JLS Writing Handbook

Name ___________________________
The Writing Process

Pre-writing

Drafting

Revising

Editing

Publishing
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Letter to Students

Dear Sixth, Seventh, and Eighth Grade Students:

Whether you are composing a response to literature essay for English, working on your Home Science Experiment (HSE) for science, writing a research report for history, creating a project for math, reflecting on your Fitness Gram for P.E., or making a project for an elective, this handbook is a one-stop resource for all of your writing needs. You’ll find answers to your most common questions about basic writing structure, MLA citation, academic vocabulary, and other useful writing tips and techniques.

The goal of this handbook is to help make the writing process easier. Just as carpenters need their tool belts when creating their masterpieces, writers also need their specialized tools as they journey through the writing process.

If you have a question this handbook does not answer, please contact your teachers for further clarification.

Happy writing,

JLS Teachers
# Types of Writing & Purposes

<table>
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<tr>
<th>Types of Writing</th>
<th>Subject(s)</th>
<th>What is it?</th>
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</thead>
<tbody>
<tr>
<td>Argumentative</td>
<td>English, History, Math, Science</td>
<td>Most advanced academic writing is done in the <strong>argumentative</strong> mode. It relies more on research and offers the reader relevant reasons, credible facts, and sufficient evidence.</td>
</tr>
<tr>
<td>Persuasive</td>
<td>English, History, Science</td>
<td><strong>Persuasive</strong> writing is one type of argumentative writing that relies more on emotion and aims to convince the audience to believe or agree with the writer’s argument or interpretation.</td>
</tr>
<tr>
<td>Expository</td>
<td>English, History, Math, Science</td>
<td><strong>Expository</strong> (i.e., Explanatory, Informational) writing explains, instructs, or gives factual information about a subject. Within academic essays, expository writing presents factual information, such as background context, evidence, or research findings. Do not include your opinion.</td>
</tr>
<tr>
<td>Response to Literature</td>
<td>English</td>
<td><strong>Response to Literature</strong> is a particular type of expository writing.</td>
</tr>
<tr>
<td>Summary</td>
<td>English, History, Math, Science</td>
<td>A <strong>summary</strong> is a shortened, condensed version of a piece of writing such as an article, story, film, or chapter in a textbook. Summaries keep the same tone as the original piece and usually do not contain opinion.</td>
</tr>
<tr>
<td>Narrative</td>
<td>English, History</td>
<td><strong>Fictional or Personal/Autobiographical Narrative</strong> writing is used to tell a story in order to inform or entertain the audience. Narrative writing can be either fiction or nonfiction.</td>
</tr>
</tbody>
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<table>
<thead>
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<th>What is its purpose?</th>
<th>Parts to include...</th>
</tr>
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</table>
| The goal of **argumentative** writing is to get the reader to acknowledge that your position is valid and deserves consideration as another point of view. | • introduction with claim  
• body paragraph(s) that include evidence (E) and commentary (CM)  
• a counter-argument with refute  
• concluding paragraph  
• MLA citation is applicable |
| **Persuasive** writing is used in debates and advertisements. Persuasive writing blends facts and emotions (*ethos, pathos, logos*). | • introduction with claim  
• body paragraph(s) that include evidence (E) and commentary (CM)  
• a counter-argument with refute  
• concluding paragraph  
• MLA citation is applicable |
| The main purpose of **expository** writing is to inform. It is often used in the sciences, and it is the primary mode used by journalists. | • introduction with thesis statement or claim  
• body paragraph(s) that include evidence (E) and commentary (CM)  
• concluding paragraph |
| The purpose of a **response to literature** is to analyze a piece of literature by stating a position about some aspect of the text and then supporting the claim. It is primarily used in English courses. | • identifies the work by title, author, and genre  
• provides background knowledge for reader  
• analyzes literary elements or devices (e.g., characters, setting, themes, conflict, author’s point of view, figurative language, irony)  
• uses textual evidence and commentary  
• requires MLA citation |
| The purpose of a **summary** is to share only the **key** ideas from a piece of text. | • states the main idea of an article  
• must be in the writer’s own words, except for quotations (if desired)  
• expresses the underlying meaning of the article, not just the superficial details  
• does not have a formal conclusion  
• is shorter than the original |
| The primary goal of **narration** is to relate a series of events that occurred to real or fictional people. It is used in personal writing, creative writing, fiction, or sometimes within academic essays. | • tells a story with beginning, middle, and end  
• most likely includes characters (real or fictional), dialogue, setting, conflict, climax, resolution  
• entertains the audience with descriptive, vivid, or humorous language |

Getting Started

**Purpose:**
Good writers make decisions about what to write and how to approach the writing task before they start drafting. Here is a checklist to help you get organized!

Before you begin drafting, do you have:
- time?
- a quiet place to work without distractions?
- a copy of the writing task?
- your texts/research/notes?
- writing supplies (e.g., clean binder paper, sharpened pencil, computer, etc.)?
- writing resources (e.g., dictionary, thesaurus, writing handbook, etc.)?

Don’t forget to:
- read the directions carefully. Deconstruct the writing prompt.
  - What is my purpose for writing?
  - Who is my audience?
  - What are the verbs or action words stated in the prompt?
  - What are the thinking instructions?
  - What are the writing instructions?
- brainstorm ideas.
  - What do I already know about my topic?
  - What must I still find out about my topic?
- organize your ideas by creating an outline or using a graphic organizer
- save each version as a new document when you make revisions. Remember, you are expected to revise your work as part of the writing process. Save regularly as you go!
- keep ALL of your drafts and prewriting/organizers to show evidence of the writing process. Many teachers want to see all drafts.
- include the required heading at the top of your draft (e.g., name, date, title, etc.).

Source:
Adapted from *The Write Path English Language Arts: Informing Ourselves and Others Through Writing and Speaking*. AVID Press, 2013. 77-79
Writing a Paragraph

Purpose:
To share a well-developed idea in writing by:
- focusing on one specific topic that you introduce in the topic sentence,
- developing the idea,
- and including enough supporting details to give the reader a complete, interesting picture of the topic.

Structure/How to:
- Big Picture: 5+ sentences.
- Start with a topic sentence, which:
  - Always contains the main idea of the paragraph.
- May have these 3 parts:
  - topic and scope (e.g., JLS homework)
  - opinion/stand (e.g., should be banned)
  - evidence/support (e.g., because it restricts playtime for students)
- 3+ sentences of evidence/support. Begin each with transition word(s).
- Last sentence should be a concluding statement.

English Example:
At JLS, homework should be banned because it restricts playtime for students. For example, typical seventh graders are expected to complete seventy minutes of homework per night. However, with the limited amount of daylight, there is little time for students to spend outside. Seventh graders could choose to play while there is still daylight and do homework afterwards, but the stress of delaying homework might weigh on their minds. Reducing the quality of their playtime impacts students’ mental and physical health. Without a doubt, banning homework encourages more playtime, a crucial aspect of a well-balanced lifestyle.
History Example:

Martin Luther started the Reformation by challenging the Pope of the Roman Catholic church and also by writing the Ninety-Five Theses. Before Luther, many disagreed with the Catholic church’s actions, however, no one had the power to stand up to the Pope. In 1517, a young monk named Martin Luther challenged the Pope by arguing that the Pope could not decide what a person had to do to get into heaven which “...led to the creation of new churches in Western Europe” (Spielvogel). Luther’s impact gained him many followers to help him fight against the Pope’s authority. He believed that God was the greatest being, not the Pope, which inflicted conflict between the two. With many followers the Pope could not handle Luther’s power, therefore, Luther started the Reformation. When the church was selling indulgences Luther was angered and wrote the Ninety-Five Theses in which it states, “Christians should be exhorted to be diligent in following Christ, their head...” (Luther). Luther disagreed that the Pope should be the most powerful person. His writing against indulgences also convinced many people that the... Catholic church was horrible. In doing so, he broke away from the Catholic church and created a whole new denomination known as Protestantism. Through challenges with the Pope and the writing of the Ninety-Five Theses, Martin Luther started the Catholic Reformation.

Math Example:

It is important to analyze a given set of data to determine whether to use the mean, median, or mode to support your argument. For example, if you download 10 television programs from the Internet and it takes 3, 5, 5, 6, 7, 8, 9, 10, 10, 10 minutes the mode should be used to convince your parents a faster Internet connection is needed. The mean of the data set will show the Internet connection is somewhat fast at around 7.3 minutes and the median at 7.5 minutes. The mode will show it takes 10 minutes to download a program, which is a sufficiently longer amount of time compared to the mean and median. In conclusion, it depends on the data on whether or not the mean, median, or mode should be used to support your argument.
### Claim-Evidence-Reason Paragraph

**Purpose:**
Use this graphic organizer to help construct a paragraph for expository, argumentative or persuasive writing.

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| Question: |
| Should we colonize Mars? |

| Claim: *(What do you know?)* |
| Yes, we should colonize Mars. |

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<th>Transition:</th>
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| Evidence: *(Data that supports your claim — most general)* |
| We can answer big questions concerning what is required for life, and whether there is life on places other than Earth. |

| Reason: *(How does this support your claim?)* |
| Getting to Mars helps humans learn more about the needs and “frequency” of life in our universe. |

| Source: |
| “Why Colonize Mars?” redcolony.com |

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<th>Transition:</th>
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| Evidence: *(Another piece of data that supports your claim.)* |
| “the largest canyons, volcanoes, and craters in the solar system are available for our study” |

| Reason: *(How does this support your claim?)* |
| Scientists learn about the formation of planets, the history of the universe and by examining Mars. |

| Source: |
| (same) |

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<th>Transition:</th>
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| Evidence: *(Most compelling piece of data to support claim.)* |
| “Mars sits between the asteroid belt and us” |

| Reason: *(How does this support your claim?)* |
| If we reach Mars, it can become a path for humans to go farther in our galaxy. |

| Source: |
| (same) |

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<th>Transition:</th>
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| Conclusion: *(Use your evidence and reasoning in a paragraph to support your claim.)* |
| Humans should aim to colonize Mars because of all the doors it will open for scientists in terms of their understanding of life, planets, and how to reach other planets. |
Is Mars a Good Place for Us to Colonize?

Now that humans have long-since reached the moon, people’s attentions shift to the next target and we wonder: should we colonize Mars? Yes, humans should colonize Mars. First of all, a Redcolony.com article titled “Why Colonize Mars?” says that by reaching Mars humans will be able to answer some of the most puzzling questions we have about life in our universe. If we find life on Mars, scientists can gain valuable information about the qualifications, basic needs, and frequency of life in our galaxy and universe. A second point the article highlights is that “the largest canyons, volcanoes, and craters in the solar system are available for our study.” If humans reach Mars and decide to colonize it, scientists can be given a great opportunity to study the formation of planets, as well as some of the history of our universe and solar system. Additionally, “Mars sits between the asteroid belt and [the Earth].” Mars’ position relative to Earth may help scientists reach farther places in our galaxy. Reaching Mars could potentially be the first of many different planets being colonized by humans. In closing, humans should aim to colonize Mars because it will help scientists increase their understanding about the existence of life and other planets. Furthermore, colonization will lead to possible exploration of other places in our galaxy.
Writing an Essay

Purpose:
The word essay comes from the French verb essayer which means to "to try" or "to attempt." An essay is your attempt as a writer to analyze a topic in an organized and thoughtful manner. Use this as a guide for the basic structure of organizing and forming your ideas for a formal essay. Most teachers require MLA format for this type of writing.

Introductory Paragraph

- **Grabber/Hook/Lead/Attention Getter**
  - could be an anecdote, famous quotation, question, or startling fact that pulls the reader in
  - should be a broad statement that appeals to all people
  - must connect to thesis statement throughout introduction

- **Background/Context/Title, Author, Genre (T.A.G.)**

- **Thesis Statement**
  - usually appears as the LAST sentence of the introductory paragraph
  - contains the central idea of the essay
  - prepares the reader for the supporting details that will follow
Body Paragraphs

- **Topic Sentence (TS)/Claim/Reason**
  - the writer explains claim or reason
  - other sentences in the paragraph should support and connect to TS

- **Lead-In (LI) → Textual Evidence (TE)/Evidence (E)/Example**
  - provides context for the evidence
  - supports the claim or reason
  - textual evidence/concrete details are facts from text, direct or paraphrased quotations, or other specific examples that prove the TS

- **Commentary (CM)/Explanation**
  - connects the textual evidence to the topic sentence and thesis statement
  - elaborates or offers further detail
  - expresses the writer’s opinion (YOUR opinion, but without using “I”)
  - explains the author’s point in depth (author of the analyzed text)

- **Concluding Sentence (CS)**
  - comes at the end of the paragraph
  - echoes topic sentence and may bridge to the next paragraph

Concluding Paragraph

- **Concluding Statement**
  - appears as the FIRST sentence of the concluding paragraph
  - restates the thesis in a different way

- **So What?**
  - Call to Action: encourage, convince, challenge the readers
  - why does this topic matter in a broad sense?
  - how can we connect this topic to the human experience?
  - go beyond the text
  - leave readers with a powerful message (global commentary)

Source: Adapted from John Burroughs High School, © JBHS English Department, 2009
**Introductory Paragraph**

**Purpose:**
The introductory paragraph introduces your topic and establishes how much of the topic you will cover. It also provides any necessary background information the reader will need to follow your writing. This is where you will write your thesis statement or claim.

**Structure/How to:**

**Grabber/Hook/Lead/Attention Getter:** This is a general statement about your topic and should be tantalizing.
- could be an anecdote, famous quote, question or startling fact that pulls the reader in
- should be a broad statement that appeals to all people
- must connect to thesis/claim/position throughout introduction

**Background/Context/Title, Author, Genre (T.A.G.):** Provide information the reader might need to understand your topic. If your reader has never heard of your topic, what would s/he need to understand your paper?

**Thesis/Claim/Position:** This statement establishes the main idea or focus of the writing.
- usually appears as the LAST sentence of the introductory paragraph
- contains the central idea of the essay
- prepares the reader for the supporting details that will follow

**Three-part Thesis Statement:**

1. Topic and scope
2. Opinion/Stand
3. Support/Evidence

**Examples:**

1. JLS Homework should be 2 banned because it 3 restricts playtime, 3 causes excessive fatigue and 3 bores students.

2. Barbarian invasions, 3 overstretched resources and 3 civil war 2 caused the 1 fall of the Roman Empire.

**Do NOT begin with:**

- In this essay, I will talk/write about...
- The story I am going to write about is...
- This is my essay on...
- This book is about...
- Have you ever... (no cheesy grabbers!)
- I am going to tell you all about...

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**English Example:**

Tired, crabby, or unfocused in class? It could be the food you are eating. The lack of healthy and tasty school lunch selections has recently become a problem in almost every elementary, middle and high school across the nation. Most schools sell junk food to students and I think this is wrong. There are many good reasons to remove junk food from school lunch menus, and creating a healthier student body is number one. Junk foods should be taken out of school lunch menus because they affect your body and mind in negative ways.

**History Example:**

Culture was crushed, civilization was shattered, and people were killed all because the Europeans settled in new areas in the Age of Exploration. One was the Spanish explorer and conquistador Hernan Cortes who arrived at Hispaniola, part of the group of Caribbean islands on the East Coast of North America, in 1504. At first, he arrived to work the generous land grant from the governor's secretary for five years. However, as Cortes stayed, he realized he wanted power over the Aztecs so his work could be easier. He used brutal force to gain control and suffocated the culture and religion in his sieges. The expeditions and conquests of Cortes are one important example of how the Europeans disrupted the life of other civilizations. Although Cortez and other Europeans brought benefits to the Americas, overall, Cortez’s exploration had a negative effect on the New World because smallpox was brought to the Americas, lives were lost, and different cultures were diminished.

**Science Example:**

Imagine waking up to a spectacular view of red rocks, spewing volcanoes, and massive canyons on Mars. NASA is planning to send some willing explorers to space to colonize Mars. Scientists anticipate that this process will allow us to learn more information about the planet, as well as expand our knowledge of space. Some people believe that sending people to space is a risk that we should not take. However, NASA should send humans to Mars because the planet is habitable and the mission would be an exciting challenge for mankind with economic benefits.

Body Paragraphs

Purpose:
Body paragraphs are the meat of your essay! Each paragraph contains:
- a topic sentence that expands your thesis/claim/position and makes a transition from the previous paragraph.
- development of ideas that support your essay’s thesis/claim/position.
- an ending sentence that wraps up the paragraph and helps to transition into the next paragraph.

Structure/How to:

Topic Sentence (TS): Tell the reader what your paragraph will be about. In this paragraph, you will develop one part of your thesis/claim/position.

Lead-in (LI) → Evidence (E): Use evidence that supports your TS. Don’t forget to include a lead-in so that the evidence makes sense!

Commentary (CM): Include your thoughtful insights and analysis of the evidence. Clearly explain how this evidence proves your TS.

Commentary (CM): Be sure to draft more than one sentence of CM! Further develop your insights and analysis.

Concluding Sentence (CS): “Wrap up” the paragraph and restate the key idea(s) of the paragraph. You may also need to provide a transition to the next paragraph.

By the end of 8th grade, a well-developed paragraph should consist of at least eight sentences:

TS
LI → E
CM
CM
CM
LI → E
CM
CM
CS

Types of EVIDENCE you could use:
- direct textual evidence
- specific detail
- paraphrase
- summary

Review pages 43-45 for ways to incorporate evidence in your writing!
**English Example:**

Junk food is a major cause of childhood obesity. 32% of youth are overweight and nearly 74% are unfit. The bad food offered in public schools contributes to this unacceptable problem. A single 12 ounce can of soda has as much as 13 teaspoons of sugar in the form of high fructose corn syrup. Many of these sodas are available to kids in school at low prices as well as many other completely unhealthy foods like chips and cookies. School lunches have a very high fat content and the USDA supplies schools with the same commodity foods as prisons. Due to the lack of fresh and flavorful food, many students will choose to buy the cheap junk food offered instead. If we could stock vending machines and cafeterias with healthier foods, it would definitely make a dent in the childhood obesity rate.

Source:  

**History Example:**

When the Europeans traveled to new places, they brought with them plants, animals, and diseases from Europe that were not native to the new places. Since the natives' immune systems were not accustomed to the diseases, sickness spread more quickly among natives than among the Europeans. After the Europeans reached Hispaniola, "it is estimated that three-quarters of the native population died of violence or diseases like smallpox and measles in just the first century of the conquest" (The Conquest Of the Aztecs). Even if there were no conquests, just by settling in new places the Europeans killed hundreds of people. Although triumphant explorers such as Cortes were described as "[behaving] so bravely...that in a short amount of time [they] became the most experienced [men] of all," their so-called brave feats were at the cost of others' cultures and lives (Green 9). On their climb to becoming powerful and experienced, Cortes and his fellow conquistadors ignored the people and cultures they had to destroy to get to the top. The defeat of the Aztecs was not an act of bravery, but rather one of ignorance.

**Science Example:**

NASA should send humans to Mars because it can support human life. Scientists have discovered geological features that indicate that Mars is a hospitable planet. “Mars has frozen water, frozen underground and at the polar caps” (Redcolony.com). Clearly, Mars has the necessary recourses, such as water, to support human life. Scientists have also confirmed that our neighboring planet’s climate is preferred to other planets in our solar system. “The average temperature is -81°C" (O’Neil). Although Mars has extreme temperatures, the planet is roughly in the same heat-range as Earth. As you can see, Mars is capable of supporting human life, and, therefore, human explorers should accept the challenge to colonize this habitable planet.
Concluding Paragraph

Purpose:
The purpose of the concluding paragraph is to wrap up the essay and restate the thesis in a fresh way.

Structure/How to:
- Make it the last paragraph in a multi-paragraph essay.
- Remind the reader of any important take-aways.
- Make the topic matter in a broader sense.
- You may want to end with a “call to action.”
- Leave the reader with a lasting impression. You want your readers to be nodding their heads in agreement as they read your final sentence.

Do NOT end with:
This was my essay about...
I hoped you like my essay.
The End.
Thank you for reading.
Now you know about...
**English Example:**

Providing junk food in school cafeterias is just an all-around bad idea. We need to eat healthy food so we can reach our fullest academic and physical potential. The food we eat affects our bodies and minds and we need to take advantage of that! Now that we understand the problem, it’s time to fix it by banning the sale of junk food in schools.

Source:

**History Example:**

The advantages and ideas the Europeans brought to the world do not justify the losses they caused. They recklessly brought life-threatening diseases, disrespected and killed ancient cultures, and were too arrogant and oblivious to realize the impact of the damage they had done. Had the Europeans not interfered, ancient civilizations such as the Aztecs might still be intact today, and our world would have more culture and inspiration. Major wars, present and past, might not be so violent if rulers and governments following Cortes’ example were following a more, compassionate, reasonable way of achieving what they wanted instead of the European conquistadors’ harsh, relentless tactics. Records of expeditions show that in a world-affect aspect, the Europeans exploring and settling in places that were not their own ended up being a negative setback for the world.

**Science Example:**

NASA must continue to fund space exploration to Mars because humans should eventually move there. Mars has plenty of natural resources to support life. The research NASA will conduct for this project can benefit all mankind in multiple ways aside from colonization. With the explosion of the human population of on Earth, we need to find an immediate alternative for the human species to survive.
Dickinson employs positive, encouraging mood to establish belief that hope can transform dreary situation into great one.

Bad day? Find hope.

Emily Dickinson poem “Hope is the Thing with Feathers”

bird in storm metaphor = hope in tough times

Dickinson employs positive, encouraging mood to establish belief that hope can transform dreary situation into great one.

Body Paragraphs

Topic sentence (TS), Evidence (E), Commentary (CM), Concluding Sentence (CS)

**TS:** encouraging mood

- for example, “sings the tune…” (3-4).
- happy bird, never stops, inspiring to reader
- metaphor for hope lines 7-8

**CS:** bird is symbolic, comforting tone, warmth

**TS:** hope turns worst into best

- “and sweetest in the...” (5).
- hope helps
- gale storm is metaphor for obstacles

**CS:** song represents hope

**TS:** literal bird in storm

- “hope is the thing...” (1). extended metaphor = hope to bird
- literal bird does not quit
- “yet never in” (11-12).

**CS:** hope is unconditional

Concluding Paragraph: restate thesis, call to action/global message/connections

encouraging mood, hope helps people out of any predicament

without hope people give up during tough times
Hope

When people have a bad day or feel like they cannot do anything right, what do they do to keep on going? Many of us try to find something hopeful when things are hard, because hope can often bring us up out of a rut. In “Hope is the Thing with Feathers,” the poet Emily Dickinson uses a bird in a storm as a metaphor for hope during a hard time. Dickinson employs a positive, encouraging mood to establish the belief that hope can transform a dreary situation into a great one.

Dickinson creates an uplifting mood for this poem. For example, she writes that the bird, “sings the tune... / and never stops at all” (3-4). The bird is always joyful because it does not ever stop singing its song. This image is meant to inspire the reader to be like the bird, happy and positive even when things are tough. Furthermore, the author uses another metaphor to describe hope: “the little bird / that kept so many warm” (7-8). The reader knows that a little bird cannot actually keep someone warm, but these lines set a comforting tone since warmth is
generally a comforting feeling.

Having hope can turn the worst situation into the best. Dickinson writes, “and sweetest in the gale is heard” (5). This line suggests that hope can actually help a person during a challenge – a difficult time. The gale or storm that the author refers to is a metaphor for the obstacles that an individual will encounter and must overcome in life. The song that is heard represents hope.

A literal reading of Dickinson’s poem suggests it is merely describing a bird during a storm. However, the opening stanza of the poem, “hope is the thing with feathers” (1), clearly indicates that the poet is employing an extended metaphor by comparing hope to something with feathers, like a bird. Throughout the poem, Dickinson describes the bird singing without stopping, not giving up in the storm, and living in cold and danger. The poem ends, “Yet, never, in extremity, it asked a crumb of me” (11-12). In other words, the bird would not ask for a crumb even in the most severe circumstances. This is just like hope, an emotion given unconditionally.

Dickinson’s poem establishes an encouraging mood to illustrate that hope can help an individual out of any predicament. This is an important lesson to learn because without hope, a person may give up when things get tough instead of trying his hardest to persevere.

*Adapted from Oakland Writes and OWL at Purdue, 2015.*
Expository Writing: Math

Purpose:
In some cases, math essays require the writer to offer a detailed explanation for the solution to a math problem. The essay should be procedural in nature and should be organized by the logical order of steps required to reach a reasonable answer. This would be an example of an expository essay.

Math essays can also reflect persuasive or argumentative writing. The writer must develop a piece of writing that supports a position or conclusion based on the interpretation of mathematical data and calculations. The writing offers a “mathematical argument” and, if presented, refutes opposing arguments that counter the conclusions reached by way of analysis.

Structure/How to:
- The introduction should restate the problem/situation in your own words.
- Each paragraph should reflect a separate step in the problem-solving process.
- Include transition words (first; next; then; finally; as a result).
- Appropriate & relevant graphics, equations, charts, and tables should supplement the written explanation.
- The conclusion should include the answer with an explanation for why it is reasonable.
- Be careful of the language you use to describe mathematical operations.

<table>
<thead>
<tr>
<th>Say this…</th>
<th>…not this!</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I added” or “I multiplied” or “I divided”</td>
<td>“I did 2 plus 2” or “I did 4 times 4”</td>
</tr>
<tr>
<td>Add; subtract; multiply; divide</td>
<td>plus; minus; times; reduce</td>
</tr>
<tr>
<td>numerator; denominator</td>
<td>top number; bottom number</td>
</tr>
<tr>
<td>sum; difference; product; quotient</td>
<td>the “answer”</td>
</tr>
</tbody>
</table>
Problem: If you continued the pattern shown below to build a row of 100 triangles, how many toothpicks would you need?

Toothpicks

The first triangle is constructed with three toothpicks. When looking at the next shape, which consists of two triangles, you may assume that by combining two triangles, you would need double the amount of toothpicks, which is six. However, because the two triangles share a common side, the number of toothpicks needed is actually five. Recognizing the common side is extremely important for identifying the pattern needed to determine the number of toothpicks for a row of 100 triangles. When examining the last shape consisting of three adjoined triangles, the number of toothpicks needed is not nine (three triangles multiplied by three toothpicks). Instead, the number of toothpicks needed is seven. The table below reflects the pattern:

<table>
<thead>
<tr>
<th># of Triangles</th>
<th># of Toothpicks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
</tr>
</tbody>
</table>
Besides a table, an algebraic expression can be created to explain the pattern and help find the number of toothpicks needed for a row of 100 triangles. First, if you analyze the table, you will notice that while the number of triangles increase by one, the number of toothpicks increase by two. You will also notice that the number of toothpicks is always an odd number. Initially, you may think that the following algebraic equation could be used to find the number of toothpicks needed:

\[ x + 2 = y \]

where \( x \) = the number of triangles and \( y \) = the number of toothpicks needed

However, this expression would only work for the first row.

Examine the relationship between triangles and toothpicks more closely. You find that for each time a triangle is chosen, if you double it and add one, it gives the number of toothpicks needed to make that shape. This also keeps the pattern consistent in the table, with the triangles increasing by one and the toothpicks increasing by two. Therefore, an acceptable algebraic equation for this pattern is:

\[ 2x + 1 = y \]

where \( x \) = the number of triangles and \( y \) = the number of toothpicks

In conclusion, using this algebraic expression, you can now evaluate the problem:

\[ 2x + 1 = y \]
\[ 2(100) + 1 = y \]
\[ 200 + 1 = y \]
\[ 201 = y \]

The number of toothpicks needed to build a row of 100 triangles is 201. After checking your answer, you know this is reasonable given both the pattern found in the table and the algebraic equation.

If you are typing a math assignment, always confirm spacing requirements with your teacher.
## Argumentative Writing: History

### Matrix Graphic Organizer

Take notes in the graphic organizer below about Lorenzo de’Medici. This table will help you organize your research and evidence for the essay.

<table>
<thead>
<tr>
<th>Source #1</th>
<th>GOOD WAYS</th>
<th>BAD WAYS</th>
</tr>
</thead>
</table>
| PBS website: [http://www.pbs.org/empires/medici/index.html](http://www.pbs.org/empires/medici/index.html) | -The Medicis clawed their way to the top  
-The Medicis were powerful  
-Had a relationship with the Church  
-Innovative new ways of banking | -Those who stood in Medici’s way could end up humiliated or dead |

<table>
<thead>
<tr>
<th>Source #2</th>
<th>GOOD WAYS</th>
<th>BAD WAYS</th>
</tr>
</thead>
</table>
| PBS video: [http://www.youtube.com/watch?v=iBlGkTToI9E](http://www.youtube.com/watch?v=iBlGkTToI9E) | -Had the lower class on Lorenzo’s side  
-Allowed artist to push boundaries  
-Created first art school | -Feud with Pazzi and Church put Florence in danger  
-Made poor banking decisions, couldn’t do favors anymore |

<table>
<thead>
<tr>
<th>Source #3</th>
<th>GOOD WAYS</th>
<th>BAD WAYS</th>
</tr>
</thead>
</table>
| Lorenzo de Medici: A True Renaissance Man, posted online by “coffeeshopthinking” | -Renaissance man because of his education and character  
-Florence benefitted from artists brought there to create art |  |

<table>
<thead>
<tr>
<th>Source #4</th>
<th>GOOD WAYS</th>
<th>BAD WAYS</th>
</tr>
</thead>
</table>
| Excerpt from “The Medicis, Bankers that Influenced the Renaissance”, by Eric Wynn | -Influential in banking during Renaissance | -Gained access to world because of relationship with Church  
-Collected taxes for Church |
A Controversial Ruler

Around the 1300s in Europe, a new age called the Renaissance began. In Italy, much art and architecture was created, and every city wanted to be known for having the best of it. Florence was one such city that was well known for its art. This was thanks in part to the Medicis, specifically Lorenzo de Medici. He was both a patron to artists and the political leader of Florence. He was not all great though. Lorenzo de Medici had a negative influence on Florence because he cheated his way to the top, helped promote people to be excommunicated because of their lack of money, and was somewhat a king while pretending he was not.

There are both good and bad ways to gain and use power. Lorenzo and his family showed an example of a bad way: “They clawed their way to the top, sometimes through bribery, corruption and violence. Those who stood in their way could end up humiliated — or dead” (PBS website). Clearly, the Medicis were more concerned with the end result, their power, than how they got there. They didn’t gain power by earning respect from their citizens. They gained power through force, lies, and fear. If the Medicis were such exceptional leaders, the
bribery, corruption, and violence would not and should not be necessary. Furthermore, the Medicis were a family of bankers. They “collected 10% of your earnings for the Church. If you couldn't pay, you faced excommunication – a one-way ticket to hell” (PBS website). What the Medicis were doing was not right. They were essentially punishing people for being poor. If you had money and could pay, then you were fine. If you were not able to afford the tithe, then you were cast out. This does not sound like someone who is doing what is good for the citizens of the city-state of Florence. Lastly, Lorenzo created a new council, called The Council of Seventy, to make it appear that he had less power than he did. All members on the council were nominated by Lorenzo, so naturally, he was still the one in power, and “something resembling a monarchy had begun to emerge” (Schevill 145-6). Lorenzo was trying to fool his citizens. The council he created was allowed to overpower all previous ones, making it the most powerful. Because everyone on the council had to have either been nominated by Lorenzo or picked by council members (the ones who were chosen by Lorenzo), they would all do what he wanted. Lorenzo was not really lessening his power; he was really just trying to hide it. He was lying to his people.

On the contrary, Lorenzo could be seen as beneficial to Florence because of several reasons. For example, Lorenzo supported many artists, and his “reputation as a patron of genius is second to none, encompassing Botticelli, Leonardo, Michelangelo and others” (PBS website). This could show that Lorenzo was good because he was supporting artists that helped
shape the Renaissance. Although, it is possible that Lorenzo did this with the intention of attaining a good reputation with his people and society, which as the above evidence stated, he did. Also, many of the paintings that artists created under the support of Lorenzo had pagan ideas. The Catholic Church did not like this at all, so this caused conflict, which had a negative influence on Florence. Secondly, Lorenzo saved Florence from destruction, which earned him the nickname “Il Magnifico” (PBS video). He was able to make peace with his enemies. This saved the city of Florence from war and destruction. However, Lorenzo was the one who put them in danger in the first place. He was the one who made the enemies, and his enemies threatened to destroy Florence, so he made peace. This was not really good or bad because if Lorenzo had not been there, there would have been no enemies to threaten the city or make peace with.

Lorenzo de Medici had a negative influence on Florence because of the way he gained power through corruption, encouraged excommunication for being poor, and put on a facade of giving away some of his power. Though he was considered by many to be a great leader, a great leader is not necessarily a leader for the right intentions or a wonderful person. Lorenzo was confident, well known, and convincing. Yet he was also controlling and deceitful. As we can learn from Lorenzo, a strong leader does not have to be a good person. A leader, a great leader is not necessarily a leader for the right intentions or a wonderful person. Lorenzo was confident, well known, and convincing. Yet he was also controlling and deceitful. As we can learn from Lorenzo, a strong leader does not have to be a good person.
Expository Writing: Science

Purpose:
- Set up and conduct a **controlled experiment** of your choice
- Repeat as **many trials** as you can for the experiment
- Collect and record **quantitative and qualitative data** from the experiment in a proper **data table**
- Organize your data into a proper **graph**
- State the major findings for your experiment in a **conclusion**

Structure/How to:

**Full Name:** ___Brandon Crawford____  **Due Date:** _19 August 2015_

**Project Title:** _______ **How are Fabrics Affected by Hot Water?**_____________

1. Identify a problem that you want to investigate, and then write a testable question.
2. Research the topic and describe what you know, learned, and have observed.
3. Record and list all your resources (books, websites, magazines, etc.).
4. Write a hypothesis that describes what you think will happen AND explains why you think this.
5. Identify the variables and parameters for the experiment:
   - **Independent variable** (the part of the experiment that will be manipulated or tested).
   - **Dependent variable** (the part of the experiment that you will measure).
   - **Controlled parameters** (the parts of the experiment that will remain the same).
6. Make a list of ALL materials you will be using for your investigation.
7. Write a procedure that is a detailed description, in chronological order, for how you will conduct the experiment.
8. Create a table you plan on using to organize your data and observations. Next, collect data and record observations.
9. Create a graph (e.g., scatter, line, bar etc.) to represent your data.
10. Analyze your data and write a conclusion. Be sure to state whether or not your hypothesis was supported and summarize results. Make suggestions for improvements in the experiment.
How Are Fabrics Affected by Hot Water?

My testable question addresses which fabrics (cotton, linen, silk, polyester, and wool) are prone to the most amount of shrinkage when washed in hot water (210° F). I’ve had my own experiences with fabric shrinkage in the washer, and I just thought it would be interesting to see which fabrics shrink more than others. Such information could be useful when I want or don’t want certain articles of clothing to shrink in the wash. Prior to beginning this experiment, I already knew the reasons behind why certain fabrics shrink. For example, I know that cotton shrink in warm water because of the agitation that the hot water gives it, causing the previously stretched and pulled fibers in the cotton to become loose and back to its original shape. I also know that wool shrinks in warm water, due to the warm water disrupting the alignment of small scales on the wool fibers, causing them to all tangle with each other and shrink the overall size of the cloth. My manipulated variable is the type of fabric that I’m testing, and my responding variable is the percent of shrinkage that occurs. The formula I will use to calculate the shrinkage of the fabrics is:

\[
\text{Shrinkage} = \frac{(\text{original area} - \text{area after procedure})}{\text{original area}}
\]

My controlled variables include the heat at which the fabrics are washed, the method in which the fabrics are washed and the starting size of the fabrics. My hypothesis is, if cotton, linen, silk, polyester, and wool fabrics are all washed under the same conditions, then the cotton will shrink the most.
The materials I will use for this experiment are:

- 3 sets of 20cm x 20cm 100% cotton, linen, silk, polyester, and wool
- a large pot
- 6L of 120°F water
- a clock/timer
- a thermometer
- a ruler
- a clothes hanger or rack
- a liter cup measure
- black Sharpie or wash-proof fabric pen
- a large, outdoor, flat surface to dry fabrics

My procedures will be:

1. Label fabrics by material and the trial number they will be used for (ex. Cotton 1, Cotton 2, Silk 3) with Sharpie.
2. Boil 2L of water in large pot. Add the thermometer into the boiled water and wait until the thermometer reads 210°F.
3. Put 10 minutes on timer and add all of the Trial #1 fabrics into the water.
4. Wait 10 minutes and then remove all fabrics.
5. Hang fabrics on a clothes hanger until all are completely dry.
6. Measure dimensions of each fabric, calculate the percent of shrinkage with the formula shown under the data table, and record in data table.
7. Repeat steps #2 - 6 with the Trial #2 fabrics.
8. Repeat steps #2 - 6 with the Trial #3 fabrics.

<table>
<thead>
<tr>
<th>Trial/Fabric</th>
<th>Cotton</th>
<th>Linen</th>
<th>Silk</th>
<th>Polyester</th>
<th>Wool</th>
<th>Rayon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial #1</td>
<td></td>
<td></td>
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<tr>
<td>Dimensions</td>
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<tr>
<td>after being</td>
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<tr>
<td>in hot</td>
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<tr>
<td>water/cm.</td>
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<tr>
<td>% shrinkage</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Trial #2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Trial #3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Percentage</td>
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</tr>
</tbody>
</table>

*formula for calculating percent shrinkage: (original area - area after procedure) / original area * 100
### Title: Types of Fabric versus Amount of Shrinkage

<table>
<thead>
<tr>
<th>Types of Fabric</th>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
<th>Average Shrinkage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton</td>
<td>19.5x19.7 3.96%</td>
<td>20x19.6 2%</td>
<td>20x20 0%</td>
<td>1.986%</td>
</tr>
<tr>
<td>Linen</td>
<td>20x20 0%</td>
<td>20x20 0%</td>
<td>20x20 0%</td>
<td>0%</td>
</tr>
<tr>
<td>Silk</td>
<td>19.5x20 2.5%</td>
<td>19.5x19.5 4.9%</td>
<td>19.6x20 2%</td>
<td>3.133%</td>
</tr>
<tr>
<td>Polyester</td>
<td>19.9x19.9 0.99%</td>
<td>20x19.8 1%</td>
<td>20x20 0%</td>
<td>0.663%</td>
</tr>
<tr>
<td>Wool</td>
<td>19.5x20 2.5%</td>
<td>19.8x20 1%</td>
<td>19.5x19.5 4.9%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

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### Title: Types of Fabric versus Amount of Shrinkage

- **Average Percent Shrinkage for Each Fabric**

![Bar graph showing average percent shrinkage for each fabric]

- Cotton
- Linen
- Silk
- Polyester
- Wool

---
In my data collection, I found that cotton, silk, and wool shrank more than linen and polyester when exposed to hot water. Cotton shrank an average of 1.986% after 10 minutes of exposure, while linen averaged 0%. Silk shrank an average of 3.133%, polyester at 0.663%, and wool at 2.8%. In order from greatest to least shrinkage, the fabrics were silk, wool, cotton, polyester, and linen. However, all 5 types of fabric shrank only very small amounts, which makes this data a little less reliable.

I found that natural fabrics generally shrank more than synthetic ones, with the exception of linen. Cotton, silk, and wool are all natural fibers, and they were the fabrics who shrank noticeably more than others. In my research, I found that others who have performed this experiment also found that natural fabrics shrink more than others. The reason behind this could be that synthetic fibers are man-made, and, consequently, can be manufactured to be more durable and less susceptible to stains, rips, water, and shrinkage.

My hypothesis was not supported by my data. I hypothesized that cotton would shrink the most out of all 5 fabrics, but silk was the true winner. In fact, cotton was one of the fabrics that shrank more than the others, and the average shrinkage percentages of silk, wool, and cotton were very close. In order to prevent errors, I made sure to set a timer for 10 minutes immediately after submerging the fabrics into the hot water. I did this for all 3 trials and for all 5 fabrics, assuring me that no one trial/type of fabric stayed submerged in water longer than the others. I think that the results of my experiment would have turned out better if I had tested the fabrics more “vigorously”. Since none of the fabrics shrank very much, the results were very prone and sensitive to even the smallest measurement errors.

The next logical experiment following my research would be figuring out which categories of fabrics shrink more easily than others. Whether it be natural fabrics vs. synthetic fabric, or thick fabric vs. thinner fabric, I think it is important to interpret this data more and find out what characteristic, exactly, is making certain fabrics shrink more than others.
Writing a Reflection

Purpose:
Reflective writing is a common way to share an experience, describe a process and share your thoughts and feelings about your learning. The teacher may provide questions or prompts to help you respond. Reflective writing…

• describes the project/assignment/experience with key details/steps
• explains the purpose as it relates to real world learning and skills
• shares what went well and what might be improved
• encourages personal insight
• connects to previous experiences or learning

Structure/How to:
Reflective writing can take many forms from a paragraph to an essay. It is important to think deeply and organize your thoughts. Avoid vague, superficial and random statements.

Vague: I think I did fine. It was fun. I learned a lot.
Superficial: I learned how to get an A. I was awesome, but my group was not.
Random: I think I ate a granola bar before our group presented.

Sentence Frames:
Your teacher may provide specific questions or require a particular format. However, these sentence frames may be helpful in developing your responses.

• After completing the (title of assignment or unit) I realized…
• (Something I enjoyed or stuck with me) really resonated with me because I…
• I found … to be most memorable because …
• I learned… which is important because (relate to real world learning)
• I was most surprised by …
• If could do it again, I would be sure to… and/or avoid…
• The assignment/unit/activity was (title of assignment or unit) where we had to…
• I was inspired by… which helped me to …
• (Person/resource/lesson) was very helpful because…
• I am most proud of … because ….
After completing the unit on monologues in Drama 1B, I realized that speaking in front of a group for an extended period of time creates a powerful opportunity to connect with the audience since no one else is on the stage. As part of project we read samples from Mr. Mahle’s “Mountain of Monologues” and watched scenes from movies like *Jaws* and *Henry V*. We studied concepts like timing, beats, rhythm, and body centers in order to create a character and make an impact on our audience. Finally, we chose two monologues which we then practiced and performed in front of our classmates.

Watching others deliver their monologues really stuck with me because the students who worked on their character choices really stood out. If the movements or vocal delivery were poorly done, then the character would become less believable and boring to watch. If I could do this unit again, I would be sure to choose my pieces earlier and make more time for memorization. I spent too much time searching for and analyzing the monologues and didn’t leave enough time to practice.

One of the greatest lessons I learned from preparing a monologue was how to incorporate my love of reading into a school assignment. In preparing my pieces, I developed skills in editing, memorizing, and character analysis. As I performed the characters, I learned to take the textual evidence in the story and apply it to my performance on the stage. Additionally, I was surprised by how the feedback I received from my peers and teacher helped me to overcome my nerves and self-consciousness while I learned to apply constructive criticism to improve my performance.

This unit deepened my understanding of literature, communication, character development, and being confident. I can take these skills with me and use them the rest of my life. I also learned how to more efficiently memorize information and stick to a deadline, which is especially important in high school, higher education, and job settings. After all, all the world is a stage.
Purpose:
The purpose of a Works Cited or Bibliography is to give credit to an author and to help the reader find the material that was used in the essay. This list of sources should be on a separate page at the end of your writing.

Structure/How to:
๏ Begin each entry flush with the left margin; if an entry runs more than one line, use a hanging indentation from the left margin on all following lines.
๏ Alphabetize entries by author’s or editor’s last name, or if none, by the first significant word in the citation.
๏ Use abbreviations wherever possible for places, publishers, dates, etc.
๏ Double space entries.
๏ Use the correct punctuation, capitalization, and style within the citation. Use of EasyBib, accessible via the JLS Library webpage, is helpful and encouraged.

Some of the more commonly used citations:

Book with One Author
Author Last name, First name. *Book Title*. City of Publication: Publisher, Year Published. Print.  
*(City of publication can be omitted if only one edition of the book was printed.)*

Book with Two or Three Authors
Author #1 Last name, First name, and Authors #2 and #3 First name Last name. *Book Title*. City of Publication: Publisher, Year Published. Print.

Encyclopedia Article
Author Last name, First name. "Article Title." *Encyclopedia Name*. Edition. Year Published. Medium. *(The medium may be print or web.)*

Magazine Article
Author Last name, First name. "Article Title." *Magazine Title*, vol. #, no., yyyy; pp. Medium.

Website, Professional or Personal
Author Last name, First name. “Title of Web Page.” *Title of Overall Web Site*. Version or Edition if indicated. Publisher or Sponsor, if different from the name of the website. Date Published or revised dd Mmm yyyy if known or N.d. Web. Access Date dd Mmm yyyy. URL. *(Omit http:// at the start of the URL.)*

Image from the Internet
Artist Last name, First name. "Description or Title of Image." Type of Image (e.g. photo, map, drawing, etc.) *Title of Web Site*, Date of image (if known). Web. Access Date dd Mmm yyyy. URL. *(Exclude URL only at your instructor’s request.)*
MLA 8 Style Works Cited

Arrange your sources by the first word in the citation, usually the author’s last name, if given.

Smith 3

Works Cited


@BaseballHall. “Fathers, sons and baseball. An Unbreakable Connection.” Twitter. 28 July 2016, 10:30 a.m., twitter.com/baseballhall/status/758716276265119746.


"Buster Posey Answers Questions." Telephone interview. 4 Mar. 2016.


When You Think You Are Done…

Purpose:
Your teachers have been reading essays for many years and know what works and what distracts and detracts! Remember, essays are a formal type of academic writing. You want your final product to be your best work. If you turn in more than one draft, always put your final and best version on top. Here is a list of writing reminders to improve the quality of your essay writing.

Wait! Check here before you turn in your essay. My essay...

Format (MLA)
- Uses standard, size 12 font
- Uses black or blue ink, if handwritten
- Is double spaced
- Has one-inch (1”) margins on all sides
- Has an indent for each paragraph—do NOT leave space between paragraphs
- Has an original title that is capitalized and in standard font
- Include a Works Cited page, if required (see p. 36-37)

Content
- Has a clear introduction (see p. 12-13)
- Has well-developed body paragraphs (see p. 14-15)
- Has a strong conclusion (see p. 16-17)
- Covers all important information (check original assignment sheet or prompt)
- Has been edited for spelling, grammar, punctuation, and clarity

Academic Writing Hints
- Does not contain contractions (e.g., don’t = do not)
- Is written in the appropriate point of view (usually he/she/they, not I/you)
- Is written in present tense
- Uses transitions, lively words, and avoids repetitive words (see p. 48-51)

Finalizing Your Essay
- My essay has been read aloud multiple times.
- I have received constructive feedback from a teacher, classmate, friend, and/or family member.
REFERENCE

SECTION
### Reference: How to Avoid Plagiarism

**Purpose:**
To avoid using another writer's ideas or words as if they were your own without giving credit.

### Plagiarism Includes:
- taking ideas, words, phrases, or sentences from another person's work without giving them direct credit (internal citation).
- cutting and pasting from the internet (or any other source).
- paraphrasing or summarizing information but not using proper internal citations to indicate its source within the text of your paper.
- changing a few words around from a source and pretending they are your own.

<table>
<thead>
<tr>
<th>ORIGINAL PASSAGE</th>
<th>Many people report instances of extrasensory perception, commonly known as ESP, involving their pets. For example, when a dog appears to know when its owner will arrive home, even when the owner comes home at different times each day. Scientists, too, have found evidence of some animals' predictive ability—for example, animals that seem to be able to predict catastrophic events, such as an earthquake or tornado.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bolded</strong> words are too similar to the original</td>
<td><strong>PLAGIARIZED PASSAGE</strong> Some people believe that animals have ESP. Some dog owners, for example, have observed that their dog seems to know when they will arrive home, even when their schedule is unpredictable. Scientists, too, have found evidence of some animals' predictive ability because these animals seem to have predicted natural disasters (Rogo 44).</td>
</tr>
<tr>
<td><strong>bolded</strong> words are a direct quotation without quotation marks</td>
<td>ACCEPTABLE USE (NOT PLAGIARISM) Some people believe that animals have telepathic abilities. Some dog owners, for example, have observed that their dog can predict daily events despite changes in the regular routine. Researchers have even discovered that animals can foresee natural disasters (Rogo 44).</td>
</tr>
</tbody>
</table>

- synonyms used and sentence structure changed
- direct quotation is now paraphrased
- another option is to include quotation marks around the direct quotation
Reference: How to Paraphrase

Purpose:
To describe the main point, from a source, using your own words. To put a source statement into perspective or to clarify the position.

How to Paraphrase:

1) Select an appropriate text for your research.
2) Read the section that you want to paraphrase.
3) Find key words.
4) Find synonyms for those key words. Usually, proper nouns do not have synonyms—e.g. Julius Caesar, Pythagorean Theorem.
5) Cover the original text with your hand.
6) Rewrite your statement using the synonyms.
7) Check the original statement to make sure you have captured the main point.
8) Remember, the majority of the words and sentence structure need to be your own.

Source:

Example:

Original Text:
“When the last Severan ruler died in A.D. 235, Rome’s government became unstable. For almost 50 years, army leaders fought each other for the throne” (Spielvogel 145).

Paraphrased Text:
After the Severan rulers ended their rule in A.D. 235, Rome fell into volatile times as military leaders fought for control of the empire (Spielvogel 145).
I. Direct Textual Evidence/Quotations
Quotations illuminate and support the ideas you are trying to develop. Explain how the textual evidence/quotation is connected to your point.

Jonas becomes a different person when he decides he wants to make his own choices. For instance, when learning about different colors, Jonas says he wants to “wake up in the morning and decide things” (97). Clearly, Jonas has defied societal norms and decides against having all his choices made for him by his community.

II. Specific Detail
Various types of details from the text support the main idea of your response. These details add credibility to the point you are trying to make. Details should be short and incorporated into your own sentences.

According to a Smithsonian article entitled “Founding Fathers and Slaveholders,” “Jefferson knew that slavery was wrong, but he didn’t have the courage to lead the way to emancipation” (Ambrose 1).

III. Paraphrase
Paraphrase when you need the details of the original but not necessarily the words of the original: to paraphrase is to put someone else's words into your own words.

Original: “But every once in awhile, you find someone who’s iridescent, and when you do, nothing will ever compare” (96).

Paraphrase: On his walk with Bryce, Chet explains how sometimes in life we meet people who possess such a wide array of amazing qualities, making the experience of being with those people unlike any other. He wants Bryce to accept Juli for her unique traits (96).

IV. Summary
If a key event or series of events in the text spans multiple pages, a brief summary instead of a direct quotation could be used.

President Monroe kept America afloat during the first major economic depression, the Panic of 1819. By asking Congress to increase tariffs, taxes on imported goods, and to lower government spending, Monroe played a large role in ensuring the nation did not collapse during this trying time (Alavosus 178–179).
I. Punctuation
When citing, punctuation marks such as periods and commas should appear after the parentheses.

An example of the use of metaphor in Jean Craighead George’s Julie of the Wolves is “[t]he great wolf’s eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra” (9).

II. Omitting or Changing Text
When omitting an unneeded section of the text, use an ellipsis (...),

“The great wolf’s eyes...quickly hardened into brittle yellow jewels as he scanned the flat tundra” (9).

When changing a word in a section use brackets [ ] to insert clarifying text.

Original Text from The Declaration of Independence: “He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people” (US 1776).

“[King George III] has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of [American colonists]” (US 1776).

III. Dialogue
In cases of dialogue, use the single quotation mark inside the double quotation marks.

When Julie got lost in the tundra, she cried out to Amaroq, “‘Amaroq, ilaya, wolf, my friend…look at me. Look at me’” (8).
IV. Long Passages — Block Quoting
When citing long passages (four or more lines), indent one inch (or two tabs) from the main margin, do not use quotation marks, and the period comes before the parentheses.

Realizing his wife’s intentions, Kino reacts violently:
Quietly he tracked her, and his brain was red with anger. She burst clear out of the brush line and stumbled over the little boulders toward the water, and then she heard him coming and she broke into a run. Her arm was up to throw when he leaped at her and caught her arm and wrenched the pearl from her. He struck her in the face with his clenched fist and she fell among the boulders, and he kicked her in the side.
(58-59)

Note: Unless you really need to cite a long passage in full, keep your quotations short.

V. Multiple Sources
When comparing two sources by different authors, document the author’s name before the page number.

Brian and Julie both change tremendously after their journeys. In the end, “Brian…never said a word about…the Secret” (Paulsen 189), while Julie came to the realization “the hour of the wolf and the Eskimo is over” (George 170).

VI. Poetry
For short quotations of verse, use a slash (/), preceded and followed by a space, to show where each new line of verse begins. Cite the line numbers.

Lord Byron uses alliteration in the following lines, “Where thoughts serenely sweet express / How pure, how dear their dwelling-place” (11-12).

VII. Verse Drama
When quoting from verse drama, cite the act, scene, and line. For prose drama punctuating and formatting rules, please see your teacher.

When she discovers Romeo’s identity, Juliet exclaims, “My only love, sprung from my only hate! / Too early see unknown, and known too late!” (1.5.22).

Source:
Adapted from The Write Approach - English Language Arts Research and Writing Guide. John Burroughs High School, 2009.
Reference: Formatting Graphics in Writing

**Purpose:**
To correctly cite and format graphics; such as images, charts, data tables, graphs, photos, inserted into your writing.

**Images:**
- Citing with proper MLA format.
- Citation placed under image or in works cited (unless otherwise instructed).
- Reasonable resolution for image (no blown up, pixilated images).

**Charts/Diagrams:**
- Use a ruler for straight lines if you are making it by hand.
- Add a title
- Text and elements are reasonably sized (legible, clear).
- Cited, if applicable.

**Graphs:**
- Use a ruler if you are making it by hand.
- Add a title to the graph (e.g., Water Temperature vs. Dissolving Time).
- Include a useful number scale on each axis (e.g., every two, five or ten...etc).
- Label the X and Y axes (this means name the variable, not just write the number scale).
- Include units in parentheses next to the label on the X and Y axis.

**Data tables:**
- Use a ruler if you are making it by hand.
- Title the data table (may be the same title as your graph). Put the unit for data points in parenthesis. Sample title: Water Temperature (°F) vs. Lifesaver Dissolving Time (min.)
- Include a row for labeling columns and a column for labeling rows.

**Equations:**
- Leave a visual break in the text (e.g., skip a line above and below).
Graphs:
Title: Water Temperature vs. Dissolving Time

Data tables:
Water Temperature (°F) vs. Lifesaver Dissolving Time (min.)

Charts/Diagrams:
Title: Lawn Mowing Force Diagram

Equations:
I wrote this equation to represent the situation and solved it by following these steps.

\[
x + 3 \frac{1}{4} = 7 \frac{3}{4}
\]

\[
x + 3 \frac{1}{4} - 3 \frac{1}{4} = 7 \frac{3}{4} - 3 \frac{1}{4}
\]

\[
x = 4 \frac{1}{2}
\]

After following the equation I found that John has four and a half apples.

Images:
Reference: Transitions

Purpose:
In academic writing, your goal is to convey information clearly and concisely. Transitions help you to achieve this goal by establishing logical connections between sentences, paragraphs, and sections of your paper. Whenever you have trouble finding a word or phrase to serve as an effective transition, refer to the information in these tables for assistance.

<table>
<thead>
<tr>
<th>Logical Relationship</th>
<th>Transitional Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarity</td>
<td>• also • likewise • similarly • equally • accordingly • additionally as well as • besides • also • another • likewise • further more</td>
</tr>
<tr>
<td>Contrast/Exception</td>
<td>• however • in spite of • nevertheless • in contrast • conversely • despite • alternatively • rather than • even though • although • yet • arguably • on the other hand • on the contrary • however • whereas • despite • contrary • but • conversely • diversely • like • same • although • similarly • likewise • resembled in common • on the other hand • a distinction between • compared to • still</td>
</tr>
<tr>
<td>Sequence/Order</td>
<td>• before/after • first/then • later • eventually • during • following yet • initially • meanwhile • now • today • currently • within prior to • presently • it was not long before • in the final scene long before • it follows that • so that • over (time, several, the next few)</td>
</tr>
<tr>
<td>Time</td>
<td>• before • after • during • currently • earlier • later • now • immediately • meanwhile • recently • simultaneously • then • subsequently • presently • eventually • until • soon • finally</td>
</tr>
<tr>
<td>Example</td>
<td>• for example/instance • specifically • namely • to illustrate • namely • this can be seen</td>
</tr>
<tr>
<td>Emphasis</td>
<td>• without a doubt • clearly • ultimately • of course • in fact • particularly • especially • moreover • most importantly</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>• therefore • furthermore • consequently • thus • as a result • hence • accordingly • on account of • found • revealed • led • result • effect • outcome • factors • discovered • influenced • since • due • because • produced • consequently • had an impact on • brought about • due to • resulted in • it follows that • had an impact on • led to • so that • which in turn • eventually</td>
</tr>
<tr>
<td>Additional Support or Evidence</td>
<td>• additionally • again • also • as well • equally important • then • besides • further • furthermore • in addition • moreover</td>
</tr>
<tr>
<td>Stating the Obvious</td>
<td>• clearly • naturally • obviously • of course • after all • surely</td>
</tr>
<tr>
<td>Conclusion/Summary</td>
<td>• in other words • in brief/short • to summarize/conclude • as a result • as has been noted • in closing</td>
</tr>
<tr>
<td>Explain and Describe</td>
<td>includes • explain • describe • discuss • displays • illustrates • refers • belongs • contains • consists • exhibits • indicates • defines • for example • such as • is known for • understood as • associated with • defined by • considered to be • is also called</td>
</tr>
<tr>
<td>Logical Relationship</td>
<td>Sentence Frames</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Compare and Contrast</strong></td>
<td>To open: The similarities between _____ and _____ indicate ____. By comparing _____ to _____, it becomes clear that ____. A comparison of _____ to _____ reveals ____.</td>
</tr>
<tr>
<td></td>
<td>To compare and contrast: Although _____ and _____ are, it _____ is ____. _____ is _____, whereas _____ is ____. The most obvious difference between _____ and _____ is ____.</td>
</tr>
<tr>
<td></td>
<td>To support your ideas: One similarity/difference is ____. Their common characteristics include: _____, _____, and ____.</td>
</tr>
<tr>
<td></td>
<td>To close: By comparing _____ to _____, we learn ____. The differences between _____ and _____ are important because ____.</td>
</tr>
<tr>
<td><strong>Sequence/Order</strong></td>
<td>To open: _____ began when ____. During the _____, ____. For the past _____ (years, months, days), ____.</td>
</tr>
<tr>
<td></td>
<td>To sequence: Several (years, decades, days) later, ____. The next step (phase, stage) was ____.</td>
</tr>
<tr>
<td></td>
<td>To support your ideas: As _____ continued ____. Yet over time, ____.</td>
</tr>
<tr>
<td></td>
<td>To close: By the end, ____. _____ finally ____</td>
</tr>
<tr>
<td><strong>Cause and Effect</strong></td>
<td>To open: _____ had a significant impact on ____. The major causes of _____ can be traced to ____. The critical factors which led to _____ were ____.</td>
</tr>
<tr>
<td></td>
<td>To discuss causes and effects: Due to _____, _____, _____ contributed to _____ because of ____. _____ happens when ____.</td>
</tr>
<tr>
<td></td>
<td>To support your ideas: One cause was ____. A reason for _____ was ____.</td>
</tr>
<tr>
<td></td>
<td>To close: The end result was ____. The findings suggest ____.</td>
</tr>
<tr>
<td><strong>Explain and Describe</strong></td>
<td>To open: _____ is best described as ____. To define _____, it is necessary to understand ____. _____ is known for _____ and is important because ____.</td>
</tr>
<tr>
<td></td>
<td>To explain or describe: _____ is an illustration of ____. _____ is frequently referred to ____.</td>
</tr>
<tr>
<td></td>
<td>To support your ideas: Critical attributes of _____ is an illustration of ____. A defining characteristic is ____. The key components are _____ and ____.</td>
</tr>
<tr>
<td></td>
<td>To close: An explanation of _____ provides insight into ____. A complete definition of _____ allows us to ____.</td>
</tr>
</tbody>
</table>

### Reference: Active, Precise Verbs

**Purpose:**
Active, precise verbs provide exactness of thought and add energy to your academic writing. Frequently, those choices will help you avoid unnecessary passive voice and excessive use of “is,” “are,” “was,” “were,” “I,” or “we.” Using active verbs is essential if you want to write with a direct, authoritative style.

<table>
<thead>
<tr>
<th>acknowledge</th>
<th>connect</th>
<th>exemplify</th>
<th>incite</th>
<th>reveals</th>
</tr>
</thead>
<tbody>
<tr>
<td>admonish</td>
<td>convey</td>
<td>explore</td>
<td>infer</td>
<td>reinforce</td>
</tr>
<tr>
<td>advise</td>
<td>create</td>
<td>expose</td>
<td>inspire</td>
<td>recognize</td>
</tr>
<tr>
<td>agree</td>
<td>criticize</td>
<td>empower</td>
<td>interpret</td>
<td>supports</td>
</tr>
<tr>
<td>amplify</td>
<td>demonstrate</td>
<td>encourage</td>
<td>justify</td>
<td>satirize</td>
</tr>
<tr>
<td>anticipate</td>
<td>deny</td>
<td>establish</td>
<td>maintain</td>
<td>surmise</td>
</tr>
<tr>
<td>argue</td>
<td>describe</td>
<td>evaluate</td>
<td>negate</td>
<td>testify</td>
</tr>
<tr>
<td>belittle</td>
<td>develop</td>
<td>express</td>
<td>narrate</td>
<td>theorize</td>
</tr>
<tr>
<td>beseech</td>
<td>dramatize</td>
<td>foretell</td>
<td>predict</td>
<td>transform</td>
</tr>
<tr>
<td>blame</td>
<td>demand</td>
<td>focus</td>
<td>punctuate</td>
<td>translate</td>
</tr>
<tr>
<td>claim</td>
<td>define</td>
<td>foster</td>
<td>persuade</td>
<td>underline</td>
</tr>
<tr>
<td>challenge</td>
<td>dictate</td>
<td>formulate</td>
<td>proclaim</td>
<td>unify</td>
</tr>
<tr>
<td>chastise</td>
<td>disagree</td>
<td>grants</td>
<td>probe</td>
<td>unite</td>
</tr>
<tr>
<td>clarify</td>
<td>disclaimer</td>
<td>guide</td>
<td>promote</td>
<td>underscore</td>
</tr>
<tr>
<td>concede</td>
<td>discourage</td>
<td>implies</td>
<td>quarrel</td>
<td>urge</td>
</tr>
<tr>
<td>condemn</td>
<td>discredit</td>
<td>incorporate</td>
<td>question</td>
<td>utilize</td>
</tr>
<tr>
<td>confide</td>
<td>dispute</td>
<td>indicate</td>
<td>rationalize</td>
<td>visualize</td>
</tr>
<tr>
<td>contradict</td>
<td>echoes</td>
<td>introduce</td>
<td>rejects</td>
<td>vacillate</td>
</tr>
<tr>
<td>convince</td>
<td>embody</td>
<td>identify</td>
<td>reflects</td>
<td>validate</td>
</tr>
<tr>
<td>concur</td>
<td>emphasize</td>
<td>illustrate</td>
<td>represents</td>
<td>withstand</td>
</tr>
<tr>
<td>contend</td>
<td>emulate</td>
<td>implore</td>
<td>repudiates</td>
<td>yield</td>
</tr>
</tbody>
</table>
Reference: Word Choice

**Dead Words:**
These words are so weak that they might as well be dead. Avoid them or replace them to bring your writing back to life.

<table>
<thead>
<tr>
<th>a lot</th>
<th>just</th>
</tr>
</thead>
<tbody>
<tr>
<td>again</td>
<td>kind</td>
</tr>
<tr>
<td>always</td>
<td>kind of</td>
</tr>
<tr>
<td>amazing</td>
<td>like</td>
</tr>
<tr>
<td>awesome</td>
<td>look</td>
</tr>
<tr>
<td>bad</td>
<td>lots</td>
</tr>
<tr>
<td>basically</td>
<td>many</td>
</tr>
<tr>
<td>big</td>
<td>maybe</td>
</tr>
<tr>
<td>boring</td>
<td>nice</td>
</tr>
<tr>
<td>cool</td>
<td>perhaps</td>
</tr>
<tr>
<td>deal with</td>
<td>pretty much</td>
</tr>
<tr>
<td>definitely</td>
<td>really</td>
</tr>
<tr>
<td>different</td>
<td>said</td>
</tr>
<tr>
<td>easy</td>
<td>see</td>
</tr>
<tr>
<td>etc</td>
<td>something</td>
</tr>
<tr>
<td>fun</td>
<td>sort of</td>
</tr>
<tr>
<td>good</td>
<td>super</td>
</tr>
<tr>
<td>great</td>
<td>stuff</td>
</tr>
<tr>
<td>hard</td>
<td>thing(s)</td>
</tr>
<tr>
<td>huge</td>
<td>“to be” verbs</td>
</tr>
<tr>
<td>interesting</td>
<td>very</td>
</tr>
</tbody>
</table>

**Slang:**
Know your audience. LOL is okay for texting but not in academic writing!

**DON'T USE**

<table>
<thead>
<tr>
<th>Emoticons do not belong in formal writing!</th>
<th>loved</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>STOP</td>
<td>😘</td>
<td>😸</td>
</tr>
<tr>
<td>STOP</td>
<td>—</td>
<td>😂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DON'T USE</th>
<th>USE INSTEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>!!!</td>
<td>! or .</td>
</tr>
<tr>
<td>u</td>
<td>you</td>
</tr>
<tr>
<td>&amp;</td>
<td>and</td>
</tr>
<tr>
<td>r</td>
<td>are</td>
</tr>
<tr>
<td>w/</td>
<td>with</td>
</tr>
<tr>
<td>cuz, cause, or b/c</td>
<td>because</td>
</tr>
<tr>
<td>til or till</td>
<td>until</td>
</tr>
<tr>
<td>etc.</td>
<td>and</td>
</tr>
<tr>
<td>should of/would of/could of</td>
<td>should have/could have /would have</td>
</tr>
<tr>
<td>2</td>
<td>to</td>
</tr>
<tr>
<td>i</td>
<td>I</td>
</tr>
</tbody>
</table>
# Reference: Comma Rules

## Purpose:
The purpose of commas is to make sentences easier to understand by creating pauses between elements that need to be separated.

1. **Use a comma to offset introductory words, phrases, or clauses.**
   - Yesterday, I walked home from JLS.
   - In the corner, a young man stood. (starts with prepositional phrase)
   - When I first saw her, I knew I would marry her. (starts with dependent clause)
   - Seeing the result, she decided to quit. (starts with participial phrase)

2. **Use a comma between two descriptive adjectives that can be reversed in order.**
   - The old, red wagon was broken.

3. **Use a comma between three or more items in a series.**
   - I love ice cream because it is creamy, delicious, and refreshing.

4. **Use a comma before “for, and, nor, but, or, yet, so” (FANBOYS) if there is a complete sentence on either side. (compound sentence)**
   - José bought his mother a present, but he forgot to send it to her.

5. **Use a comma to offset unnecessary and parenthetical words, phrases, and clauses; appositives; and words in direct address.**
   - We were, indeed, surprised by the results. (unnecessary or parenthetical)
   - Mr. Smith, our math teacher, is not at school today. (appositive)
   - We regret, Ms. Jones, that your order was not sent on time. (direct address)

6. **Use a comma between days, dates, and years.**
   - Monday, February 4, 2013

7. **Use a comma in the salutation in a friendly letter.**
   - Dear Josephine,

8. **Use a comma between cities and states but not between states and zip codes.**
   - Palo Alto, CA 94306

9. **Use a comma to offset a quotation unless you use a ! or ?.**
   - She said, “I want to go,” but Peter didn’t reply.

10. **Use a comma where a natural pause is necessary or to avoid confusing wordings**
    - Just the day before, Carlos had purchased the same game.
    - Where Jim was, was no concern of mine.

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## Reference: Sentence Variety

**Purpose:** Sentences are the building blocks of effective writing. Varying sentences improves overall fluency and provides the reader with greater clarity. To invigorate your writing, experiment with the different sentence structures provided below.

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Simple</strong> (Also called an independent clause.)</td>
<td>Add a noun and a verb.</td>
<td>Dogs bark.</td>
</tr>
<tr>
<td><strong>Developed Simple sentence</strong></td>
<td>Add more information in the form of adverbs, adjectives, prepositional phrases that explain how or what kind.</td>
<td>The frightened little Chihuahuas bark ferociously at the cowering squirrel. The leather chair beside me is empty.</td>
</tr>
<tr>
<td><strong>Compound Sentence</strong> (Two independent clauses hooked together.)</td>
<td>Put two simple sentences together using a coordinating conjunction or one of the FANBOYS.</td>
<td>Five Chihuahuas bark loudly, and angry neighbors complain immediately. Chihuahuas are small dogs, but Great Danes are huge.</td>
</tr>
<tr>
<td><strong>Complex Sentence with a dependent clause</strong></td>
<td>Place a subordinating conjunction (AAAWWUBBIS) and a dependent clause before or after your simple sentence.</td>
<td>After the students finished the novel, they wrote insightful essays. The sky grew dark when the clouds shifted.</td>
</tr>
<tr>
<td><strong>Sentences with Appositives</strong></td>
<td>Add a noun phrase after a noun that matches but adds more information.</td>
<td>James, a quiet and reserved student, decided to raise his hand. The garden, an explosion of colors, drew my attention.</td>
</tr>
</tbody>
</table>

**FANBOYS**

- **A**fter
- although
- **A**s
- when
- while
- **W**hile
- until
- **U**ntil
- because
- before
- **B**ecause
- if
- **B**efore
- **I**f
- since
- **S**ince
- **F**or
- **A**nd
- **N**or
- **O**r
- **B**ut
- **Y**et
- so
- **F**or
- **A**nd
- **N**or
- **O**r
- **B**ut
- **Y**et
**Reference: Style**

**Informal vs Formal Writing:**
The writing that you do in school (e.g., a formal essay, posting a comment on Schoology, or even emailing and messaging your teacher) is considered academic and formal. Some exceptions are made for note-taking (if not being turned in) or journal entries. **Not sure? Ask your teacher, but plan to use the formal style.**

<table>
<thead>
<tr>
<th>Informal Style</th>
<th>Formal Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May use numerals of any length anywhere in the sentence without writing them out.</strong> 1, 5, 20, 100, 150</td>
<td><strong>Write out numbers of one or two words</strong> one hundred</td>
</tr>
<tr>
<td></td>
<td><strong>Use numerals for numbers of three or more words</strong></td>
</tr>
<tr>
<td></td>
<td>201, 47.5, 1,005</td>
</tr>
<tr>
<td></td>
<td><strong>Write out any number beginning a sentence</strong></td>
</tr>
<tr>
<td></td>
<td>Twenty-five thousand was more than he could afford.</td>
</tr>
<tr>
<td><strong>NOTE:</strong> It is acceptable to use numerals in mathematical or technical writing.</td>
<td></td>
</tr>
<tr>
<td><strong>May use contractions</strong> can’t, won’t, shouldn’t, should’ve</td>
<td><strong>Write out all contractions</strong> cannot, will not, should not, should have</td>
</tr>
<tr>
<td><strong>May use first, second, or third person pronouns:</strong></td>
<td><strong>Keep writing entirely in third person or use first person sparingly</strong></td>
</tr>
<tr>
<td>1st: I, me, we, us</td>
<td>Resist the temptation to overuse the impersonal one:</td>
</tr>
<tr>
<td>2nd: you</td>
<td><strong>NO:</strong> One finds the top lockers at JLS hard to reach.</td>
</tr>
<tr>
<td>3rd: he, she, it they, them</td>
<td><strong>YES:</strong> Students find the top lockers at JLS hard to reach.</td>
</tr>
<tr>
<td><strong>May abbreviate to save time and space</strong> U.S., Feb., TV, CA</td>
<td><strong>Spell out most abbreviations</strong></td>
</tr>
<tr>
<td></td>
<td>United States, February, television, California</td>
</tr>
<tr>
<td><strong>May use slang or colloquial expressions</strong> a lot, kids, guy, mess around, swipe, awesome, blab</td>
<td><strong>Eliminate slang and colloquial expressions</strong></td>
</tr>
<tr>
<td></td>
<td>several, adolescents, gentleman, waste time, steal, extraordinary, gossip</td>
</tr>
</tbody>
</table>

### Reference: Proofreading Marks

<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>¶</td>
<td>Begin new paragraph</td>
<td>¶ The novel, <em>The Giver</em>, by Lois Lowry, demonstrates ....</td>
</tr>
<tr>
<td>R-O</td>
<td>Run on sentence</td>
<td>R-O It is about a community of people where the government has many rules it gives people their jobs from a young age it controls the food they eat on a daily basis.</td>
</tr>
<tr>
<td>frag</td>
<td>Incomplete sentence</td>
<td>frag Because of this.</td>
</tr>
<tr>
<td>WC</td>
<td>Incorrect or weak word choice</td>
<td>WC Everything is good.</td>
</tr>
<tr>
<td>VT</td>
<td>Incorrect or inconsistent verb tense</td>
<td>VT Jonas rode his bicycle and screams.</td>
</tr>
<tr>
<td>⇔</td>
<td>Insert word or phrase</td>
<td>⇔ The entire community is numb to the sameness, and they not know it. do</td>
</tr>
<tr>
<td>≡</td>
<td>Capitalize word</td>
<td>≡ jonas realizes that life in the...</td>
</tr>
<tr>
<td>AWK</td>
<td>Awkward word arrangement</td>
<td>AWK The people of the community do not know all the stuff if they do not know.</td>
</tr>
<tr>
<td>ʘ</td>
<td>Add correct punctuation</td>
<td>ʘ The people of the community are unaware of the control, deception, and manipulation</td>
</tr>
<tr>
<td>ʘ ◻</td>
<td>Close space in revision</td>
<td>ʘ ◻ The Giver under stands the importance...</td>
</tr>
<tr>
<td>RIP</td>
<td>Dead words</td>
<td>RIP The characters were nice. sp</td>
</tr>
<tr>
<td>sp</td>
<td>Check spelling</td>
<td>sp As the bicyle careened...</td>
</tr>
<tr>
<td>✓</td>
<td>Take out/remove</td>
<td>✓ The memories of the the community...</td>
</tr>
<tr>
<td>?</td>
<td>Meaning unclear</td>
<td>? The sense makes nothing.</td>
</tr>
</tbody>
</table>
Glossary

**Adjective:** Describes (modifies) a noun or pronoun.

**Adverb:** Modifies a verb, an adjective, or another verb.

**Analyze:** Break the subject (an object, event, or concept) down into parts, and explain the various parts.

**Body Paragraph:** Makes up most of an essay and has three main parts: a topic sentence, concrete detail/evidence, commentary, and a concluding sentence.

**Cause–Effect:** Relationship where one event (the cause) makes another event happen (the effect).

**Chronological:** Events put in the order they happened.

**Claim:** [also known as *reason*] A statement a writer makes that presents his main point or idea, the argument he/she is trying to prove. A thesis is the main claim, but topic sentences make claims related to the thesis.

**Clarify:** To make clear.

**Commentary:** [also known as *explanation or analysis*] The sentences immediately following evidence. These are the explanations and elaborations a writer makes about a topic.

**Compare:** Show how two or more things are similar as well as different; include details or examples.

**Concluding Sentence:** The final sentence in a body paragraph which sums up the central idea discussed in the paragraph.

**Conjunction:** Connects words or phrases.

**Contrast:** Show how two things are different; include details or examples.

**Critique:** To evaluate in an analytical way.

**Define:** Give an accurate meaning of a term with enough detail to show that you really understand it.

**Describe:** Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why.

**Diagram:** To make a drawing of something and label its parts.

**Discuss:** Give a complete and detailed answer, including important characteristics and main points.

**Editing:** At this stage in the writing process, the writer fixes the errors in usage, grammar, spelling, punctuation. Essays should also be edited for formatting mistakes such as a missing heading, indents, or spacing problems. The focus is on cosmetics and writing mechanics.

**Enumerate:** To make a list.

**Evaluate:** Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses.

**Evidence:** [also called *textual evidence, concrete detail, or example*] Facts, quotations, testimony, and/or support a writer uses to prove any claim or statement a writer presents.
**Explain**: Give the meaning of something; give facts and details that make the idea easy to understand.

**Expository**: A type of writing that explains, instructs, or gives factual information about a subject. Its main purpose is to inform.

**Fact**: Something that can be proven to be true and supported with evidence.

**Hook**: [also called attention-getter, grabber, or lead] A catchy start to a piece of writing that interests the reader in the topic. Common hooks are surprise statements, descriptions, anecdotes, statistics, questions, or dialogue.

**Illustrate**: Make the point or idea clear by giving examples.

**Infer**: To make a conclusion based on fact.

**Interjection**: A word or short group of words used to express emotion.

**Interpret**: Explain the meaning of a reading selection; discuss the results or the effects of something.

**Justify**: Give good reasons that support a particular decision, action, or event.

**MLA Citation** (Modern Language Association): Names a source and page number from which text is quoted.

**Narrative**: A type of writing that tells a story or gives an account of something, frequently written in first or third person point of view.

**Noun**: A person, place, thing, or idea.

**Opinion**: Belief based on what a person thinks or feels.

**Paragraph**: A piece of writing dealing with a single theme.

**Paraphrase**: To restate a passage of text in your own words.

**Persuade**: Give reasons in order to get someone to do or believe something; appeal to the reader’s feelings and mind.

**Predict**: To make a guess about the future.

**Preposition**: Shows the positional relationship between two words in the sentence.

**Prompt**: A writing task that asks for a specific kind of response and gives definition and direction to the assigned topic.

**Pronoun**: A word that takes the place of a noun.

**Proper Noun**: The name of a specific person, place, thing, or idea.

**Prove**: To show something is true by giving facts.

**Question**: To ask.

**Quote** (*v.*): To repeat or copy out (a group of words from a text), typically with an indication that one is not the original author.

**Quotation** (*n.*): A group of words taken from a text and repeated by someone other than the original author.

**Reflect**: To think about.
Relate: To show how things are alike or connected.

Respond: State your overall reaction to the content, then support your individual opinions with specific reasons and examples, making sure to refer back to the reading.

Revising: The process of rereading a draft and making changes to improve it. During revision, a writer may add, remove, move, and substitute text. The focus is on content.

Rubric: A rating scale of criteria used to determine the quality of an assignment.

Sequence: To put in the correct order.

State: Give the main points in brief, clear form.

Summarize: Briefly cover the main points; use a paragraph form and don’t include any personal opinions about the content.

Summary: A summary is a shortened, condensed version of a piece of writing, such as an article, story, film, or chapter in a textbook. The purpose of a summary is to share only the key ideas.

Thesis (statement): Usually a one sentence statement, presented at the end of the introductory paragraph. It is the controlling idea of the entire essay.

Topic Sentence (claim–reason): The opening sentence that expresses the main idea of each body paragraph.

Trace: Tell about an event or process in chronological order.

Transitions: Transitions establish logical connections between sentences and paragraphs. Whether single words or phrases, transitions function as signs for readers to tell them how to think about, organize, and react to old and new ideas.

Verb: Expresses an action or a state of being.
Works Cited


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