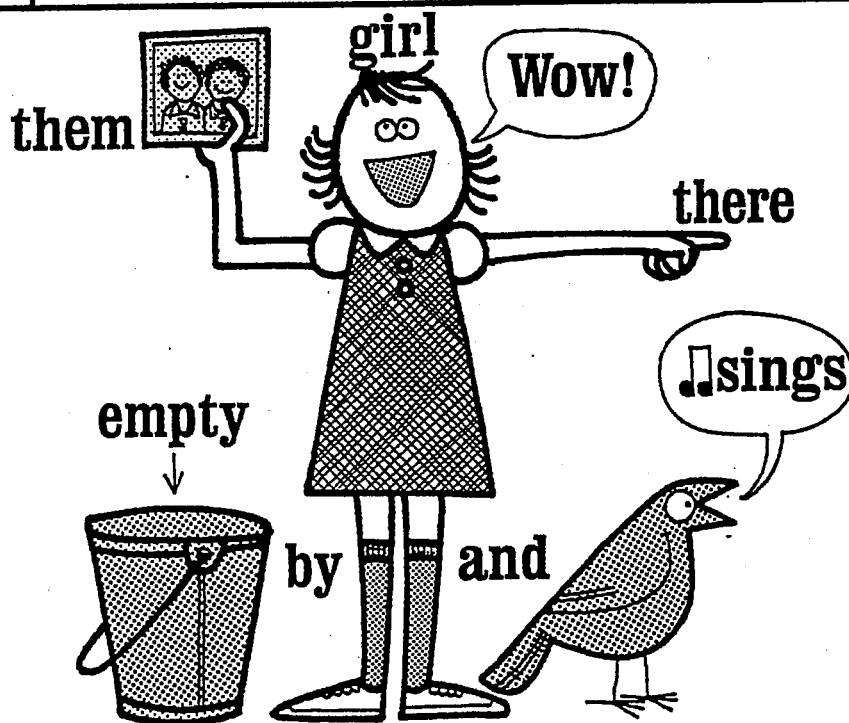
The last thing that you need is a **signature**. This is usually a couple of lines below the closing and should be in cursive.



Grammar &
Mechanics/
Vocabulary

Parts of Speech

Part of Speech	Definition	Examples
noun	A noun is the name of a person, place, thing, or idea.	girl, man, Steve, cabin, pencil, happiness
verb	A verb expresses action or being.	sings, laughs, am, was, should
adjective	An adjective describes a noun or pronoun by telling how many, what kind, or which one.	five, few, beautiful, empty, that, those
adverb	An adverb describes a verb, adjective, or another adverb by telling how, when, or where.	slowly, carefully, soon, tomorrow, there
pronoun	A pronoun is used in place of a noun.	I, we, you, he, she, they, me, him, them, mine, someone
conjunction	A conjunction joins words, phrases, clauses, or sentences together.	and, but, also, however, therefore
preposition	A preposition shows the relationship between a noun or pronoun and another word.	about, around, before, behind, between, by, down, during, for, from, over, to
interjection	An interjection shows surprise or expresses strong feeling.	Ah! Help! Oh! Wow!



Conjunctions

A conjunction joins words or groups of words together.

Glenna and her dog sped across the ice.

- And joins the nouns Glenna and her dogs.

Deondre was tired, but he raced on.

- But joins the verbs tired and raced.

Use conjunctions to create better sentences.

The car came to a stop.

Tom ran to his grandpa.

The car came to a stop, and Tom ran to his grandpa.

Hint: Always put a comma at the end of the first sentence (before the conjunction)

Hint: Remember FANBOYS

For
And
Nor
But
Or
Yet
So

ADVERBS

- * An adverb modifies a verb, an adjective, or another adverb.
- * An adverb tells HOW, WHEN, WHERE, WHY, HOW OFTEN, and HOW MUCH
- * Adverbs often end in LY but not always.

Examples:

tomorrow
there
unkindly
slowly
entirely
already
far
most
quite
sometimes
then

often
backward
gently
deeply
generally
away
here
nearby
rather
together
today

never
outside
well
quickly
loudly
fast
late
now
soon
yesterday
over

Tomorrow I will quickly do my homework so that I won't have to stay up late like I did yesterday.

ADJECTIVES

An adjective is a word used to describe a noun or a pronoun
it modifies a word by telling WHAT KIND, HOW MANY, or WHICH ONE

KINDS OF ADJECTIVES:

1. Articles

a, an, the

a firefly

an eggplant

the story

2. Proper Adjectives

formed from a proper noun; always capitalized

A Chicago museum is home to a brontosaurus skeleton.

A St. Louis food is toasted ravioli.

3. Common Adjectives

any adjective which is not proper and not capitalized (unless it's the first word in the sentence)

the chilly water

her round cheeks

the dog's wet nose

4. Comparative

-er

compares two persons, places, things, or ideas

Stanley is tougher than Carl.

Robin is louder than Kate.

5. Superlative

-est

compares three or more persons, places, things, or ideas

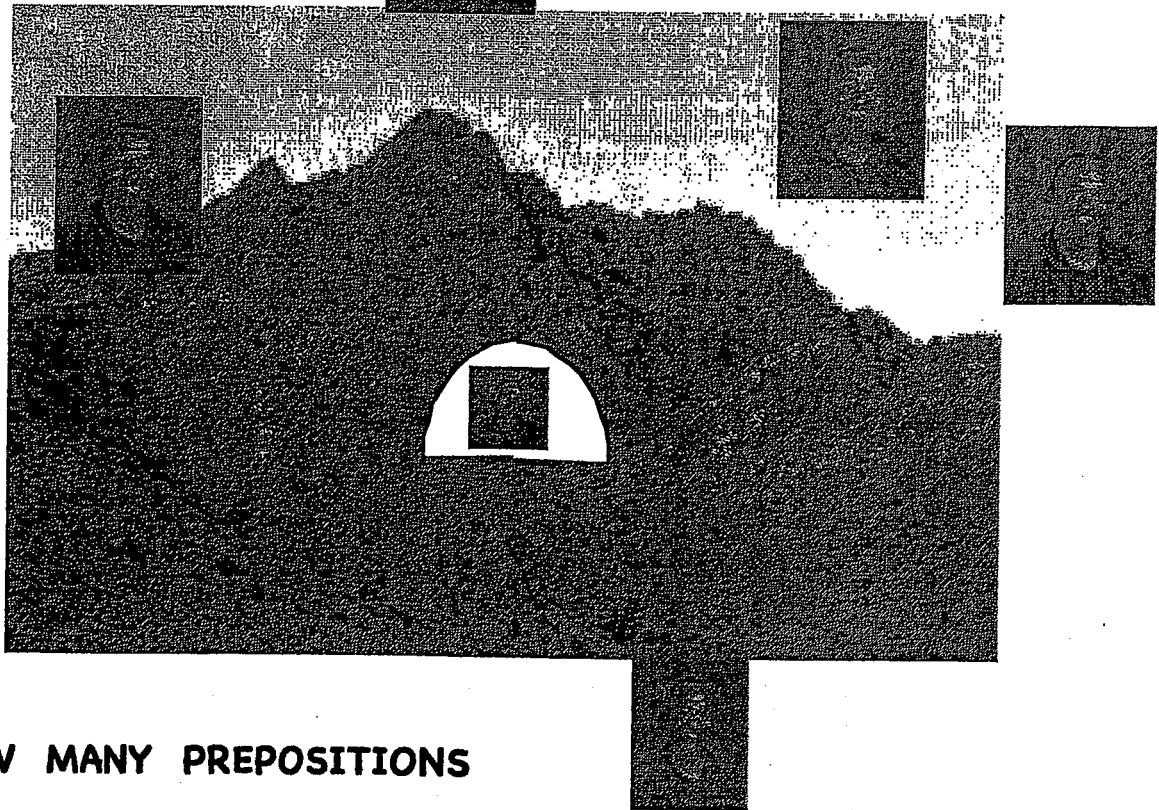
Stanley is the toughest of all the soccer players.

Robin is the loudest of all the girls in the 6th grade.

Prepositions tell Position!

A preposition is a word or group of words which shows how two words or ideas are related to each other. The noun or pronoun that follows a preposition is the object of the preposition.

about	at	but	inside	outside	under
above	atop	by	into	over	underneath
across	before	concerning	like	past	until
after	behind	down	near	regarding	up
against	below	during	of	since	upon
along	beneath	except	off	through	with
amid	beside	for	on	throughout	within
among	between	from	onto	to	without
around	beyond	in	out	toward	



HOW MANY PREPOSITIONS

Commonly Used Prepositions

about	beneath	in	through
above	beside	inside	throughout
across	besides	into	to
after	beneath	like	toward
against	beyond	near	under
along	but (meaning	off	underneath
among	“except)	off	until
around	by	on	unto
as	down	out	up
at	during	outside	upon
before	except	over	with
behind	for	past	within
below	from	since	without

Commonly Used Compound Prepositions

according to	because of	in spite of
along with	by means of	instead of
apart from	in addition to	next to
aside from	in front of	on account of
as of	in place of	out of

Vitamin Verbs

DEFINITION: Verbs are words that tell about the action or state that something is. The verb of a sentence may be a single word or a group of words.

ACTION VERBS:

verbs that tell about an action

examples: swim, run, hike, drink, eat, spell, write, sneeze, open, draw

I ate sixteen pancakes for breakfast.

STATE-OF-BEING VERBS

verbs that tell that something IS

examples: am, is, are, was, were, be, being, been

The students were at the movie theatre until 10 P.M.

LINKING VERBS

verbs that link the subject with the words that describe it; connects or LINKS the subject of a sentence with a word in the predicate that describes or renames the subject

examples:

most common are forms of the verb BE- am, is, are, was, were, be, being, been, has been, have been, had been, will be

Ernie and Bob are kind.

other examples: smell, look, taste, remain, feel, appear, sound, seem, become, grow

Ernie and Bob feel sad today.

MAIN VERBS:

the last word when there are two or more words in the verb

Oliver has lived in his home for many years.

verb= has lived

main verb= lived

HELPING VERBS:

the other word or words when there are two or more words in the verb

examples: any form of BE, any form of DO, any form of HAVE

Oliver has lived in this home for many years.

verb= has lived

helping verb= has

examples of common helping verbs:

shall, will, could, would, should, must, can, may, have, had, has, do, did, and TO BE words like am, is, are, was, were, been

REGULAR VERBS:

all verbs that form the past tense by adding @d or @ed to the base form of the verb

Yesterday I kicked the soccer ball, and it landed on my teacher's head.

IRREGULAR VERBS:

verbs that change their spelling to show past tense

I go to the store.

I went to the store.

I wear jeans often.

I wore jeans yesterday.

PRESENT TENSE VERBS:

expresses an action or existence which is happening NOW or happens REGULARLY usually add an @s to the main verb

My stomach tightens into a knot when presenting in front of people.

PAST TENSE VERBS:

expresses an action or existence which is completed at a particular time in the PAST

My stomach tightened into a knot when I presented in front of the class.

FUTURE TENSE VERBS:

expresses an action that WILL take place

My stomach will tighten when I present to the class tomorrow.

PRONOUNS

A pronoun is used in place of a noun or nouns. Common pronouns include *he, her, him, I, it, me, she, them, they, us, and we*. Here are some examples:

INSTEAD OF: Sean is a good athlete.

~~He~~ is a good athlete. (The pronoun *he* replaces *Sean*.)

INSTEAD OF: The beans and tomatoes are fresh-picked.

They are fresh-picked. (The pronoun *they* replaces *the beans and tomatoes*.)

Direct Object- The noun or pronoun that receives the action of the verb directly from the subject.

Examples:

Mark loves dogs. direct object = dogs (noun)

Keisha loves them. direct object = them (pronoun)

Nate and Mary eat cookies wvery afternoon.
direct object = cookies (noun)

Nate and Nick eat them every afternoon.
direct object - them (pronoun)

AGREEMENT OF PRONOUN AND ANTECEDENT

A pronoun usually refers to a noun or another pronoun. The word to which a pronoun refers is called its **antecedent**.

Example: Mary has more books than she needs.

Antecedent

pronoun

A pronoun agrees with its antecedent in **number**(singular/plural) and in **gender** (masculine/feminine/neuter). [Note: Neuter refers to neither masculine nor feminine]

1. Singular pronouns refer to singular antecedents.
Plural pronouns refer to plural antecedents.

Example: Sammy Davis, Jr., made **his** movie debut in 1931. (singular)
The joggers took their canteens with **them**. (plural)

2. A few singular pronouns indicate gender (masculine, feminine, neuter) and refer to masculine/feminine/neuter antecedents.

Masculine (singular): he, him, his, and himself

Feminine (singular): she, her, hers, and herself

Neuter (singular): it, its, itself

Examples: Steven has more credits than **he** needs. (masculine)
Mary has misplaced **her** class ring. (feminine)
A snake swallows its prey whole. (neuter)

3. Singular pronouns are used to refer to words which do not indicate gender.
To determine their gender, look in phrases following them.

anybody	anyone	each	either
everybody	everyone	neither	nobody
no one	one	somebody	someone

Examples: Each of the girls has already memorized **her** part.
One of the boys left **his** helmet on the bus.

***Note:** If the antecedent may be either masculine or feminine, use both the masculine and feminine pronouns to refer to it.

Examples: Anyone who is going on the field trip needs to bring **his or her** lunch.

Any qualified **person** may submit **his or her** application.

You can often avoid the awkward **his or her** construction by substituting an article (**a, an, or the**) for the construction or by rephrasing the sentence, using the plural forms of both the pronoun and its antecedent.

Example: Any interested **person** may submit **an** application.

All interested **persons** may submit **their** applications.

4. A plural pronoun is used to refer to two or more singular antecedents joined by **and**.

Examples: If **John and Sally** call, tell **them** that I will not be home until this evening.
Kim, Sally, and Laura have donated **their** time to the hospital.

5. A singular pronoun is used to refer to two or more singular antecedents joined by **or** or **nor**.

Examples: **Either Ryan or Phil** always finishes **his** geometry homework in class.
Neither Brittany nor Jessica thinks **she** is ready to write the final draft.

Note: Revise awkward constructions caused by antecedents of different genders.

Example: **AWKWARD**--Either Leo or Rose will give her report.

REVISED -- Either Leo will give **his** report, or **Rose** will give **hers**.

PRONOUNS

1. **Personal Pronouns:** Personal pronouns refer to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person).

FIRST PERSON	I, me, my, mine, we, us, our, ours
SECOND PERSON	you, your, yours
THIRD PERSON	he, him, his, she, her, hers, it, its, they, them, their, theirs

Examples: I hope that you can help me with my homework.
He said that they would meet us outside the theater.

2. **Reflexive and Intensive Pronouns:** A reflexive pronoun refers to the subject of a sentence and directs the action of the verb back to the subject. An intensive pronoun emphasizes a noun or another pronoun.

FIRST PERSON	myself, ourselves
SECOND PERSON	yourself, yourselves
THIRD PERSON	himself, herself, itself, themselves

Examples: Scott wrote himself a note. [reflexive]
Susan herself organized the school's recycling program. [intensive]

3. **Demonstrative Pronouns:** A demonstrative pronoun points out a person, a place, a thing, or an idea.

THIS THAT THESE THOSE

Examples: This is our favorite song by Sting.
The apples I picked today taste better than these.

4. **Interrogative Pronouns:** An interrogative pronoun introduces a question.

WHO WHOM WHICH WHAT WHOSE

Examples: What is the answer to the question?
Whose car is parked outside?

5. **Relative Pronouns:** A relative pronoun introduces a subordinate (dependent) clause:

THAT WHICH WHO WHOM WHOSE

Examples: The house **that** you saw is a historical landmark.
She is the woman **who** is running for president.

6. **Indefinite Pronouns:** An indefinite pronoun refers to a person, place, or thing that is not specifically named.

all	either	much	other
another	everybody	neither	several
any	everyone	nobody	some
anybody	everything	none	somebody
anyone	few	no one	someone
anything	many	nothing	something
both	more	one	such
each	most		

Examples: I have packed **everything** we will need for the trip.
Has **anyone** seen my binoculars?

PLURALS BUDDY

1. To change a singular noun to a plural noun, usually add s:
magazine - magazines street - streets
stapler - staplers island - islands
book - books student - students
2. To form the plural of a noun ending in s, sh, x, z, or ch, add es:
gas - gases coach - coaches
brush - brushes box - boxes
tax - taxes bus - buses
buzz - buzzes watch - watches
3. When a noun ends in a vowel + y, add s:
valley - valleys attorney - attorneys tray - trays
4. When a noun ends in a consonant + y, change the y to i and add es:
fly - flies city - cities
strawberry - strawberries country - countries
enemy - enemies
5. When a noun ends in f, sometimes just add s, but the f usually changes to v followed by s or es:
chief - chiefs wolf - wolves life - lives
roof - roofs calf - calves leaf - leaves
belief - beliefs loaf - loaves half - halves
cuff - cuffs knife - knives shelf - shelves
6. With nouns ending in vowel + o, usually add s:
video - videos rodeo - rodeos radio - radios

With nouns ending in consonant + o, add es:

hero - heroes	echo - echoes	tomato - tomatoes
potato - potatoes	mosquito - mosquitoes	

Some weirdo "o" words break the rules:

piano - pianos

soprano - sopranos

7. Irregular plurals do their own thing!

mouse - mice

foot - feet

ox - oxen

goose - geese

woman - women fungus - fungi

stimulus - stimuli

hypothesis - hypotheses

Some have the same singular and plural form:

sheep

moose

trout

pants

deer

Singular to Plural Possessives Buddy

Possessive = one noun owns another noun

RULE ONE:

If a noun, SINGULAR OR PLURAL, does NOT end in s, add an apostrophe and an s to make it possessive.

examples:

Sally's suitcase the quarterback's pass the dog's barking

RULE TWO:

If a PLURAL noun ends in s, add ONLY an apostrophe.

examples:

my grandmothers' memories (talking about both of your grandmothers)
some schools' policies (more than one school)
ten dollars' worth of candy

RULE THREE:

If a SINGULAR noun already ends in s, add an apostrophe s.

examples:

the Peace Corps's philosophy Mrs. Smets's cookies
the Red Cross's blood supply

WEIRD RULES:

When nouns are joined by AND or OR, look at the meaning.

If the nouns SHARE ownership, make only the second noun possessive:

Mom and Dad's anniversary
Jenny and Jill's friend
my aunt and uncle's cottage

If the two nouns DO NOT share ownership, make both nouns possessive:

Dave's and Rich's careers
my brother's and sister's eyes
Kate's and Christina's essays

PHRASE: is a group of related words that is used as a single part of speech and does not contain a verb and its subject.

KINDS OF PHRASES

1. **Prepositional Phrase:** begins with a preposition and ends with a noun or a pronoun, called the object of the preposition.

Example: The tall building **with the red roof** is our new library.
[The noun ***roof*** is the object of the preposition ***with***.]

*Note: An object of a preposition may be compound.

Example: Brian's Song is an inspiring story **about friendship and courage**.

2. **Adjective Phrase:** is a propositional phrase that modifies a noun or a pronoun.

Example: Cassie Smith made a batch **of fry bread**, using a recipe very similar to that **of her ancestors**. [*Of fry bread* modifies the noun ***batch***, telling what kind. *Of her ancestors* modifies the pronoun ***that***, telling which one.]

3. **Adverb Phrase:** is a propositional phrase that modifies a verb, an adjective, or an adverb.

Note: An adverb phrase tells HOW, WHEN, WHERE, WHY, or TO WHAT EXTENT (how long or how far).

A. Modifies a VERB:

Example: *During the Civil War*, Louisa May Alcott worked **in a hospital as a nurse for six weeks**. [Each phrase modifies the verb ***worked***. *During the Civil War* tells **when**, *in a hospital* tells **where**, *as a nurse* tells **how**, and *for six weeks* tells **how long**.]

B. Modifies an ADJECTIVE:

Example: Louisa May Alcott wrote *Little Women*, a novel **rich in New England traditions**. [*In New England traditions* modifies the adjective **rich**, telling how rich.]

C. Modifies an ADVERB:

Example: Too late **for Alcott and other early suffragists**, U.S. voting laws were changed. [*For Alcott and other early suffragists* modifies the adverb **late**.]

VERBAL AND VERBAL PHRASES:

A verbal is a form of a verb used as a noun, an adjective, or an adverb. The three kinds of verbals are 1. PARTICIPLE

2. GERUND

3. INFINITIVE

A verbal phrase consists of a verbal and its modifiers and complements. The three kinds of verbal phrases are 1. Participial phrase

2. Gerund phrase

3. Infinitive phrase

Participle is a verb form that is used as an adjective. There are two kinds of participles--the present participle (ends in **-ing**) and the past participle (ends in **-d** or **-ed**).

Example of **present participle**: Sally has taken **singing** lessons for several years.
[**Singing**, a form of the verb sing, modifies the noun **lessons**.]

Example of **past participle**: The **baked** chicken with yellow rice tasted delicious.
[**Baked**, a form of the verb bake, modifies the noun **chicken**.]

The **perfect tense of a participle** is formed with the helping verb having, as in having worked and having been washed.

Example: **Having worked all day**, Abe was ready for a rest.

Example: **Having been washed**, the car gleamed in the sun.

4. Participial Phrase Consists of a participle and all of the words related to the participle. Participles may be modified by adverbs and may also have complements.

Example: **Speaking eloquently**, Ms. Amann enthralled the audience.
[The participial phrase modifies the noun **Ms. Amann**. The adverb **eloquently** modifies the present participle **speaking**.]

*Note: When writing a sentence with a participial phrase, be sure to place the phrase as close as possible to the word it modifies.]

Gerund: a verb form ending in **-ing** that is used as a **noun**.

Examples:

Subject	<u>Swimming</u> is excellent exercise.
Predicate Nominative	Sally's hobby is <u>knitting</u> .
Direct Object	She has always loved <u>dancing</u> .
Indirect Object	He gave <u>studying</u> all his attention.
Object of Preposition	<u>In cooking</u> , use salt sparingly.

**Note: When writing a noun or a pronoun directly before a gerund, use the possessive form of the noun or pronoun.*

Example—Nick's winning the contest surprised no one.

Mom was upset about our being late.

5. Gerund Phrase: consists of a gerund and all of the words related to the gerund.

Example: **Exercising regularly** is important to your health. [The gerund phrase is the subject of the verb **is**. The adverb **regularly** modifies the gerund **Exercising**.]

Infinitive: a verb form that can be used as a noun, an adjective, or an adverb. An infinitive usually begins with **to**.

Examples:

USED AS		EXAMPLES
Noun	--	<u>To fly</u> was an ambition of humans for many centuries. [<u>subject</u> of was]
	--	Some fishes must swim constantly, or they start <u>to sink</u> . [<u>direct object</u> of start]
	--	Ms. Amann's dream is <u>to act</u> . [<u>predicate nominative</u> identifying the subject dream .]
Adjective	--	His attempt <u>to fly</u> was a failure. [<u>adjective</u> modifying the noun attempt]
Adverb	--	With his dog Wolf, Rip Van Winkle went into the woods <u>to hunt</u> . [<u>adverb</u> modifying the verb went]

Note: Do not confuse an infinitive with a prepositional phrase that begins with **to. An infinitive is a verb form. A prepositional phrase begins with **to** and ends with a noun or a pronoun.*

INFINITIVES	to write	to forgive	to visit
PREPOSITIONAL PHRASES	to the game	to someone	to them

Note: The word **to, the sign of the infinitive, is sometimes omitted.*

6. **Infinitive Phrase** consists of an infinitive and all of the words related to the infinitive.

Examples:

To finish early is our plan. [The infinitive phrase is the **SUBJECT** of the verb **is**. The adverb **early** modifies the infinitive **to finish**.]

Karon wants to go to the beach with us on Saturday. [The infinitive phrase is the **DIRECT OBJECT** of the verb **wants**. The adverb phrases *to the beach*, *with us*, and *on Saturday* modify the infinitive **to go**.]

Napoleon's plan to conquer the world failed. [The infinitive phrase modifies the noun **plan**. The noun **world** is the **DIRECT OBJECT** of the infinitive **to conquer**.]

An **appositive** is a noun or a pronoun placed beside another noun or pronoun to identify or explain it. An appositive usually follows the word it identifies or explains.

Example: We went to the Navajo Gallery in Taos, New Mexico, to see R. G. Gorman's painting **Freeform Lady**. [The noun **Freeform Lady** identifies the noun **painting**]

7. **Appositive phrase** consists of an appositive and its modifiers.

Examples:

We visited Boston Harbor, **the site of the Boston Tea Party**.

[The adjective **the** and the adjective phrase **of the Boston Tea Party** modify the appositive **site**.]

CLAUSES

A clause is a group of words that contains a verb and its subject and is used as part of a sentence.

Every clause has a subject and a verb. Not every clause, however, expresses a complete thought.

SENTENCE: Lichens are small plants that are composed of both fungi and algae.

CLAUSE: Lichens are small plants. [complete thought]

CLAUSE: that are composed of both fungi and algae [incomplete thought]

There are two kinds of clauses: the **INDEPENDENT CLAUSE** and the **SUBORDINATE CLAUSE**. When an independent clause stands alone, it is generally called a simple sentence. Like a word or phrase, a subordinate clause functions as a single part of speech in a sentence.

I. THE INDEPENDENT (MAIN) CLAUSE expresses a complete thought and can stand by itself as a sentence.

S V

Example: Ms. Amann explained the binary number system. [one independent clause]

S V

Example: In the binary system, each number is expressed in powers of two, and
S V
the digits 0 and 1 are used. [two independent clauses joined by and]

S V

Example: The binary number system is important to know because it is used by
computers. [an independent clause combined with a subordinate clause]

II. THE SUBORDINATE (OR DEPENDENT) CLAUSE does not express a complete thought and cannot stand alone as a sentence.

Examples: that we collected
what Amanda called her pet beagle
when Josh proofread his essay

The thought expressed by a subordinate clause becomes complete when the clause is combined with an independent clause.

Example: Ms. Amann took the aluminum cans that we collected to the recycling center.

Types of Subordinate Clauses

1. **Adjective Clause** is a subordinate clause that modifies a noun or a pronoun.

Note: An adjective clause always follows the word or words that it modifies.

example: In the 1930's, Dr. Charles Richter devised a scale that is used to measure the magnitude of earthquakes. [The adjective clause modifies the noun SCALE.]

--Usually, an adjective clause begins with a **relative pronoun**--a word that not only relates an adjective clause to the word or words the clause modifies but also serves a function within the clause.

THAT WHICH WHO WHOM WHOSE

--An adjective clause may begin with a relative adverb, such as **WHEN** or **WHERE**.

--Sometimes the relative pronoun or relative verb is not expressed, but its meaning is understood.

example: The book [that]I am reading is The Kite Runner.

--Depending on how it is used, an adjective clause is either essential ;or nonessential. An **ESSENTIAL CLAUSE** provides information that is necessary to the meaning of a sentence. A **NONESSENTIAL CLAUSE** provides additional information that can be omitted without changing the meaning of a sentence. A nonessential clause is always set off by commas.

2. **NOUN CLAUSE** is a subordinate clause used as a noun.

--A noun clause may be used as a subject, a predicate nominative, a direct object, an indirect object, or an object of a preposition.

Examples:

Subject--**That Shelly Devous is a talented writer** is an understatement.

Predicate Nominative--A catchy slogan is **what we need for this campaign**.

Direct Object--The Greek astronomer Ptolemy believed **that the sun orbited the earth**.

Indirect Object--The choreographer will give **whoever can dance the best** the role.

Object of a Preposition--Grandmother Amann has a kind word for **whomever she meets**.

3. **ADVERB CLAUSE** is a subordinate clause that modifies a verb, an adjective, or an adverb.

--An adverb clause tells **HOW, WHEN, WHERE, WHY, TO WHAT EXTENT, OR UNDER WHAT CONDITION.**

--An adverb clause is introduced by a **subordinating conjunction**--a word or word group that relates the adverb clause to the word or words the clause modifies.

Common Subordinating Conjunctions

after	as though	provided that	until
although	as well as	since	when
as	because	so that	whenever
as if	before	than	where
as long as	if	through	wherever
as soon as	in order that	unless	while

*Note: The words after, as, before, since, and until may also be used as prepositions.

THE ELLIPTICAL CLAUSE

Part of a clause may be left out when the meaning can be understood from the context of the sentence. Such a clause is called an elliptical clause.

Example: Jon knew the rules better than Laura [did]. "Did" is clearly understood, therefore, not required in the sentence.

SENTENCES CLASSIFIED ACCORDING TO STRUCTURE:

1. A **simple sentence** has one independent clause and no subordinate clauses.

example: Uncle Ned taught me how to play the mandolin.

2. A **compound sentence** has two or more independent clauses but no subordinate clauses.

example: Sally's story sounded incredible, but it was true.

3. A **complex sentence** has one independent clause and at least one subordinate clause.

example: While we were on our vacation in San Francisco, California, we visited Alcatraz prison.

4. A **compound-complex sentence** has two or more independent clauses and at least one subordinate clause.

example: The two eyewitnesses told the police officer what they saw, but their accounts of the accidents were quite different.

PUNCTUATION MARKS



1. Apostrophe: Indicates possession when added to a noun. An apostrophe also indicates that one or more letters have been left out in a contraction.

- Phillipa Foot's mid-century philosophy is influential in certain academic corners.
- I don't speak French.



2. Brackets: indicate words, punctuation, and formatting inserted into a quote but not present in the original source.

- "Fourscore and seven [eighty-seven] years ago..."



3. Colon: introduces a list, summary, or important conclusion. A colon must follow an independent clause and may not come between a verb and its object.

- Incorrect:* John gave his mother: a quilt, a book, and a bouquet of lilies.
- Correct:* John gave his mother three things: a quilt, a book, and a bouquet of lilies.



4. Comma: Indicates slight pauses in reading, and differentiates sentence parts. Commas are used in the following situations.

Before a **coordinating conjunction** that connects two independent clauses

- I thought it would rain, and it did.

After an **introductory phrase**

- After the rainfall, the sun came out.

To separate items in a **series**

- I like rock, pop, jazz, blues, country, and hip-hop.

To set off a **parenthetical or nonrestrictive phrase**

- Amateur salsa dancers, many of whom have little familiarity with traditional Spanish music, often mistake very different dances such as the mambo and the samba.

Between the day and year of a **date**

- On August 8, 1976, the world of music was changed forever.

To set off **quotations** that occur within a sentence

- Sarah said, "I love you," and she meant it.
- "It always happens this way," he replied, "and I never know what to say."

To subdivide **numbers** in groups of three digits

- 9,023
- 4,251,730

To indicate **direct address**

- "Greg, give me the remote control."

To separate **noncumulative adjectives**

- The hot, humid, nasty day made Allison feel sweaty, irritated, and exhausted.

To indicate **omissions of verbs** in parallel clauses:

- Jenny likes the Mets; Pedro, the Angels; and Frank, the Marlins.



5. Dash: sets off a parenthetical phrase or points attention to a summary conclusion.

- The new fabric—introduced at the fashion show two years ago—has become extremely popular.
- Her lips, her eyes, her taste in poetry—they were all perfect.



6. Ellipsis: three periods separated by two spaces that indicate omissions in quoted material.

- "And so, my fellow Americans, ... ask what you can do for your country."



7. Exclamation mark: ends declarative and imperative sentences with a sense of excitement or urgency.

- Get out of here!



8. Hyphen: joins linked words together, especially if they are being used together as an adjective.

- That kind of devil-may-care attitude will get you nowhere.



9. Parentheses: set off a loosely related phrase.

- His idea (formed during long hours of driving in heavy traffic) was to begin riding the train.



10. Period: ends sentences that are not questions.

- It was a cloudy day.



11. Question mark: ends sentences that are questions; indicates a query.

- Was the house haunted?



12. Quotation marks: serve several purposes. They can represent text as speech:

- "I would have been great," he insisted.

Indicate material excerpted from another writer's work:

- "Not every love affair is 'star-cross'd.'"

Indicate titles of poems and short stories:

- Shelley's "Ode to a Skylark" is an extended meditation on spontaneous artistic creation.

Periods and commas always go inside quotation marks. Question marks, exclamation marks, semicolons, colons, and dashes go outside quotation marks, unless they are part of the quotation.



13. Semicolon: used to join independent clauses by taking the place of a conjunction. Semicolons are also used to separate items in series that contain commas within single-item descriptions.

- Betsy liked to sew; it was her passion.
- He had an old, unraveling sweater; a newer sweater; and a faded, torn pair of jeans.



14. Slash: used to indicate multiple possibilities:

- Speak to the senator and/or the president.

15. Solidus: same symbol as the slash; indicates line breaks in quotations of multiple lines of poetry

- "Still, still to hear her tender-taken breath, / And so live ever, or else swoon to death."

Punctuation of Direct Quotations

Look at these model sentences to see how they are punctuated and capitalized.

Model Sentences

Quotation Ending the Sentence:

1. Mrs. Brobbel said, "There is a Blues game on Thursday." **(Statement)**
2. Mr. Brobbel asked, "Who scored the last goal?" **(Question)**
3. Darren Pang exclaimed, "The Blues scored!" **(Exclamation)**

Quotation Starting the Sentence:

4. "There is a Blues game on Thursday," said Mrs. Brobbel. **(Statement)**
5. "Who scored that last goal?" asked Mr. Brobbel. **(Question)**
6. "The Blues scored!" exclaimed Darren Pang. **(Exclamation)**

Interrupted Quotation:

7. "I think," said Mrs. Brobbel, "that the Blues will make it to the playoffs this year."

COMMA RULES

Rule	Definition	Example
Series	list of something	The spice cookie recipe calls for extra cinnamon, sugar, and butter.
Compound Sentences	two complete sentences glued together	Starvin Marvin devoured ten cookies right out of the oven, but I only ate two of them.
Introductory Words	one word at the beginning of the sentence like well, oh, wow, yes, no	Yes, I would love to whip up a batch of cookies for you!
Introductory Phrases	phrase at the beginning of a sentence (a phrase has a subject or a verb but not both)	After eating lunch, let's go to the store and stock up on all the ingredients to bake cookies.
Direct Address	calling someone's attention	Mrs. Fields, would you please share your recipe with me?
Appositives	rename a noun in a different way; gives more information about the noun	Chocolate chip cookies, my favorite treat, melt in my mouth.
Dates	*separate the day from the year and the entire date from the rest of the sentence	On December 20, 1998, I began my Christmas-cookie-baking tradition!
Addresses	separate street from city, city from state, and entire address from rest of sentence; DO NOT put a comma between state and zip code	Please send recipes to 1414 Hershey Lane, Hershey, Pennsylvania 90087, as soon as possible.
Direct Quotations	notes people talking	Harold bellowed, "OUCH! I licked the dough off the beaters and got my tongue caught!"
Letters-Greeting and Closing	greeting- put a comma after the person you are writing to in a friendly letter (business letters use a colon after the greeting)	Dear Santa Claus, I baked you peanut butter cookies, pumpkin cookies, and fudge brownies. I hope you enjoy! I also wanted to remind you that my empty stocking is hanging over the fireplace and there's lots of space under the

	<p>closing- put a comma after the word you use like: Sincerely, Warmly, Love,</p>	<p>Christmas tree in case you needed to lighten your load of presents. I am just concerned about your back and all that heavy carrying you do! Love, Ima Litel Greedie</p>
Adjectives Before a Noun	<p>two or more adjectives before a noun; only use commas if you can switch the order and the sentences still makes sense; commas go between the adjectives; NO COMMA AFTER THE LAST ADJECTIVE BEFORE THE NOUN THEY MODIFY</p>	<p>The rich, melty chocolate chips send my taste buds over the edge!</p>
Adjectives After a Noun	<p>usually two adjectives after a noun; commas surround the two adjectives- they DO NOT go in between the adjectives</p>	<p>My new cookie sheets, clean and shiny, gleam under the kitchen lights.</p>
Introductory Clause (also called subordinate clause or dependent clause)	<p>at the beginning of the sentence; a dependent clause has a subject and a verb but is not a complete thought</p>	<p>When I go to the grocery store, I usually buy several packages of real butter for my scrumptious cookies.</p>
Interrupter	<p>stuck in the sentence to add texture; does not rename anything like an appositive or specifically describe anything like adj. after a noun; examples: in my opinion however nevertheless</p>	<p>Snickerdoodle cookies and a glass of milk, in my opinion, sound delicious!</p>
Non-restrictive Clauses	<p>not necessary to the meaning of the sentence; <i>Commas, which cut out the fat, go with which and never with that!</i></p>	<p>Tomorrow we'll bake two dozen ginger spice cookies, which will make the kitchen smell inviting.</p>

APOSTROPHE HEADACHES

Is this a spelling mark, like the hyphen, rather than a mark of punctuation? I'm inclined to think so. The apostrophe is mostly used to differentiate plurals (nouns that end in *s* to signify *more than one*) from possessives (nouns that end in *s* to signify that someone owns something). Warning: the rules have been known to induce a migraine.

1. To make a singular noun (the name of one person, place, thing, or idea) show possession, add 's:

EXAMPLES: * JFK's assassination * dog's breakfast
 * Jimmy's CD * a new day's dawning
 * the kid's baseball glove * yesterday's papers
 * communism's collapse * democracy's promise
 * a witch's cauldron * trail's end

2. When a singular noun already ends in *s*:

- a. if it's a one-syllable word, most styles add 's:

EXAMPLES: * lass's hair * the grass's tender roots
 * Robert Burns's poetry * our boss's rules

- b. if it's a word of more than one syllable, you can just add an apostrophe, *or* you can add the apostrophe *s* (I prefer the former):

EXAMPLES: * Dallas' sports teams / Dallas's sports teams
 * Collins' poetry / Collins's poetry

3. When a noun is plural (more than one person, place, thing, or idea) and already ends in *s*, add an apostrophe to make it possessive:

EXAMPLES: * the kids' boots * the bosses' secretaries
 * the Millers' new kitty * girls' basketball team
 * my grandparents' house * the boys' locker room
 * our cousins' vacation schedule

4. When a plural noun *doesn't* end in *s*, add *'s* to make it possessive:

EXAMPLES: * children's mittens * men's room
 * women's clothing * mice's homes

5. When possession is shared by more than one noun, use *'s* only for the *last* noun in the series:

EXAMPLES: * There's Mrs. Rittershaus, Ethan and Alison's mother.
 * Jacob, Rachael, and Nate's cat Wallace is tough.

6. Some styles use *'s* to form the plural (more than one) of a letter, number, sign, or word discussed as a word:

EXAMPLES: * I got straight A's.
 * You use too many *and's*.
 * I loved the '60's.
 * Let's play Crazy 8's.
 * The 1860's were a traumatic decade.
 * Are those my size 11's?

Note: The possessive pronouns *hers*, *theirs*, *yours*, *its*, and *ours* have their possessiveness built in. They don't take apostrophes. But watch out for indefinite pronouns, which do take apostrophes: *one's* own topics, *everybody's* folders, *others'* ideas.

Punctuation

Apostrophes

- Possessive nouns

Brian's biology book

Brenda's bowl of cherries

- Contractions

couldn't hadn't wouldn't didn't

Hyphens

- divide words at the end of line
always divide on the syllable

Away fluttered the butter-
fly.

- compound numbers
thirty-eight

- fractions
one-fourth

- hyphenated modifiers

Dad used his You-beter-stop-that-now tone of voice.

WHAT IS THE DIFFERENCE?

Semicolon ;

used to connect 2 sentences that are closely related

Colon :

used to introduce a long list of things

greeting in business letter

time (10:30)

WHAT TO DO, WHAT TO DO?

"Quotes"

"Dialogue"

"Book Chapters"

"Short Stories"

"Reports"

"Articles"

"Songs"

"Poems"

Underline

Book Titles

Play Titles

Newspaper Titles

Magazine Titles

Movie Titles

TV Series

Epic Poems

Musical Compositions

Paintings

CD Titles

Legal Cases

Names of Ships/Aircraft

Integrating, Blending, Embedding Quotes

One of the most effective ways to write a strong essay, research paper, or constructive response is to use quotations from other writers to support your ideas and main points. We call the use of these quotations, integrating, blending, or embedding.

Here are the rules to follow so the quotations flow into the body of the paper smoothly:

1. Use an introductory phrase or clause.

(Ex. from *The Autobiography of Malcolm X*) According to Malcolm X, "Bimbi first made me feel envy of his stock of knowledge" (65).

(Ex. from *The Pearl*) As Jauana says, "Throw it away, Kino. Let us break it between stones . . . Let us throw it back into the sea" (38).

2. Use a complete sentence to lead in to your quotation. Use a colon instead of a period, with two spaces before the quotation.

(Ex. from "Barter") Teasdale uses personification in her poem: "Soaring fire that sways and sings" (199).

(Ex. from *The Cay*) Philip realizes how much Timothy means to him regardless of his race: "I could not help worrying. The thought of losing either of them was unbearable" (108).

(Ex. from *Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy: Part 1*) Although the topic appeals to young readers, older readers appreciate Pilkey's use of vivid vocabulary and alliteration: "A greenish, glistening behemoth entered the room, filling the air with the sounds of grinding metal gears and wet, gooey, bursting bubbles" (90).

3. Use "that" to blend the quotation with your words.

(Ex. from "Echo and Narcissus") Narcissus is so vain that he "remained there beside the pool, never raising his eyes from the surface" (766).

4. Integrate or blend the supporting quotation directly within your own words.

(Ex. from "The Gettysburg Address") Lincoln expresses his hope for a unified nation with one "government of the people, by the people, for the people" (77).

(Ex. from *Charlie and the Chocolate Factory*) Willy Wonka uses sarcasm when he tells the Gloops to imagine "Augustus-flavored chocolate-covered Gloop. No one would buy it" (76).

Homonyms

Homonyms are words that sound alike but are spelled differently.

affect to change
effect result

aisle walkway
I'll contraction of "I will"
isle island

allowed permitted
aloud spoken

ate past tense of eat
eight the number

blew past tense of blow
blue color of the sky

brake stopping device
break to split apart

buy to purchase
by near
bye farewell

cent one hundredth of a dollar
scent an aroma
sent dispatched

cents hundredths of a dollar
scents many things to smell
sense detect

close to shut
clothes garments

dear beloved
deer Bambi

flea parasitic insect
flee to run away

flour powdered grain
flower a bloom

for in place of
fore in front
four number after three

forth a direction
fourth following the third

gnu African antelope
knew past tense of know
new not old

hair grows from your head
hare rabbit

hole round opening
whole entirety

it's contraction of "it is"
its possessive pronoun

knight chivalrous man
night darkness

know to possess knowledge
no opposite of yes

lead heavy metal
led guided

one singularity
won victorious

pail bucket
pale light colored

pain it hurts
pane a single panel of glass
pair a set of two

Homonyms

Homonyms are word that sound alike but are spelled differently.

pare cutting down
pear bottom-heavy fruit

passed approved; moved on
past before now

plain not fancy
plane a surface

Pole a person from Poland
pole big stick
poll a voting

praise to commend
prays worships God
preys hunts

principal head of school
principle causative force

rap a sharp knock
wrap to encase in cloth

rapped knocked sharply
rapt spellbound
wrapped encased in cloth

soar fly
sore hurt

some a few
sum result of addition

son male child
sun star

straight not crooked
strait narrow waterway

tail something a dog wags
tale story

their belonging to them
there a place
they're contraction of "they are"

threw to propel by hand
through from end to end

to toward
too also
two a couple

ware merchandise
wear attire
where a place

we're contraction of "we are"
were past tense plural of "to be"

we've contraction of "we have"
weave to make cloth

weak not strong
week seven days

weather meteorological conditions
whether if it be the case

which selection
witch broomstick ridin' crone

wood what trees are made of
would will do

you're contraction of "you are"
your belonging to you

Homonyms

Homonyms are word that sound alike but are spelled differently.

read having knowledge from reading

red a primary color

read to get the meaning by looking

seas oceans

sees looks

seize to grab

reads gets the meaning by looking

reeds more than one aquatic plant

real authentic

reel used for fishing

right correct

rite ritual

write to inscribe

ring circle around your finger

wring twisting

road a broad trail

rode past tense of ride

rowed to propel a boat by oars

role part to play

roll rotate

rote by memory

wrote has written

rough coarse

ruff pleated collar

sail wind powered water travel

sale the act of selling

scene visual location

seen past tense of saw

sea ocean

see to look

seam row of stitches

seem appears

6th Grade Prefixes/Roots

Prefix/Root	Definition	Example
ab	away/from	abstain, abnormal, abject
act	do	action, reaction, transact
ad	to, toward	advance, advice, adversary
anti	against, opposite	antisocial, antiseptic, antibody
auto	self	automobile, autograph, automatic
be	on all sides, overly	belittle, befriend, belied
bi	two	bicycle, bipedal
com/con	with	connect, community, cooperate, converge
dis	away, not	dismiss, disallow, disconnect, disrespect
ex	out, away from	expulsion, explosion, exit, exhale
fac/fic	make; do	factory, fiction, manufacture
in	not	incorrect, inaccurate
loc	place	location, allocate, relocate
mal	bad, badly	maladjusted, malcontent, malodorous
med, mid	middle	medium, middle, mediocre
mem	remember	memento, memo, memoir
miss/mit	to send	mission, transmit, permit, missile
non	not	nonsense, nontoxic
pop	people	popular, population, populous
post	after	postpone, postwar, posterity
pre	before	preamble, preview, prevent
pro	forward	progress, promote
re	again, back	restructure, revisit, reappear, rebuild
rupt	break, burst	erupt, interrupt, disrupt
strict	tighten	restrict, constrict
sub	under, below	submarine, submerge, substitute
super	above, over, more	supreme, supernatural, superior
ten, tend, tens	hold, stretch	tenacious, intend, tenant
un	not	unfair, unnatural, unharmed

7th Grade Prefixes/Roots

Prefix/Root	Definition	Example
audi	to hear	audible, audition
cede, ceed	go	proceed, exceed
circum	around	circumference, circumnavigate
chron	time	chronological, chronicle
cred	believe	credible, credit
contra	against, opposite	contraband, contradict
corp	body	corpse, corporation
demo	people	democracy, epidemic
en, em	in, into, to cover or contain	empathy
equi	equal	equilateral, equidistance
ethno	nation	ethnicity, ethnocentric
extra	outside of	extracurricular, extrinsic
fore	in front	before, forewarn
hyper	over, above	hyperactive, hyperventilate
hypo	below, less than	hypoallergenic, hypodermic
inter	between	intermission, intercept
lev	raise	levitate, elevate, levity
manu	hand	manual, manuscript
mega	great, million	megaphone, megamillionaire
micro	small	microscopic
multi	many	multiple, multitude
omni	all	omnivore, omniscient
path	feeling, suffering	empathy, sympathy, apathy
ped	foot	pedestrian, pedal
sect	cut	section, dissect
temp	time	temporary, temperate
terra	land, ground	terrain, terrestrial
trans	across	transatlantic, transport
vert	to turn	convert, divert, invert
vita	life	vital, vitamin

8th Grade Prefixes/Roots

Prefix/Root	Definition	Example
clud/clus	shut, close	include, exclude, conclude, recluse
de	reversal, undoing, downward	descend, dejected
dia	through	diameter, diagonal, dialogue
dic(t)	speak	dictionary, predict, verdict
duct(t)	lead	produce, abduct, product
flex, flect	bend	flexible, reflection, deflect
flu	flow	influence, fluctuate, reflux
fract, frag	break	fracture, fragment, fraction
graph, graphy	to write, record, draw, describe	photograph, biography, graphic
il, im, ir	not	illegal, immoral, irregular
ject	throw	inject, reject, trajectory
jus, jud, jur	law, right	justice, judicious, injury
meta	beyond	metaphor, metamorphosis
mono	single	monoplane, monotone, monocle
neo	new	neophyte, neoclassic
out	more, better than others	outperform, outbid
pel	to drive	compel, dispel, impel, repel
per	throughout	permit, persuade, perspire
peri	around	perimeter, periscope
photo	light	photograph, photosynthesis
port	carry	portable, import, report
quer, ques, quis	seek	query, question, inquisitive
retro	backwards	retrospect, retroactive
scrib, script	to write	describe, prescription, transcribe
spec	to look	spectacle, inspect, spectator
syn	with, together	synthesis, synchronize
tact, tang	touch	intact, contact, tangible
tele	distant	telecommunications
tract	draw/pull	tractor, traction, subtract
vis, vid	see	vision, evidence

Speaking

Levels of Questioning: How do I ask a good discussion question?

There are different levels of questions that you can ask while reading. Learning to ask structured questions will help you understand what you are reading!

Level One Questions: These questions can be answered with facts found in the text (like a concrete detail).

Example: Who is Tony D?

Example: How do Freak and Max escape Tony D. and his gang?

Level Two Questions: The answer to these questions are **inferred** rather than stated directly in the text. Level two questions are open ended, which means they do not have a yes or no answer (like a CM)

Example: Why does Freak want to show people he is smart?

Example: Why does Max call himself brainless?

Level Three Questions: Level 3 questions **should not ask** directly about characters, setting, etc. Level 3 questions look **outside** of the book and try to make a connection to the real world.

Example: Why do people bully others?

Example: How can a disability affect children and adults?

Presentation

There are many things to keep in mind as you give a presentation. You should consider, not only the information that you present, but also the way in which you present it. Here are some tips for giving a strong presentation:

- Before you present, practice, practice, practice. Rehearse in front of a mirror or at home with your parents. Be familiar with your topic and your presentation. The more familiar you are with it, the easier it will be to get up in front of the class.
- Dress up! (No ripped jeans!) The nicer you look, the more respect you will have from your audience. It will also give you confidence as you speak. The better you look, the better you feel.
- Begin your presentation by introducing yourself. Even though your classmates know you, this is a formal situation. State your name and your topic. Smile!
- Organize your note cards or slides so that you do not have to shuffle through them. Do not write too much information so that you are tempted to read your entire speech rather than looking up at your audience.
- If you use note cards, keep your note cards low (waist level) and try to look up more than you look at the cards. Do NOT hold them in front of your face!
- Speak clearly, make eye contact, and show confidence as a speaker. People generally speak more quickly when they are nervous. Try to consciously slow yourself down. If you are nervous, take a deep breath, smile, and focus your eyes above your listeners. Look at a point in the back of the room behind everyone.
- Make sure to specifically reference your visual aid. Point to it or hold it up as you talk about it.
- At the end of your speech, after your conclusion, make sure to thank your audience. It signals that you are finished with your presentation and shows your audience that you appreciated their attention and respect.

Presentation Practice

In order to prepare for the presentations that you will be giving over your biographies, each of you will give a super-short (30-60 seconds) presentation for the class. Presentation skills are best honed through PRACTICE, PRACTICE, AND MORE PRACTICE. Given the following topic, come up with a presentation that covers your major ideas.

Topic:

You will get up in front of the class and present it (with a small visual aid), trying to keep in mind the various presentation elements. The rest of the class will evaluate the effectiveness of your presentation based on the following skills:

Introduction

- ☐ State your name and your topic

Development

- ☐ Gives 2-3 specific details about topic

Conclusion

- ☐ Thanks audience for listening
☐ Closes with finality

Verbal Delivery

- ☐ Speaks at a clear volume
☐ Avoids stuttering or "fillers" (uh, um, so, etc.)
☐ Pauses at appropriate times
☐ Uses appropriate tone

Nonverbal Delivery

- ☐ Uses gestures when appropriate
☐ Makes eye contact with audience
☐ Uses good posture
☐ Faces audience
☐ Avoids nervous habits (swaying, playing with hair, pen, paper, etc.)

Use this box to create a bullet-pointed outline of your presentation

Hi. My name is _____
and I am going to present to you on _____

Bullet- Pointed Details:

Thank you for listening. Are there any questions?

One thing I do well in presenting: _____

One thing I can improve in presenting: _____

LOG LEAD-INS

Lead-Ins That Promote Thinking at Higher Levels

Analysis

Compared to ...
 The best part ...
 On the positive scale ...
 An interesting part is ...
 Take a small part like ...
 A logical sequence seems to be ...
 On the negative side ...
 Similarly ...
 By contrast ...

Synthesis

Suppose ...
 Combine ...
 Possibly ...
 Imagine ...
 Reversed ...
 What if ...
 I predict ...
 How about ...
 I wonder ...

Evaluation

How ...
 Why ...
 It seems irrelevant that ...
 One point of view is ...
 It seems important to note ...
 The best ...
 The worst ...
 If ___ then ...

Application

Backtracking for a minute ...
 A way to ...
 I want to ...
 A connecting idea is ...
 A movie this reminds me of is ___ because ...
 If this were a book I'd title it ...
 I think this applies to ...
 Does this mean ...

Problem Solving

I'm stuck on ...
 The best way to think about this ...
 I conclude ...
 I'm lost with ...
 I understand, but ...
 I'm concerned about ...
 My problem is ...
 A question I have is ...

Decision Making

I disagree with ___ because ...
 I prefer ___ because ...
 If I had to choose ...
 I believe ...
 My goal is ...
 I hate ...
 One criticism is ...
 I can't decide if ...

Lead-Ins That Promote Different Styles of Thinking

Visual Representations

Try to visualize ...
 My picture of this ...
 A diagram of this idea looks like ...
 I feel like ...
 A chart ...
 I'm ___ like ___ because ...

Verbal Presentations

Another way of saying this is ...
 I learned ...
 I discovered ...
 A quote that seems to fit is ...
 I want to read ___ because ...
 I want to talk to ___ because ...

Researching

NKMS Library Helpful Hints

In the Library:

From the Kirkwood home page (under "reference resources"), you can access:

- MoreNet OnLine Resources
- World Book
- Citation Machine

Click on any of the links and you will be automatically directed to the research/reference web-page.

From home:

MoreNet Online Resources:

Library.Kirkwood.k12.mo.us

- Click on MoreNet Online Resources link (you will be directed to Gale databases)
- OR, type in web- address:
<http://infotrack.galegroup.col>
- Username: morekirkrviiischo
- Password: 63122

World Book: <http://www.worldbookonline.com>

Username: Kirkwood

Password: home

Citation Machine: <http://citationmachine.net>

Research Review

Everyone knows that stealing is taking something that is not theirs; we know it is wrong to steal. Using someone else's words or ideas without telling everyone where they words came from is a form of stealing called plagiarism.

Plagiarism—a word derived from the Latin meaning “kidnapping”—is failing to acknowledge the source of words, facts, statistics, or ideas you have borrowed to use in your own work (Alexrod and Cooper, 550).

The writer who fails to cite the sources used and list the sources cited is guilty of plagiarism. Plagiarism will result in a failing grade.

Remember that changing a few words or phrases from another writer's work is not enough to make the writing your own. If you change words around, add, or delete words, you still must document the source.

You DO need to document the source if you are using someone else's words, exact words or phrases copied from anywhere, reprints of graphics or photographs, ideas and quotes from interviews, and information that you paraphrase.

You DO NOT need to document the source if it is from your own experiences, observations, ideas, or conclusions. You also don't need to cite common knowledge. Common knowledge is a fact people already know. The rule is that if you can find the information in at least five other places, you don't need to cite or document the source.

What is a credible Internet source?

When gathering any information (especially internet), make sure that the information is accurate and up-to-date.

- Consider the sponsor of a site or publication:
 - .com=commercial
 - .org=non-profit organization
 - .edu=educational
 - .gov=government

How to Research: How do I take notes?

Whether you are searching a database or searching online, it is important to know how to conduct a thorough search on your topic. Brainstorm a list of keywords that might be helpful in finding information. Use Boolean operators to help this process:

Boolean operators: AND, OR, NOT.

AND—Retrieves results that contain BOTH terms.*

Tip: Use AND to connect words that are related to your main topic.

Example:

Oprah and movies (returns articles that contain both words)

OR—Retrieves results that contain either one of the terms:

Tip: Use or when searching with synonyms

Example: *teenager or adolescent*

NOT—Excludes unwanted terms from results.*

Example: *George Bush not Senior*

*Note: Some search engines use + for AND; - for NOT

Note-taking methods

Direct Quotes	Paraphrasing	Summarizing
What it is: using the exact words of a source	What it is: presenting the ideas of a source in your own words, following the order and emphasis of the original	What it is: presenting the ideas of a source in your own words, condensing a passage, and conveying only the main ideas of the original
When to use it: when the original text is particularly well-phrased, especially pertinent, or unique	When to use it: when the original details or statistics are important, but the remaining text is wordy, lengthy, or unnecessary	When to use it: when the main ideas or claims are important, but the details and statistics are not
How to do it: write the exact words of the source, making sure to put quotation marks at the start and end of each passage	How to do it: set the original text aside and write your paraphrase; then check your version with the original to ensure accuracy and rephrasing	How to do it: set the original aside; list and condense the main ideas of the passage; then check your version with the original to ensure accuracy

Avoiding Plagiarism

Plagiarism—a word derived from the Latin meaning “kidnapping”—is failing to acknowledge the source of words, facts, statistics, or ideas you have borrowed to use in your own work (Alexrod and Cooper 550).

The writer who fails to cite the sources used and list the sources cited is guilty of plagiarism. Plagiarism will result in a failing grade.

Remember that changing a few words or phrases from another writer's work is not enough to make the writing your own. If you change words around, add, or delete words, you still must document the source.

Need to Document	No Need to Document
<ul style="list-style-type: none">• IF the idea or information borrowed from another source is not common knowledge, even if you have paraphrased or summarized the material rather than copying it word for word• When you are using or referring to somebody else's words or ideas from any source• When you paraphrase or summarize the words or ideas from any source• When you copy the exact words or a “unique phrase” from any source• When you reprint any statistics, dates, diagrams, illustrations, charts, or pictures• When you use ideas or information that others have given you in conversations or over email	<ul style="list-style-type: none">• If the idea or information borrowed from another source is common knowledge*• When you are writing your own experiences, observations, insights, thoughts, or conclusions about a subject• When you are compiling generally accepted facts• When you are writing up your own experimental results

*Something is common knowledge if the facts can be found numerous places or are likely to be known by a majority of your audience.

(information taken from Parkway School District's *The Research Process*)

Evaluating Sources For Misinformation-Learn to be Critical!

Questions to consider when choosing ANY source of information-

- Can you tell who wrote the information?
 - If yes, what credentials does this person have?
- Is the information objective? (facts are allowed to speak for themselves)
 - If no, what is the bias?
- Does the writer speak for a particular interest group?
 - if yes, what particular group?
- Are multiple viewpoints of a controversial issue presented?
- How do you know the information is true and/or reliable?
 - Are sources identified in the article?
 - Is there a Works Cited or other list of sources?
- What kind of evidence (statistics, expert testimony, anecdotal stories) is given to support the point of the article?
 - Can the statistics be verified?
 - Does the writer provide a context for evaluating his use of numbers?
- When was the information published or last updated?
 - How can you determine if the source is current on the topic?

Additional Questions to Consider specifically for Internet sources...

- What is the purpose of placing this information on the Internet? Education? Entertainment? Persuasion? Sales?

When looking at .com (commercial) sites consider...

- What company sponsors the site?
- Is the company legitimate?
- What agenda or bias does the company have?
- Is the information written in a formal style with correct spelling and grammar?
- Can you navigate to other links easily; are they logical, clearly marked, and explained?

1 inch margin

1/2 inch margin

Bieber 1

Your name: Justin Bieber

Your teacher's name: Miss Swift

The name of the class: Choir

Date written like this: 3 March 2011

double space

double space

double space

The Harlem Renaissance

double space

Living in Harlem in the 1920's was like living in a black version of

Hollywood; according to "Seventh Avenue: The Great Black Way" and "Harlem Wine." It

was a place where African Americans could go and express themselves without being

judged by the white folks that might be living down the street. That town was a living red

carpet. It was like walking "down alleyways of dreams" (Cullen 45).

Harlem was a place you could go to and find what it is you really want to do with

cite a quote like this:

(last name page #).

1 inch margin

115

The Works Cited

- **Your Works Cited is a list of the sources cited in the text of the paper.**
- **List only the sources used and cited in the final draft of the paper.**
- **Place this list at the end of the paper.**
- **Alphabetize the list either by author's name given in the citation or by the first work in the title given in the citation.**

A paper without a list of all the works cited is considered plagiarized.

Works Cited Page

The Works Cited page is the final page of a research paper and gives full bibliographic information of the sources used in writing the paper. Every source cited in the paper must be entered in the list of Works Cited, and every source listed must be cited within the text of the paper.

Rules:

1. Sources are listed in **alphabetical order** according to the author's last name. If no author is given, the source is alphabetized according to the first important word in the title.
2. Underline titles of books, magazines, newspapers, plays, records or CDs, movies and TV shows.
3. "Quotation marks" enclose titles of short stories, chapter titles, magazine articles, newspaper articles, songs from CDs, etc.
4. Use reverse indentation (hanging indents) for all entries. Do not indent the first line; indent five spaces for all additional lines in an entry.
5. Do not number the entries.
6. Double space all text.
7. Follow the given style sheet for bibliographic form, including punctuation and capitalization.

Below is a sample Works Cited:

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May 2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *Rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

This page contains commonly cited sources you might use for your research. You can find information on how to cite other sources on <http://owl.english.purdue.edu/owl/resource/747/01/>.

Citation Machine is another great resource to use- <http://citationmachine.net>

Book

Author's last name, first name. *Book title*. Additional information. City of publication: Publishing company, publication date. Medium of publication.

Example:

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C.: National Geographic Society, 1974. Print.

Encyclopedia

Author's last name, first name. "Title of Article." *Title of Encyclopedia*. Date. Medium.

Note: If the dictionary or encyclopedia arranges articles alphabetically, you may omit volume and page numbers.

Example:

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 10th ed. 1993. Print.

Magazine or Newspaper:

Author's last name, first name. "Article title." *Periodical title* Volume # Date: inclusive pages.

Examples:

Kalette, Denise. "California Town Counts Down to Big Quake." *USA Today* 9 21 July 1986: A1. Print.

Kanfer, Stefan. "Heard Any Good Books Lately?" *Time* 113 21 July 1986: 71-72. Print.

Electronic Sources (websites, online magazine/newspapers, databases, etc)

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.

Website Example:

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Note: If you cannot find some of this information, cite what is available. MLA does not require the URL address, however if instructor wants it provided, put it in < >.

Examples:

Devitt, Terry. "Lightning injures four at music festival." *The Why? Files*. 2 Aug. 2001. 23 Jan. 2002 <<http://whyfiles.org/137lightning/index.html>>.

Database Example:

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal* 50.1 (2007): 173-96. ProQuest. Web. 27 May 2009.

Online Magazine Example:

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009.

Citing quotes and paraphrased/summarized material throughout your paper is important. Here are some tips and examples of how the in-text citation would match up with the works cited page.

Quote Example:

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Summary/Paraphrasing Example:

Wordsworth extensively explored the role of emotion in the creative process (263).

When you have an author (or authors) name, cite the last name and page # if available:

Bry, Sarah and Bill Smith. "Making the Grade." <u>USA Today</u> 20 June 2005:B3.	(Bry and Smith B3).
--	---------------------

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." <i>Historical Journal</i> 50.1 (2007): 173-96. <i>ProQuest</i> . Web. 27 May 2009.	(Langhamer).
--	--------------

When you do not have an author name, cite the title in quotation marks and page # if available:

"Biological and Chemical Warfare." <u>Scientific American</u> 15 Mar. 2006: 2-8.	("Biological" 3).
--	-------------------

"Love and Courtship in Mid-Twentieth-Century England." <i>Historical Journal</i> 50.1 (2007): 173-96. <i>ProQuest</i> . Web. 27 May 2009.	("Love and Courtship")
---	------------------------

If you have more than 1 source by the same author, cite it this way:

Smith, Jeff. "Math Anxiety and Females." <u>Math Digest</u> 10 Oct. 2005: 10-14.	(Smith, "Math" 14).
--	---------------------

_____. "What Happens When You Hit the Golf Ball." <u>Physics Today</u> 5 June 2005: 60-68.	(Smith, "What" 62).
--	---------------------

NOTE: You DO NOT need a comma between name and page #!

Information taken from <http://owl.english.purdue.edu/owl/resource/747/12/> and

[http://www.sciencebuddies.org/science-fair-](http://www.sciencebuddies.org/science-fair-projects/project_mla_format_examples.shtml?gclid=CJvMnrfUiakCFYxl7Aodyi50pg)

[projects/project_mla_format_examples.shtml?gclid=CJvMnrfUiakCFYxl7Aodyi50pg](http://www.sciencebuddies.org/science-fair-projects/project_mla_format_examples.shtml?gclid=CJvMnrfUiakCFYxl7Aodyi50pg)

