

English Language Arts Style Sheet

In 7th Grade ELA you will...

- Double-space any typing; and double-space your handwriting (skip lines).
- Observe proper margins (1 inch around the page top, bottom, left and right margins).
- Type using size 14 font; and use either Times New Roman, Calibri, or Arial as the font (and keep it consistent through the entire typed document)
- Keep the verb tense consistent throughout the paper.
 - Non-example: “The Titanic **was** a large ship. It **is** the greatest disaster of all time.” (*was* and *is* are in different tenses)
- Choose appropriate language
 - Avoid slang words (*kids, guys, cops, stuff, etc.*).
 - Avoid the phrase *his or her*; use either word, NOT both.
 - Do not use the words *thing* or *a lot*.
 - Never begin sentences with *well*.
- Choose an appropriate level of formality
 - Avoid personal references (I, you, we, us, me, my, our, you’re, and your, etc.)
 - Do not use contractions or abbreviations.
 - Never begin sentences with conjunctions (and, but, or, for, nor, yet, or so).

<u>Underline</u> or <i>Italicize</i> (but not <i>both</i> ; and stay consistent)...	Use Quotation Marks for...
<ul style="list-style-type: none"> ● Titles of books ● Plays ● Musicals ● Long poems ● Albums ● Pamphlets ● Newspapers ● Magazines ● Movies ● Television programs ● Ballets, ships ● Aircrafts 	<ul style="list-style-type: none"> ● Titles of short stories ● Newspaper articles ● Songs ● Encyclopedia articles ● Essays in books ● Short poems ● Chapters in books ● Episodes of a television program.

READING STRATEGIES

Metacognition: self-monitoring comprehension when reading or listening to text by automatically applying and discussing strategies

When you don't understand what you read, **REREAD**. Times when you would reread:

- When uncertain about meaning
- To review text read at an earlier time
- To find specific answers to questions
- Before writing about text read

Here are some other important reading strategies to use:

<p style="text-align: center;">QUESTIONING</p> <p>We ask questions when reading:</p> <p style="text-align: center;">Before During After</p> <p>We ask questions to:</p> <ul style="list-style-type: none"> • Construct meaning • Gain understanding • Find answers • Solve problems • Find and gain information • Begin research • Clarify confusions 	<p style="text-align: center;">MAKING INFERENCES</p> <p>We use clues from the text along with our prior knowledge and questions to:</p> <ul style="list-style-type: none"> • Draw conclusions • Make predictions • Find themes • Create meaning during and after reading <p>Inferring helps readers understand meaning not clearly stated in the text by the author.</p>
<p style="text-align: center;">VISUALIZING</p> <p>As we read we create pictures or images in our minds. We use the author's description in the text and our schema to do so.</p> <p>Visualizing helps us understand, enjoy, and connect to the text as we "see" what is happening.</p>	<p style="text-align: center;">MAKING CONNECTIONS</p> <p>Readers bring their schema to text. Schema is all of our background knowledge and experience that helps us to understand what we read. We use our schema to make connections:</p> <p style="text-align: center;">Text to Self Text to Text Text to World</p>
<p style="text-align: center;">DETERMINING IMPORTANCE</p> <p>We determine the importance of what we read in text based on our purpose for reading. To determine importance, readers ask themselves if their purpose is to:</p> <ul style="list-style-type: none"> • Remember important information • Learn new information • Find what is interesting • Find a theme, opinion, or perspective • Answer a specific question • Decide if the author's message is to inform, persuade or entertain 	<p style="text-align: center;">SYNTHESIZING INFORMATION</p> <p>When synthesizing information we combine new information with background knowledge to form an original idea or a new way of thinking. When readers synthesize they:</p> <ul style="list-style-type: none"> • Stop and collect their thoughts before reading on • Pull out important ideas • Summarize information by finding main ideas • Make generalizations • Make judgments • Personalize their reading by combining new information with prior knowledge

Narrative Genres

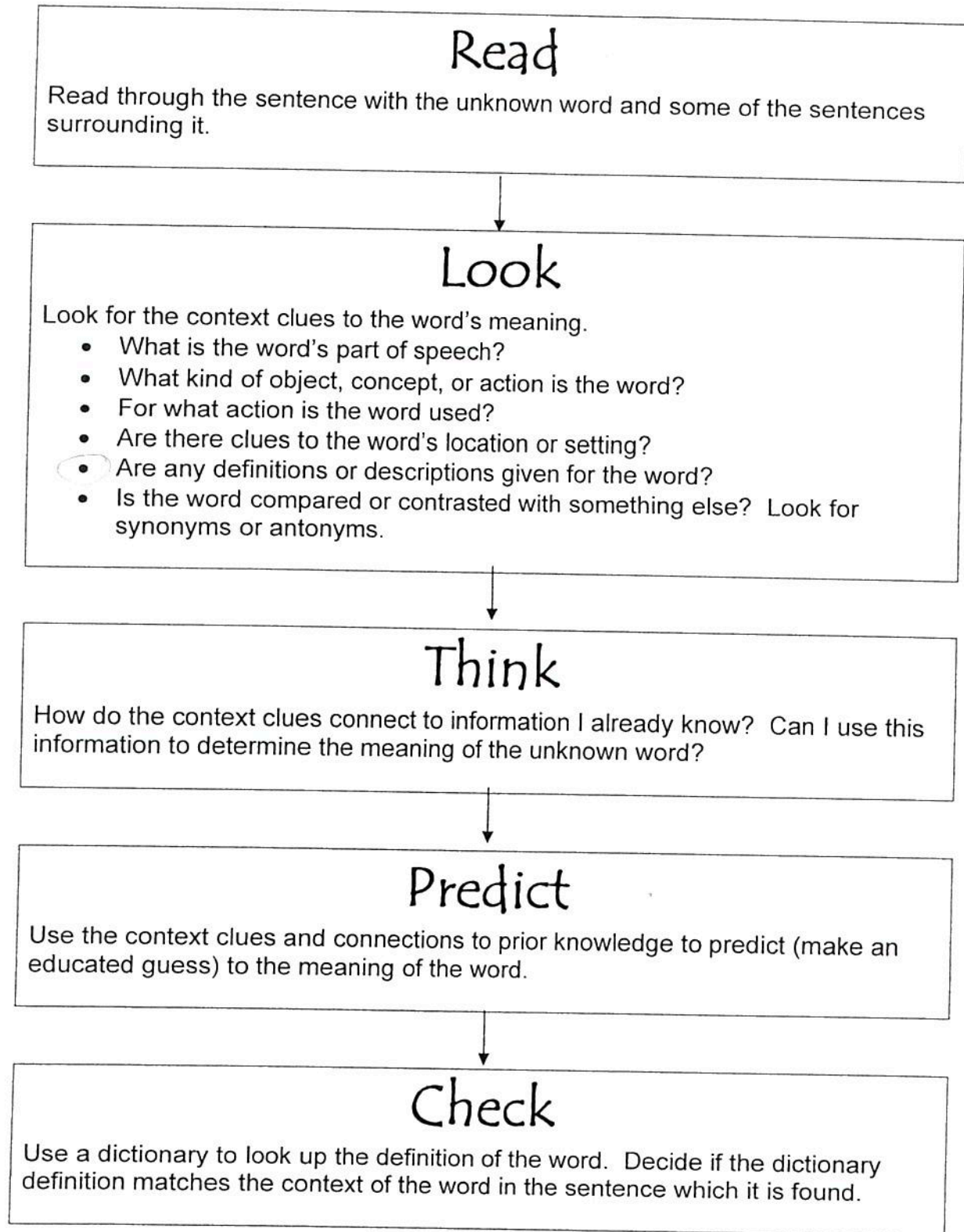
Genre	Definition
Action (ACT)	Narrative characterized by a greater emphasis on exciting action sequences than on character development or storytelling.
Adventure (ADV)	Narrative (usually fiction) in which the main character engages in a difficult, risky or unexpected venture in an exotic setting culminating in a hazardous chase, a decisive struggle, or a suspenseful or dangerous experience.
Drama (D)	Literature written for performance.
Fantasy (FANT)	Fiction contains unrealistic or unworldly elements and magical adventure. Six basic themes are covered: magic, secondary worlds, good versus evil, heroism, special character types, and fantastic objects.
Historical Fiction (HF)	A fictional story set in a recognizable period of history; characters and events are realistic, and historical events are necessary to the plot of the narrative.
Memoir (MEM)	A form of autobiography which records personal thoughts and/or actions for the future. The focus is on a single period in the author's life, and may be selected from longer, more detailed recordings of events, such as diary or journal entries. Memoirs are often characterized by their intimate focus on memories, feelings, and emotions.
Mystery (MYS)	A narrative that involves a crime or intriguing problem around which the plot is built. The main character (sleuth) embarks on a search to reveal the hidden secrets to explain clue-based events, find the truth, and solve the problem. The focus is on the character and actions of the person solving the crime rather than on the criminal or victims of the crime.
Myth (MYTH)	Anonymously written folk literature originating during man's early history. Describes facts to explain religious doctrine, cultural belief or some mystery of nature. Myths, a subgenre of folktale, present characters with extraordinary powers. Characters may be gods, goddesses, demi-gods or humans who act in recognizable human ways through familiar motives.
Poetry (POET)	Literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.
Realistic Fiction (RF)	A classification of literature containing stories that <i>could</i> happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of <i>theme</i> (e.g., survival, friendship, diversity, tolerance, environmental preservation, courage, freedom, justice).
Science Fiction (SF)	A subgenre of realistic fiction and literary fantasy, science fiction is imaginary text based on current or projected scientific/technological knowledge, developments, and conjecture.
Short Story (SS)	Text that tells a series of events in several pages providing a beginning, middle, and end, including the elements of fiction.
Picture Book (PB)	A format that depends on illustrations to tell a story.

Informational Genres

Genre	Definition
Almanac (ALM)	Yearly publications containing chronologies of events, phenomena and statistics for the past year(s) as well as collections of useful and interesting facts relating to countries of the world, sports, entertainment, etc.
Autobiography (AUTO)	A narrative first person account of all or part of a person's life (written by the subject of the work).
Biography (BIO)	Biography is a factual third person account of a real person's life usually focusing on character, career, or achievements, and providing authentic representations of the time and place in which the individual lived. A biography is more than a list of impersonal facts like birth, education, work, relationships and death. It also delves into the emotions of experiencing such events.
Comparative Essay (CE)	Comparative essays compare and contrast two texts, theories, historical figures, scientific processes, essays, etc. Comparing finds similarities, while contrasting finds differences.
Historical Expository Piece (HEP)	A text in which historical events or interactions are interpreted and explained.
Informational Piece (IP)	Nonfiction pieces of writing conveying knowledge (facts and concepts) gained through personal experience, instruction, engaged activity, observation, study or research.
Journal (JOUR)	Personal record or elaborated diary written in response to one's life and events. Journals chronicle our lives, include reflections and express emotions.
Argumentative Essay (PE)	Argumentative essays are compositions on a single subject or issue which are designed to convince. Authors take a stand on the point they are arguing and develop a cohesive argument by providing convincing evidence to support that claim and disproving the counterclaim.
Picture Book (PB)	A format that depends on illustrations to share information.
Technical Writing (TECH)	A type of expository writing that addresses specific professional purposes and conveys technical information in a way suited to the level, needs and interests of its audience. Though the term refers to instructions, procedures or descriptions on any subject matter, it is a writing commonly associated with engineering, government, industry and science.

Context Clues:

Used to Determine the Meaning of Unknown Words



Adapted from Zutell, Ph.D, Jerry. Word Wisdom: Vocabulary for Listening, Speaking, Reading, and Writing Level
Columbus, OH: Zaner-Bloser, Inc, 2005.

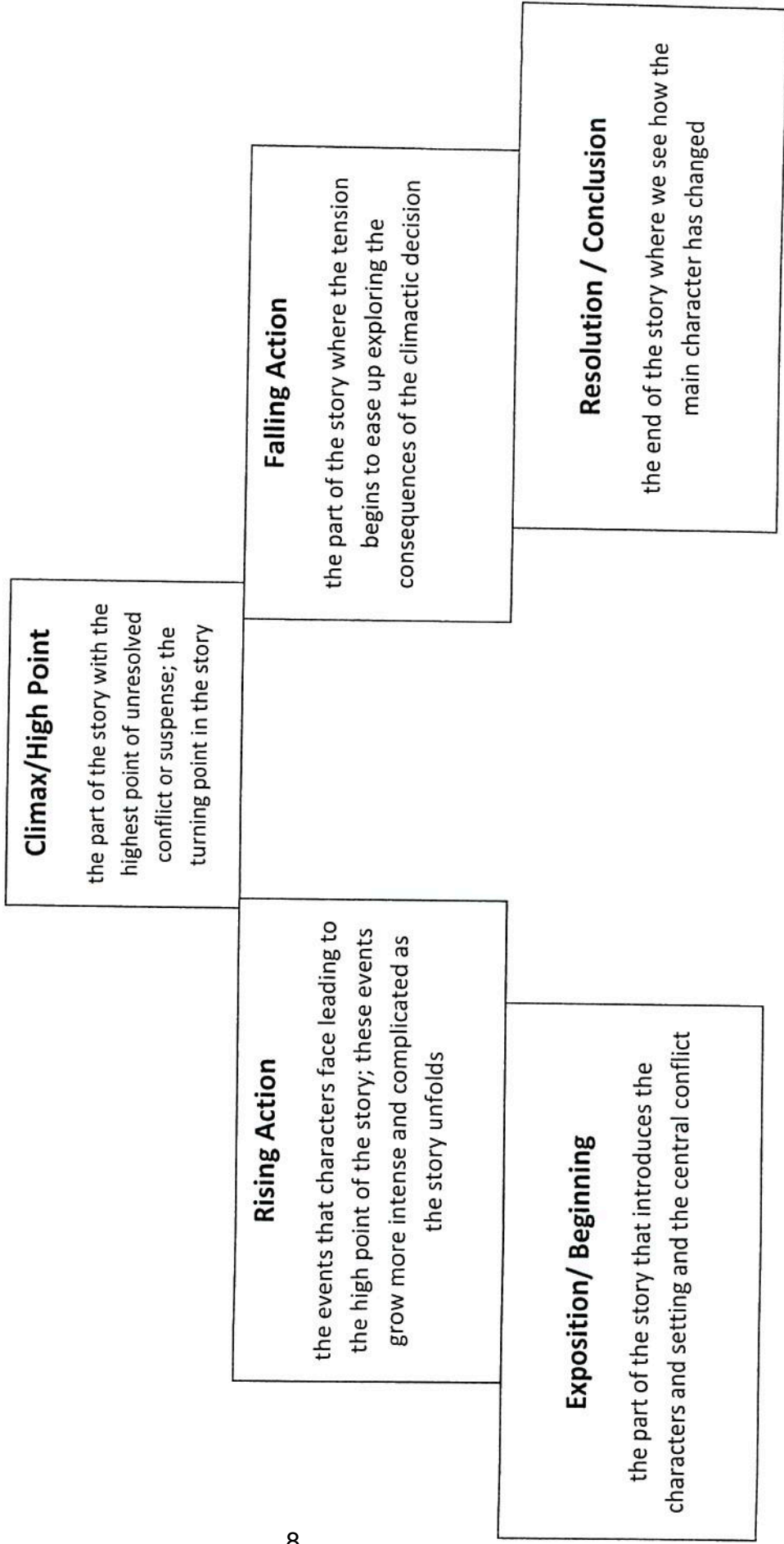
Name _____ Hour _____

Elements of Fiction

Element	Definition
Characterization	
Major character (not in text)	
Minor character (not in text)	
Protagonist	
Antagonist	
Plot	
Exposition/ beginning	
Rising action	
Climax/high point	
Falling action (not in textbook)	
Resolution/ Ending	

ELEMENT	Definition
Point of View	
First-person point of view	
Third-person omniscient point of view	
Third-person limited Point of view	
Third-person objective (camera view) Point of view	
Setting	
External Conflict (use definition for "conflict")	
Internal Conflict (use definition for "person against himself/herself")	
Mood	
Tone	
Theme	

Plot Organization



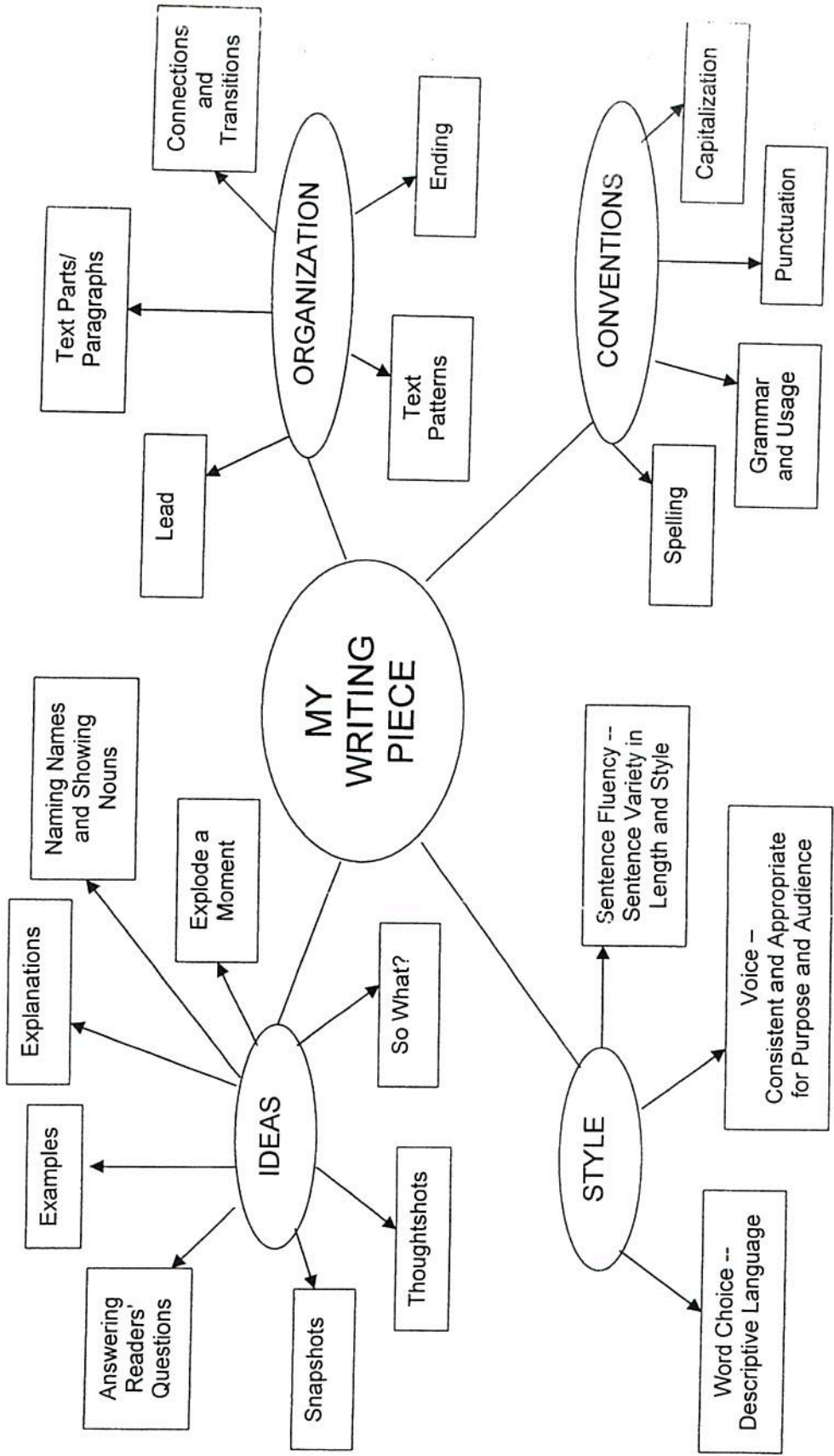
Literary Terms

Literary Term	Definition	Example
alliteration	The repetition of a beginning consonant sound within a phrase or sentence	
allusion	A direct or indirect reference to a significant person, event, time, or work of literature	
analogy	To compare similar concepts, characters, or works of literature so the reader better understands a difficult idea	
assonance	The repetition of identical or similar vowel sounds found within or at the end of words and phrases	
cliché	An expression that has been used so often that its meaning and impact are no longer effective	
connotation	The suggestive meaning of a word or phrase	
consonance	The repetition of consonant sounds within or at the end of words in a phrase or sentence	
denotation	The dictionary definition of a word or phrase	
dialogue	The representation of conversation within a literary work	
euphemism	A polite word or phrase used in place of an offensive or crude word or phrase	
figurative language	Words that affect a meaning other than the usual or literal meaning of the words	
flashback	A scene that takes place earlier than the story's current time	
foreshadowing	A feeling, object, or occurrence that forewarns of an event and which is only fully understood in hindsight	
hyperbole	Using exaggeration to provoke strong emotion, to create humor, or to make a point	

idiom	An expression that is clear only to those who are familiar with the language of its origin; cannot be understood based on its literal meaning	
imagery	The use of figurative language to paint a sensory picture for the reader (snapshot)	
irony	What results when the actual outcome differs from what is expected	
metaphor	To compare similar things or ideas without using the words <i>like</i> or <i>as</i>	
onomatopoeia	A word or words that sound like the action or thing they describe or represent	
oxymoron	To combine two words of contrasting meanings to convey a single idea or thought	
paradox	A statement that initially seems to contradict itself but, in fact, includes a fundamental truth	
personification	To attribute human characteristics to inanimate objects, natural forces, animals, or ideas	
pun	The use of similar or identical sounding words to create an alternate meaning to the sentence in which they are used	
simile	To compare different things or ideas by using the words <i>like</i> or <i>as</i>	
style	The combined defining elements of how language is used within a literary work, by an author, or as a category of expression	
symbol	A thing, person, or place that is present as a representation of a larger meaning	

Character Traits

able	disrespectful	impatient	religious
aggressive	dumb	inconsiderate	respectful
anxious	easy-going	independent	responsible
argumentative	empathetic	industrious	rude
arrogant	evil	innocent	sad
bad	extroverted	intelligent	self-centered
belligerent	faithful	kind	selfish
boastful	fastidious	lazy	serious
bossy	fearful	loving	shy
brave	foolhardy	loyal	smart
brilliant	foolish	mean	sneaky
careful	fresh	messy	spoiled
careless	friendly	mysterious	stingy
caring	fun-loving	naive	strong-willed
charismatic	funny	narcissistic	stubborn
charming	generous	naughty	supportive
childish	gentle	neat	sympathetic
cooperative	giving	nervous	thoughtful
courageous	good	nice	tricky
cowardly	gallant	obedient	trusting
creative	greedy	optimistic	trustworthy
cruel	grumpy	passive	uncooperative
curious	happy	patient	undependable
daring	hardworking	persevering	unreliable
demanding	hateful	pessimistic	unselfish
dependable	helpful	pleasant	vain
depressed	honest	polite	well-intentioned
determined	hopeful	proud	well-mannered
dishonest	humble	quick	wicked
disloyal	imaginative	quiet	wise
disobedient	immature	reliable	zealous



Ideas

- *Clear, focused main idea
- *Intriguing, important details
- *Precise language, no generalities or filler
- *Puts reader “at the scene”

Organization

- *Strong, compelling lead
- *Pattern correct for topic and purpose
- *Easy to follow—strong transitions
- *Conclusion provides closure

Six Traits of Writing

Voice

- *Individual, striking, confident
- *Read-aloud appeal
- *Right for the audience and purpose

Word Choice

- *Clear, precise words enhance meaning
- *Sensory details as needed
- *Strong verbs, no modifier overload
- *Concise and “clutter free”

Sentence Fluency

- *Varied sentence lengths
- *varied sentence beginnings
- *Smooth and expressive to read aloud

Conventions

- *Edited top to bottom
- *Error free—or close
- *Ready to publish
- *Clean copy that is easy to process

Developing Ideas in Writing

Writing Strategies	Definition	Example
Answering Readers' Questions	Anticipating what readers want to know and answering the questions they might have	
Giving Examples	Showing when, where, why, or how an event happens	
Providing Explanations	Showing why a statement is true with accurate detail	
Naming Names and Showing Nouns	Giving specific names of people, places, or things	
So What?	Showing why a detail or event is important or connected to your central theme or topic	
Thoughtshot	Telling the exact thoughts of a character or person in the narrative	

<p>Snapshot</p>	<p>Creating a scene in the reader’s mind using showing not telling details including the five senses</p>
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<p>Explode a Moment</p>	<p>Stretching out and slowing down the action of an exciting, important part of a narrative with showing details</p>
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Introduction and Conclusion Writing: Leads and Endings

Leads (First Sentence of the Introduction)

- *Bold Statement:* The Dominican pirates who attempted to steal the royal Mexican jewels will NEVER go to Mexico again!
- *Grabbing Attention with a Fact:* If one likes milk, he should thank a cow. The average dairy cow produces 8 gallons of milk a day. That is enough for 128 people to have a glass of milk every day!
- *Question to the Reader:* How would one like to sleep in the same bedroom with 12 people? That is what happened to Nicole when she visited her Aunt Fran.
- *Middle of the Action Description:* David Beckham was running as fast as he could to get into position to score the game winning goal in the game against the rival team, Manchester United.
- *Dialogue:* "His voice was starting to rattle and he felt as if he might start screaming at any second. He took a deep breath. 'If there is anybody listening who can help me fly a plane, please answer'" (Paulsen 20).
- *Beginning with the End:* It was over. She took her bow in front of the audience. All that practicing had really paid off.
- *Set the Scene with an Interesting Snapshot:* The wind was blowing really hard and leaves were flying through the air as Jenny attempted to warn her sister of the impending doom.

Endings (Last Sentence of the Conclusion)

- *Call for Action or Directions:* Based on the evidence, each individual with the capability to do so must go to his voting location to bring about the change that this country desperately needs.
- *Prediction of What Might or Might Not Happen Next:* Without phone calls and letters to your Senate member, schools will continue to lose funding for after school programs.
- *End with a Warning:* One must go to college or the American Dream will be crushed.
- *Call for Awareness:* Spreading the word on the terrible decisions made by the corrupt politician is the only way to bring about a change.
- *Reflective Comment that Shows Insight:* Therefore, what can be learned from the experience is how good it feels to help others and how the helper may actually receive more benefits than the person being helped.
- *Compare to Other Situations:* Just as the forefathers of the United States worked hard to create a free nation with choice, English teachers at Saint Johns Middle School labor day after day to offer students choices as they seek to find a novel that speaks to them.

Organizing a Constructed Response

Sequence ideas in a logical order.

Ideas can be organized in many ways. A writer can organize by:

- **Time** – establish a context and point of view; describe events in the order which they occur (chronological order) or use a sequence that unfolds naturally and logically; provide a conclusion that reflects on the events
- **Content** – used in **informative/explanatory writing**: clearly introduce a topic; group like ideas, concepts, and information into categories by paragraphs; and provide a concluding statement or section, supporting the information or explanation presented
- **Perspective** – used in **argument writing**: introduce claim(s); acknowledge and distinguish the claim(s) from alternate or opposing claims; organize reasons and evidence logically, using accurate, credible sources; and provide a concluding statement or section, supporting the argument presented

Use appropriate pacing.

Pacing: focusing on points for different lengths of time—expanding and developing ideas for an in-depth look or transitioning to the next point

Make sure to expand and analyze key ideas in your writing. Ways you can expand or analyze key ideas are:

- **Answer readers' questions**—anticipate what readers want to know and answer the questions they might have
- **Provided examples and explanations**—provide logical reasoning with relevant, well-chosen evidence, concrete details, definitions, or quotations
- **Make comparisons/contrasts**—show how ideas are alike or different
- **So what?**—show why a detail or event is important or connected to your central theme or topic

Transition smoothly from one idea to the next.

Transitions: connecting words or phrases that help readers see how one idea ties to another

Transitions are used:

- To compare and contrast
- To show time
- To conclude or summarize
- To add information

AVOID these transitions!!!!

- Now I'm going to tell you about . . .
- That is the end of my essay . . .
- This is my evidence about . . .
- My name is George and I'm going to tell you about . . .
- In this piece of evidence I will tell you . . .

TRANSITIONS

Coherence demands not only that details in a paragraph be arranged in logical order, but also that the sentences hold together so neatly the reader can move from one to another without being jolted by a sudden break or gap in the thought. Getting the sentences to hold together is mostly a matter of providing the necessary links to tie the sentences together.

- I. For narrative paragraphs use adverbial linking expressions like these:

First . . .	A minute later . . .
Then . . .	In the meantime . . .
At last . . .	On the following day . . .
The next week . . .	Before answering him . . .
Soon afterward . . .	As soon as I saw him . . .

- II. For descriptive paragraphs use:

Directly ahead . . .	Below . . .
To the left . . .	Turning right . . .
Ten feet from the shore . . .	At the top . . .
Along the east wall . . .	Across the hall . . .

- III. For expository paragraphs explaining how to make or do something use:

First . . .	After applying the first coat . . .
Next . . .	Before trimming the hedge . . .
Last of all . . .	When the glue is tacky . . .
Then . . .	As soon as it dries . . .

- IV. For paragraphs of reason, example or illustrations use:

In the first place . . .	In the third place . . .
For example . . .	Furthermore . . .
Moreover . . .	Just as important . . .
For instance . . .	Finally . . .

- V. For contrast between the details in two sentences use:

But . . .	However . . .
On the other hand . . .	Nevertheless . . .
In spite of this . . .	A year ago . . . now . . .
In grade school . . .	In high school . . .

- VI. For cause and effect use:

Therefore . . .	As a result . . .
So . . .	Consequently . . .
For this reason . . .	Because . . .

SOME TRANSITIONAL WORDS AND PHRASES AND THEIR USES

1. These words are signs of additional thought to come. They say, "Here's some more. Add me in."

and	also	in like manner
moreover	likewise	again
further	similarly	in the same way
furthermore	too	besides

2. These words are limiting. They qualify what has just been said. They say, "Now I'm going to give you the other side of the argument."

but	however	on the other hand
nevertheless	conversely	yet
otherwise	on the contrary	still

3. These are time words.

then	presently	eventually
now	thereupon	at the same time
somewhat	thereafter	meanwhile

4. These words are signposts. The author is saying, "Here's a clue to the order of my ideas."

next	finally	first
in the second place	secondly	
to begin with	in conclusion	

5. These words signal, "Illustration."

hence	so	therefore
consequently	for this reason	as a result
thus	accordingly	it follows that

6. These words say, "Now I'm going to say it over again on ly this time I'll say it a different way."

briefly	in fact	in other words
that is to say	indeed	

7. These words compare.

similarly	likewise
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For additional examples, see pages 572-573 in the *Write Source* book.

5.1

Capitalization

Use capital letters for:


- ▶ **Proper adjectives** (American customs, Spanish civilization)
- ▶ **Names of courses with numbers or letters after them** (Math 101, Geography 4)
- ▶ **Names of language courses** (Russian, French, English)
- ▶ **Geographical names** (St. Louis, Missouri; Madrid)
- ▶ **Brand names** (Hallmark cards, Ford automobiles)
- ▶ **Specific time periods and events** (the Spanish Inquisition, the Great Depression)
- ▶ **Salutations and closing of letters** (Dear Teresa, Sincerely)
- ▶ **Religions and religious references** (Protestantism, the Jewish readings)
- ▶ **Titles showing family relationships** (Uncle Dave, Grammy Smith)
- ▶ **Proper nouns** (Michael, Rosa, Coca-Cola)
- ▶ **Titles used with names of people** (Dr. Isaacs, President Richards)
- ▶ **Names of works of art and literature** (*The Last Supper*, *Mona Lisa*, *David Copperfield*, *The Notebook*)
- ▶ **Names of ships, trains, and aircraft** (*USS Constitution*, Long Island Railroad, *Air Force One*)
- ▶ **Names of buildings and monuments** (Empire State Building, Mount Rushmore)
- ▶ **Names of stars, planets, and constellations** (the North Star, Mars, Orion)
- ▶ **Names of nationalities, races, and languages** (Polish, Caucasian, Gaelic)

 **WRITING TIP** Study these few capitalization rules. Once you know them, you will become more confident and proficient with capital letters!

5.3 Commas

Use the **comma (,)** to:

- ▶ **Separate items in a series:** The manager spoke to Tim, Brian, Mike, and Rob.
- ▶ **Separate short, independent clauses in a series:** The pilots chatted, they looked at the map, they prepared to lift off, and they greeted the passengers.
- ▶ **Separate two or more adjectives preceding a noun:** The model is a tall, handsome man.
- ▶ **Separate independent clauses:** We wanted to stay on that road, but it was closed due to the accident.
- ▶ **After words such as *well, yes, no, and why* when they begin a sentence:** Yes, this is the correct answer.
- ▶ **After an introductory participle phrase:** Wanting to help the stranded motorist, Dad steered his car off the parkway.
- ▶ **After several consecutive introductory prepositional phrases:** In the middle of the night, that noise scared the youngsters.
- ▶ **After an introductory adverbial clause:** Because the rain is still falling, we will have to cancel the picnic.
- ▶ **Set off parenthetical expressions:** This type of machinery, in my opinion, is outdated.
- ▶ **Set off the salutation of a friendly letter and the closing of any type of letter:**
Dear Maria, Yours truly,
- ▶ **Set off items in dates and addresses:** My friend was born on July 21, 1978.
- ▶ **Set off names in direct address:** Greg, are you going to apply for summer work this year?
- ▶ **Set off nonessential clauses and nonessential participle phrases:** These doctors, who have been in the same practice for fifteen years, are going to be at my cousin's wedding.
- ▶ **Set off appositives and appositive phrases:** New Jersey, the Garden State, is where my uncle lives.
- ▶ There is no need to insert a comma before Jr. or Sr. as in Thomas Jones Jr. or Michael Gavigan Sr.

 **WRITING TIP** *Editors will tell you that one of the biggest problems that writers confront is how to use the comma correctly. If you study the comma rules in this lesson, pay attention to how professional writers use the comma, and consult a grammar book or an Internet source when you need to, you will fare well with commas.*

5.5

Quotation Marks


Use **quotation marks** (“ ”) to:

- ▶ Indicate a speaker’s exact words. **Examples:** Izzy remarked, “I have lost my appetite.” “My best friend is leaving town,” said Jeff, “and I will miss him.”
- ▶ Indicate a quotation or quotations within quotations. **Examples:** Mark asked, “Did you hear Helen say, ‘I am tired?’” Sally remarked, “My favorite holiday song is ‘White Christmas’ by Bing Crosby.”
- ▶ Indicate exact words from a quoted source. **Example:** In the play *Macbeth*, the witches say, “Double, double toil and trouble; Fire burn, and cauldron bubble.”
- ▶ Punctuate the following titles: a song (“Cat’s in the Cradle”); a poem (“The Charge of the Light Brigade”); a short story (“After Twenty Years”); a newspaper or magazine article (“My Neighborhood is Great”); a chapter in a book (“Kenny Knows What’s Up”); a television episode (“George, the Marine Biologist”).
- ▶ Emphasize a specific word. **Example:** I have heard him use “yowza” about a million times!

Punctuating Quotation Marks

Place periods and commas inside quotation marks. **Examples:** Perry responded, “I want more ice cream.” “I want more ice cream,” said Perry.

- ▶ If a question mark or an exclamation mark punctuates the quotation, the mark belongs inside the quotation marks. **Example:** His sister asked, “May I go with you tonight?”
- ▶ If the question mark or exclamation mark punctuates the main sentence, place it outside. **Example:** Was it Romeo who said, “I am fortune’s fool”?
- ▶ Semicolons and colons should be placed outside the quotation marks. **Examples:** My principal concluded his speech to the graduating class with the famous line: “To thine own self be true.” The politician called it “disturbing”; the critic called it “business as usual.”

 **WRITING TIP** *Quotation marks can be perplexing. By learning and using the rules in this lesson, you will be able to solve any punctuation problem.*

Using Numbers in your Writing

Numbers Under 10: Numbers from one to nine are usually written as words; all numbers 10 and over are usually written as numerals

two seven nine 10 25 106

Numerals Only: Use numerals to express any of the following forms:

➤ money →	\$2.39
➤ decimals →	26.2
➤ percentages →	8 percent
➤ chapters →	chapter 7
➤ pages →	pages 287-289
➤ time (with “a.m.” or “p.m.”) →	4:30 p.m.
➤ telephone numbers →	1-800-555-1212
➤ dates →	44 B.C.E.; July 6, 1942
➤ identification numbers →	Highway 36
➤ addresses →	2125 Cairn Road
➤ ZIP codes →	48879
➤ statistics →	a vote of 23 to 4

When abbreviations and symbols are used (for instance, in science or math), always use numerals with them.

12°C 7% 33kg 9 cm 55mph

Very Large Numbers: You may use a combinations of numerals and words for very large numbers.

- Of the **17 million** residents of the three Midwestern states, only 1.3 million are blondes.

You may spell out a large number that can be written as two words. If more than two words are needed, use the numeral.

- More than **nine thousand** people attended the concert.
- About **3,500** people missed the opening act.

Grammar Practice: If a number in the sentences below is written incorrectly, write the correct form. Otherwise write “correct.”

1. My family has 2 phone numbers: one for the regular telephone and one for the cell phone.
2. The cell phone number, 555-989-9889, is easy to remember.
3. Since we got the cell phone, our other phone bill has gone down nine percent.

Comparing Numbers: If you are comparing two or more numbers in a sentence, write all of them the same way: as numerals or as words.

- Students from **9** to **14** years old are invited.
- Students from **nine** to **fourteen** years old are invited.
- **NOT:** Students from 9 to fourteen years old are invited.

Numbers in Compound Modifiers: A compound modifier may include a numeral.

- The floorboards come in **10**-foot lengths.

When a number comes before a compound modifier that includes a numeral, use words instead of numerals.

- We need **eleven 10**-foot lengths to finish the floor.
- Ms. Brown must grade **twenty 12**-page reports.

Sentence Beginnings: Use words, not numerals, to begin a sentence.

- **Nine** students turned in their homework. **Fourteen** students said they were unable to finish the assignment.

Time and Money: When time or money is expressed with a symbol, use numerals. When either is expressed with words, spell out the number.

- **6:00** am (or) **six** o'clock
- **\$25** (or) **twenty-five** dollars

Numbers as Adjectives: Hyphenate all fractions used as adjectives.

- two-thirds majority was essential for the election

Write out numbers like third, twenty-fifth, etc., instead of writing them as numerals with letter endings.

Grammar Practice: For each of the following sentences, write the correct form of the number, word, or phrase that is incorrect.

1. 12 of the babies were less than a year old.
2. Those selected would be paid 500 dollars for their "work."
3. The director said, "Will the people sitting in rows eight through 15 please stand up?"
4. 25 people stood up.
5. "Go to soundstage B at 10 o'clock," she said.

Question Words

adapt	describe	infer	relate
agree	design	integrate	repeat
analyze	develop	invent	rephrase
apply	differentiate	interpret	represent
appraise	disagree	judge	rewrite
arrange	discriminate	label	select
assess	discuss	list	show
associate	dispute	match	simplify
calculate	dissect	measure	solve
categorize	distinguish	model	substitute
choose	divide	modify	summarize
clarify	elaborate	name	support
classify	estimate	omit	tabulate
compare	evaluate	order	tell
complete	examine	organize	test
compile	explain	outline	theorize
compose	experiment	paraphrase	use
conclude	extend	plan	utilize
connect	find	predict	what
contrast	formulate	prepare	what if
construct	generalize	produce	when
convince	generate	propose	where
create	give examples	quote	which
criticize	identify	rank	who
decide	illustrate	rearrange	why
defend	imagine	recall	
define	implement	recognize	
demonstrate	improve	recommend	

Synonym for *Said*

Acknowledged	Debated	Laughed	Related
Acquiesced	Decided	Lectured	Remonstrated
Added	Chided	Lied	Repeated
Addressed	Demurred	Maintained	Replied
Admitted	Denied	Mentioned	Responded
Admonished	Denounced	Mimicked	Resumed
Advised	Described	Moaned	Retorted
Advocated	Dictated	Mumbled	Revealed
Affirmed	Directed	Murmured	Roared
Agreed	Disclosed	Mused	Ruled
Alleged	Disrupted	Muttered	Sanctioned
Allowed	Divulged	Nagged	Scoffed
Announced	Drawled	Narrated	Scolded
Answered	Droned	Noted	Screamed
Approved	Elaborated	Notified	Shouted
Argued	Emphasized	Objected	Shrieked
Assented	Enjoined	Observed	Snapped
Asserted	Entreated	Opined	Sneered
Assumed	Enunciated	Orated	Sobbed
Assured	Estimated	Ordered	Sputtered
Asked	Exclaimed	Petitioned	Stammered
Attested	Explained	Pleaded	Stipulated
Avowed	Exposed	Pled	Stormed
Babbled	Expressed	Pointed out	Stressed
Bantered	Faltered	Prayed	Suggested
Bargained	Feared	Predicted	Taunted
Began	Foretold	Proclaimed	Thought
Boasted	Fumed	Professed	Threatened
Called	Giggled	Prompted	Twittered
Claimed	Grinned	Propounded	Urged
Commented	Grunted	Publicized	Uttered
Complained	Implied	Quibbled	Vowed
Confided	Indicated	Ranted	Wailed
Contradicted	Inferred	Reassured	Warned
Cooped	Instructed	Reciprocated	Worried
Cried	Itemized	Refuted	Zapped

Usage Words and Words often Confused

You can avoid some writing difficulties by knowing how and when to use the following italicized words. Study their usage, spellings, pronunciations, and definitions to use them as they should be used in your future writings.

Words confused	Definitions	Example
<i>beside</i>	Next to	We walked <i>beside</i> one another to the beach.
<i>besides</i>	In addition to	<i>Besides</i> , Michigan, is there another state surrounded on three sides by water?
<i>can</i>	able to	Oliver <i>can</i> lift those heavy weights.
<i>may</i>	allowed to	<i>May</i> I please be excused from the table?
<i>vary</i>	A verb that means "to change"	To prevent boredom, I <i>vary</i> my exercise program.
<i>very</i>	An adjective that means "complete"	This is the <i>very</i> thing that I was telling you!
	An adverb that means "extremely"	The triathlete was <i>very</i> tired after his excruciating workout.
<i>sight</i>	The "act of seeing" or "something that is seen"	The Grand Canyon is a memorable and awesome <i>sight</i> .
<i>cite</i>	To quote	The lawyer chose to <i>cite</i> a former court decision to the jury members.
<i>site</i>	The position or location of a building or town	This is the former <i>site</i> of the baseball stadium.
<i>set</i>	To put in place	Are the arrangements for Helen's going-away party all <i>set</i> ?
<i>sit</i>	To rest in a seated position	Please <i>sit</i> down here, Mary.
<i>than</i>	To compare two or more people, places, or things	Is your coach taller <i>than</i> you?
<i>then</i>	Referring to time	<i>Then</i> we read the next three chapters of <i>A Tale of Two Cities</i> .

<i>which</i>	Pronoun that refers to things only	The house, <i>which</i> my uncle bought recently, is in the next town.
<i>who</i>	Relative pronoun that refers to people only	The president <i>who</i> was reelected is ecstatic tonight.
<i>that</i>	Pronoun that refers to both people and things	Lucy is the type of leader <i>that</i> we need. This motorcycle is the one <i>that</i> I talked to you about yesterday.
<i>have</i>	A helping verb	Tom could <i>have</i> drawn that picture last week.
<i>of</i>	A preposition that is never used as part of a verb phrase	You can take the toys out <i>of</i> the box.
<i>doesn't</i>	Contraction meaning "does not"	The temperamental chef <i>doesn't</i> like to be told what to do.
<i>don't</i>	Contraction meaning "do not"	The chef's bosses also <i>don't</i> like being told what to do. (avoid using contractions in formal writing)
<i>good</i>	An adjective	Justin is a <i>good</i> card player.
<i>well</i>	An adverb	Justin plays cards <i>well</i> .
<i>fewer</i>	Used with plural words; answers the question, "how many"	There are <i>fewer</i> opportunities for this kind of plan.
<i>less</i>	Used with singular words; answers the question, "how much"	This team has <i>less</i> spirit than last year's squad.
<i>among</i>	A preposition used to refer to more than two people, places, or things	I divided the candy <i>among</i> the four children.
<i>between</i>	A preposition used to refer to two people, places, or things	Just <i>between</i> the two of us, this restaurant could use some improvement.

<i>all ready</i>	Everyone is ready	Are they <i>all ready</i> to listen to the speech?
<i>already</i>	By or before the given time; even now or even then	When she entered the restaurant, her friends had <i>already</i> started their meals. Adam is <i>already</i> taking his belongings to go home.
<i>affect</i>	To influence (verb)	How will the board's decision <i>affect</i> our school's budget?
<i>effect</i>	The result or consequence (noun); to bring about change (verb)	The <i>effect</i> of this decision will not be felt for a few years. These new politicians plan to <i>effect</i> change immediately.
<i>all together</i>	Everyone in the same place	We were <i>all together</i> waiting for the important announcement.
<i>altogether</i>	Totally; completely	The town administrators were <i>altogether</i> unhappy that they had to raise taxes.
<i>choose</i>	To select	Will you <i>choose</i> something from this menu?
<i>chose</i>	Past tense of "to choose"	You <i>chose</i> the hamburger special the last time we ate here.
<i>its</i>	Possessive pronoun	The game has lost <i>its</i> excitement.
<i>it's</i>	Contraction for it plus is	<i>It's</i> time to go home, Paul.
<i>loose</i>	Not tight	Because the bike rack was <i>loose</i> , both bicycles fell off.
<i>lose</i>	Opposite of "to gain"	They thought that they would win, not <i>lose</i> , this match.
<i>quiet</i>	Not loud	We should be <i>quiet</i> in the library.
<i>quite</i>	Completely; to a high degree	The office manager was <i>quite</i> pleased with his team's performance.

<i>past</i>	(noun) a time word meaning "of a former time"; (adjective) just gone by; (preposition) farther on than	The elderly woman loves to reminisce about the <i>past</i> . His <i>past</i> performances indicate that he should do well here today. We walked <i>past</i> the mansion.
<i>passed</i>	past tense of "to pass"	The three runners <i>passed</i> me during the race.
<i>their</i>	Possessive for they	This is <i>their</i> best effort.
<i>there</i>	A place; a sentence starter	May I drive <i>there</i> with you, Nick? <i>There</i> are fifty states in the United States.
<i>they're</i>	Contraction for they plus are	Did you think that <i>they're</i> going to paint the mural with us?
<i>threw</i>	Past tense of "to throw"	The outfielder <i>threw</i> the ball to the shortstop.
<i>through</i>	A preposition meaning "in one side and out the other"	Will you walk <i>through</i> the newly renovated auditorium later?
<i>to</i>	A preposition; an infinitive	I walked <i>to</i> the store for my mother. The French word fumer means " <i>to</i> smoke."
<i>too</i>	In addition	Wally seemed <i>too</i> happy after receiving that bit of news.
<i>two</i>	One plus one	There are at least <i>two</i> people waiting outside your office.
<i>who's</i>	Contraction for who plus is	<i>Who's</i> knocking at the door, Ned?
<i>whose</i>	Possessive of who	We need to know <i>whose</i> jacket this is, so we can return it.
<i>your</i>	Possessive of you	Have you finished <i>your</i> part of the project, George?
<i>you're</i>	Contraction for you plus are	<i>You're</i> in for a big surprise if you do that.

Parts of Speech

The parts of speech explain the ways words can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more parts of speech, depending on the context.

Part of Speech	Definition
noun	A word or phrase that names a person, place, thing, quality, or act (<i>Fred, New York, table, beauty, execution</i>). A noun may be used as the subject of a verb, the object of a verb, an identifying noun, the object of a preposition, or an appositive (an explanatory phrase coupled with a subject or object).
pronoun	A word that substitutes for a noun and refers to a person, place, thing, idea, or act that was mentioned previously or that can be inferred from the context of the sentence (<i>he, she, it, that</i>).
verb	A word or phrase that expresses action, existence, or occurrence (<i>throw, be, happen</i>). Verbs can be transitive, requiring an object (<i>her</i> in <i>I met her</i>), or intransitive, requiring only a subject (<i>The sun rises</i>). Some verbs, like <i>feel</i> , are both transitive (<i>Feel the fabric</i>) and intransitive (<i>I feel cold</i> , in which <i>cold</i> is an adjective and not an object). A linking verb connects—or links—a subject to a noun or an adjective in the predicate (<i>Dogs are furry</i>). A helping verb helps the main verb express tense and voice (<i>A wet dog has been in the water</i>).
adjective	A word or combination of words that modifies a noun (<i>fluffy, blue-green, central, temporary</i>).
adverb	A word that modifies a verb, an adjective, or another adverb (<i>slowly, obstinately, much</i>).
article	Any of three words used to signal the presence of a noun. <i>A</i> and <i>an</i> are known as indefinite articles; <i>the</i> is the definite article.
conjunction	A word that connects other words, phrases, or sentences (<i>and, but, or, because</i>).
preposition	A word or phrase that shows the relationship of a noun to another noun (<i>at, by, in, to, from, with</i>).
interjection	A word, phrase, or sound used as an exclamation and capable of standing by itself (<i>oh, wow, ouch, my goodness</i>).

Structural Elements in Poetry:

*Create a visual effect of a finished poem

Line:

- A unit of language into which a poem is divided
- Does not necessarily coincide with grammatical structures such as the sentence or clauses in sentences

Couplet:

- Two lines of rhyming poetry
- No rules about length or rhythm
- Two words that rhyme can be called a couplet
- Pairs of rhyming words come at the end of the two lines

Stanza:

- Grouping lines of poetry, set off by space
- Usually has a set pattern
- May not be a set pattern with free verse

Film Technique

Film techniques are methods used by filmmakers to communicate meaning, to entertain, and to produce a particular emotional or psychological response in an audience.

Cinematography

- Camera angles are used to communicate meaning and emotions of characters
- Types of camera angles:
 - Close-up
 - Medium shot
 - Wide shot
- Different types of camera angles are used for specific purposes – depending on director's purpose

Mise-en-scène

- Refers to what is known as the set
- Applies to everything that is present before the camera
- How a scene is put together to create an image
- Used to make meaning for the audience

Lighting

- Usage of light to recreate the mood of a character and set the mood for the shot

Sound

- Diegetic sound
 - Source of sound is visible on screen or is implied by the action of the film
 - Examples:
 - Voices of characters
 - Sounds made by objects in the story
 - Music coming from instruments in the story space
- Non-diegetic sound
 - Sound coming from a source outside the film space – you can't see it
 - Example:
 - Narrator's commentary
 - Music not coming from instruments in the story space

Story Structure

- Films are created using these basic steps:
 - Think of a story idea
 - Plan it
 - Write the script
 - Make the film
- Deliberate choices are made to create a story in a film format

