



Writing Resource Book

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Writing an 8 Sentence Paragraph

Paragraph Guide

#1 - Topic Sentence (TS): What is your paragraph about? Main Topic

#2 - Concrete Detail #1 (CD): Give a Reason, Detail or Fact that supports your Main Topic

#3 - Explanation (EX): Give a full explanation/description of Concrete Detail #1

#4 - Concrete Detail #2 (CD): Give a Reason, Detail or Fact about Main Topic

#5 - Explanation (EX): Give a full explanation/description of Concrete Detail #2

#6 - Concrete Detail #3 (CD): Give a Reason, Detail or Fact about Main Topic

#7 - Explanation (EX): Give a full explanation/description of Concrete Detail #3

#8 - Conclusion Sentence (Con S): Summarize/Paraphrase/Restate your Main Topic

Example

(TS) Of all the recent series on television, I would have to say that Jericho was one of the best. **(CD)** First of all, Jericho has one of the most interesting story problems on television. **(EX)** In the middle of nowhere Kansas, residents witness a nuclear bomb explode in nearby Denver. **(CD)** Jericho also shows a realistic picture of how people need to work together in a crisis. **(EX)** Even when their most basic needs are being shut down, the people navigate through conflicts in order to survive as a community. **(CD)** Additionally, Jericho has well written characters that people can relate to. **(EX)** Jake, for example, is the hero of the story, but he is also labeled as the family screw-up, while the other characters in his family and his neighborhood interact in complex yet understandable ways. **(Con S)** Because of the interesting story premise, examples of crisis response and because of characters that we can relate to, Jericho is one of the best series on television.

Creating a 5 Paragraph Essay Outline

Introduction Paragraph

- Great Starter/Hook ← See Pg. 7 for how to write a Great Starter
- Thesis Statement ← See Pg. 8 for example Thesis Statements
- Conclusion/Transition

Body Paragraph #1

- TS
- CD #1
- EX #1
- CD #2 ← See Pg. 4 for how to write an 8 sentence paragraph and see Pg. 6 for useful sentence starters
- EX#2
- CD#3
- EX #3
- Con S

Body Paragraph #2

- TS
- CD #1
- EX #1
- CD #2 ← See Pg. 4 for how to write an 8 sentence paragraph and see Pg. 6 for useful sentence starters
- EX#2
- CD#3
- EX #3
- Con S

Body Paragraph #3

- TS
- CD #1
- EX #1
- CD #2 ← See Pg. 4 for how to write an 8 sentence paragraph and see Pg. 6 for useful sentence starters
- EX#2
- CD#3
- EX #3
- Con S

Conclusion Paragraph

- Summarize Main Points
- Great Finishers ← See Pg. 7 for example Great Finishers

Sentence Starters/Frames

Topic Sentence (TS) Frames

- _____ is the best _____ because...
- _____ has impacted _____ in many ways.
- _____ and _____ have many similar characteristics.

Concrete Detail (CD) Sentence Starters

- First – Additionally – Equally important
- First of all – Another – Lastly
- To begin – Next – A final
- First of all – In addition – Finally
- Initially – Then – After that
- One – One Other – Along with – Last
- One way – Another way – A final method
- The first – The second
- To begin – At the same time - Finally
- A bad – A worse – The worst
- A good – A better – The best

Explanation (EX) Sentence Starters

- This is seen by...
- _____, for example,
- This is demonstrated through...
- A clear example of _____ is...

Conclusion (Con S) Sentence Starters

- It is abundantly clear that...
- Truly...
- Without a doubt...
- All in all...
- In conclusion...
- Certainly...

Great Starters/Hooks

Hook your audience with a powerful introduction:

- 1. Begin with a strong opinion**
There is no better thirst quencher than ice cold lemonade on a scorching summer day!
- 2. Begin with a strong fact**
Pesticides and other pollutants nearly caused the California condor to become extinct.
- 3. Begin with a question**
Have you ever eaten worms on a dare? Unless you have a strong stomach, don't even think about it.
- 4. Begin with a personal experience**
I will never forget going to my first professional baseball game. The sounds, the smells and the sights... oh what memories!
- 5. Begin with a strong feeling**
My body trembled when I entered the room. Just imagine giving a speech in front of 500 people.
- 6. Begin with a news story lead** (who, what, when, and where)
A daring bandit walked into Mr. L's room and stole his bucket of licorice just before morning recess.

Great Finishers/Conclusion

Finish your writing activity with a strong ending or summary:

- 1. End with a strong opinion**
There is no doubt in my mind that lemonade is the most refreshing drink to have on a hot summer day.
- 2. End with a strong fact or summary**
If we continue to pollute the environment, our vegetation, animals and even people will suffer the consequences.
- 3. End with a question**
Well, would you ever consider eating worms on a dare?
- 4. End with a strong feeling**
As you can see, there are a variety of techniques you can use to catch a fish.
- 5. End by giving your reader some advice**
Remember to stay indoors and find a safe place to hide when there is a tornado warning.
- 6. Full Circle Ending**
End by bringing an image, idea, or phrase back from the beginning of the story.

Creating a Thesis Statement

A Thesis Statement is one or two sentences that summarize what your entire essay is going to be about. Think of the thesis as *the answer to the question your paper explores*.

For example, "When visitors come to Central Oregon, there are three sites they will not want to miss."

1. A strong thesis statement takes some sort of stand. Your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate.

Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

This is a strong thesis because it takes a stand, and because it's specific.

2. A strong thesis statement expresses one main idea. Readers need to be able to see that your paper has one main point. If your thesis statement expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using Web pages that offer both advertising and customer support.

This is a strong thesis because it shows that the two ideas are related. **Hint:** a great many clear and engaging thesis statements contain words like *because, since, so, although, unless, and however*.

3. A strong thesis statement is specific. A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you're writing a seven-to-ten page paper on hunger, you might say:

Hunger persists in Glandelinia because jobs are scarce and farming in the infertile soil is rarely profitable.

This is a strong thesis statement because it narrows the subject to a specific and manageable topic, and it also identifies the specific causes for the existence of hunger.

How To Reference an Outside Source

The Common Core State Standards require students to cite examples from passages in order to strengthen their arguments.

Sample Source Passage

Ray Samara, the head of Robotics International believes, "Robots are the wave of the future." That's absolutely the case in robotics, where it's easy to dismiss early attempts as toys but hard to imagine how robots will fundamentally change our lives over the next few decades. Robots will be able to guard your house while you're away, babysit your kids, or keep you company when you're alone. Drones could tend to gardens and farms while people control telepresence robots on the other side of the world via heads-up displays like Google Glass.

Reference Example from Sample Source Passage

Ray Samara, an expert in the field of robotics, explains that, "Robots are the wave of the future."

Referencing Sources Sentence Starters

- In the text,
- The text states, "....."
- According to the passage, "..."
- One example from the text, "..."
- The author states, "..."

Words to use in place of "SAID"

argued	defended	claimed
asserted	demonstrated	defended
countered	exhibited	denied
disagreed	explained	pleaded
exclaimed	indicated	refuted
asserted	maintained	remarked
claimed	suggested	responded
contended	acknowledged	

Citing Sources - <http://citationmachine.net/index2.php>

This website will help you cite your sources correctly in APA or MLA format.

Possible Writing Activities

SHORT ANSWER RESPONSES

8 SENTENCE PARAGRAPH

After presenting new information, have students use the guide on pg. 4 to write a paragraph regarding the newly learned content.

LETTERS

Students write letters between two historical figures, literary characters, or current newsmakers to show not only their understanding of a concept but their ability to see it from more than one perspective.

SUMMARIES

After reading a passage or text students write a brief summary of the article describing the main points and supporting details of the text.

POSITION PIECE

After reading a passage/article presenting two sides of a controversial issue, have students choose one side and use evidence from the article to defend their position.

EXIT SLIPS

To use exit slips (Olson, 2003) students are instructed to spend the last five minutes of class reflecting on what they learned that day. They summarize it, write questions about it, share something that puzzles them, or describe an insight. As they leave class, they hand the exit slip to the teacher standing at the door.

VENN DIAGRAMS/COMPARE & CONTRAST

Students are given two or more concepts and are told to draw interlocking circles that overlap in some places but are separate in others. They then write in what they know about each concept. They show their understanding of each concept's relationship to other concepts by writing information that is "shared" by concepts in the part of the circles that overlap and the information that is distinct to each concept in the outer part of the circle.

METAPHORS

Students can generate metaphors (surprising comparisons between things that are not usually thought of as similar) to help illustrate their understanding of a concept, historical event, musical style, or technological innovation.

TELEGRAMS (TWITTER)

Students are instructed to write a telegram summarizing the day's lesson or their understanding of a concept. Because telegrams make an economical use of language, students must choose their words carefully to be concise yet get across meaning.

FORMAL ESSAYS

ARGUMENTATIVE ESSAY

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

INFORMATIONAL/EXPOSITORY ESSAY

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

NARRATIVE (STORY) WRITING

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

RESEARCH REPORTS

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Student Revising/Editing Checklist

Statement of Purpose/Focus - Is the one main idea/focus/purpose to the writing?

- Concentrate on your **thesis** (main idea) and brainstorm lots of ideas and details.
- If it's hard to tell what your main idea is, your reader will be confused.
- Reference page 4 for thesis statement tips
- All the ideas of the writing are connected to a central idea/focus

Organization – How is the writing put together? (introduction, body, and conclusion)

- First, check to see if your paper has a strong introduction and conclusion.
- Body paragraphs connect to main topic
- Also, the conclusion should not say, "in conclusion, now you know what think about that" or "I hope you liked my report."

Elaboration of Evidence – What sort of support/evidence do I provide for my main idea?

- Body paragraphs expand on evidence that supports main idea
- Evidence provided adds to the readers understanding of main idea

Conventions – Punctuation, spelling, indenting paragraphs, capitalization, and grammar

- Write a rough draft and edit carefully by reading it aloud.
- Without really reading the paper (skimming), draw squiggly line under all words that you believe to be spelled wrong. (See *Frequently Misspelled Words* Pg. 21)
- Double underline any letters of words that need to be capitalized. (See Pg 20)
- To catch more spelling errors, read it word by word backwards or have someone else read it to catch errors you've overlooked.

Language & Vocabulary – Appropriate, interesting and content specific words

- Go through and highlight the cool words. If there aren't many, your writing may be too simplistic.
- Check for subject-verb agreement (Pg. 20)
- Make sure to incorporate content-specific vocabulary
- Don't use big words to try to be impressive if you aren't sure of the meaning. To improve in this area, use a thesaurus and ask a peer for suggestions.

Perdue University Writing Lab - <https://owl.english.purdue.edu/>

A useful writing resource from Perdue University.

Citing Sources - <http://citationmachine.net/index2.php>

This website will help you cite your sources correctly in APA or MLA format.

CCSS Writing Scoring Guide

Statement of Purpose/Focus

- 4 - Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained.
- 3 - Focus is clear and for the most part maintained, though some loosely related material may be present.
- 2 - Controlling idea or main idea may be unclear and somewhat unfocused
- 1 - Focus may be confusing or ambiguous. May be very brief or have a major drift

Organization – Is the response organized effectively?

- 4 - Logical progression of ideas from beginning to end with an effective introduction and conclusion for audience and purpose
- 3 - Has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:
- 2 - Inconsistent use of transitional strategies with little variety, uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak
- 1 - The response has little or no discernible organizational structure: Frequent extraneous ideas may intrude

Elaboration of Evidence – Does the author provide/explain the evidence?

- 4 - Provides thorough and convincing support/evidence for the controlling idea or main idea. Use of sources, facts, and details: Relevant effective use of a variety of elaborative techniques
- 3 - Adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: Some evidence from sources is integrated.
- 2 - Uneven, cursory support/evidence for the main idea with partial or uneven use of sources, facts, and details: Evidence from sources is weakly integrated or uneven.
- 1 - The response provides minimal support/evidence: Use of evidence from the source material is minimal, absent, in error, or irrelevant

Language & Vocabulary – Does the author use

- 4 - Writing clearly and effectively expresses ideas, using precise language: Academic and domain-specific vocabulary is clearly appropriate for the audience and purpose
- 3 - Adequately expresses ideas, employing a mix of precise with more general vocab. Use of domain-specific vocabulary is generally appropriate for the purpose
- 2 - The response expresses ideas unevenly, using simplistic language:
- 1 - The response expression of ideas is vague, lacks clarity, or is confusing:

Conventions – Are there punctuation and grammar errors?

- 4 - Strong command of conventions: Few, if any, errors are present. Effective and consistent use of punctuation, capitalization, and spelling
- 3 - Adequate command of conventions: Some errors in usage and sentence formation may be present. Adequate use of punctuation, capitalization, and spelling
- 2 - Partial command of conventions: Frequent errors in usage may obscure meaning. Inconsistent use of punctuation, capitalization, and spelling
- 1 - The response demonstrates a lack of command of conventions: Errors are frequent and severe and meaning is often obscure

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grade 6-11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> focus is clear and for the most part maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details.</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the controlling or main idea but is insufficiently sustained controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from the source material is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> errors are frequent and severe and meaning is often obscure
0	A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).				

Student Thesaurus: Powerful Words

Effective writers use different **variations** of words. Use variations, not repetition.

Words for Run/Walk, Laugh/Cry, Sad/Happy

<u>Run</u>	<u>Walk</u>	<u>Laugh</u>	<u>Cry</u>	<u>Happy</u>	<u>Sad</u>
Bolt	Amble	Cackle	Bawl	Blissful	Cheerless
Chase	Ambulate	Chortle	Blubber	Blithe	Crestfallen
Dart	Lumber	Chuckle	Howl	Cheerful	Dejected
Dash	Meander	Crow	Moan	Delighted	Depressed
Flee	Pace	Giggle	Sniffle	Ecstatic	Despondent
Gallop	Plod	Grin	Snivel	Elated	Disheartened
Hurry	Prance	Guffaw	Sob	Exultant	Dismal
Jog	Ramble	Hoot	Wail	Gay	Dispirited
Lope	Saunter	Howl	Weep	Glad	Downcast
Race	Shuffle	Roar	Whimper	Gleeful	Downhearted
Rush	Stagger	Smile	Whine	Jolly	Forlorn

Student Thesaurus: Substitutes for “Very”

intensely	bitterly	surely	especially	unusually	truly
richly	mightily	powerfully	infinitely	severely	chiefly
shockingly	slightly	incredibly	fully	radically	indefinitely
extremely	exceedinglyimmeasurably				

Student Thesaurus: Dead Words

Whenever possible, *avoid using these words*. They are **overused**, **uninteresting**, and/or **informal**

get	very	you	good	lots	so
got	nice	your	bad	a lot	fun
getting	some	yours	just	The End	great
that	really	fine	well	every	

Contractions (I'd, won't, we'll, should've, would've, could've, etc.)

Abbreviations (etc., o.k., CA, U, R, &)

Student Thesaurus: Action Words

aching
bashing
bubbling
beeping
beaming
blistering
blinking
blaring
blinking
battering
bickering
babbling
crowing
clucking
creeping
crackling
coughing
clanking
chugging
chatting
clucking
crunching
cackling
chanting
crooning
dribbling
dazzling
drifting
dribbling
dancing
engulfing
entertaining
flailing
fuming
floating
flowing
flapping

flittering
flopping
flickering
flaring
grinding
gliding
glaring
glowing
glittering
groaning
glistening
hissing
hooting
inviting
jerking
jumping
kicking
kissing
leaping
laughing
lighting
loaning
mumbling
mocking
moaning
munching
nailing
nicking
popping
pouncing
pattering
piling
pounding
plopping
peeping
quacking
reflecting

roaring
rattling
rumbling
shimmering
shrieking
sloshing
sputtering
sprinkling
slapping
sizzling
soaring
spinning
squawking
smoking
splashing
streaking
smashing
scolding
sailing
trilling
thumping
thundering
twinkling
whipping
whisking
whirring
wailing
winking
wheezing
whistling
yapping
yelling
zooming

Words for slow:

creep
crawl
slouch
plod
bend
tiptoe
saunter
loiter
stray
slink
stalk
edge
sneak
lumber
amble

Words for fast:

hurry
skip
run
dart
scamper
scramble

Student Thesaurus: Sensory Details

Use “**five-senses**” words (sight, touch, taste, smell, and sound) to describe people, places, and experiences in your writing. They will help bring the story to life!

Sight	Touch	Taste	Smell	Sound
Arid	Cool	Tangy	Sweet	Crash
Awkward	Cold	Rotten	Acrid	Bang
Crisp	Icy	Spicy	Musty	Thud
Crooked	Lukewarm	Bittersweet	Reeking	Smash
Crowded	Tepid	Ripe	Fresh	Explode
Curved	Warm	Gingery	Fishy	Roar
Dingy	Steamy	Unripe	Minty	Boom
Dismal	Damp	Peppery	Stagnant	Thunder
Dotted	Wet	Bland	Gaseous	Scream
Drab	Fleshy	Hot	Mildewed	Screech
Dull	Rubbery	Raw	Sharp	Bawl
Exhausted	Tough	Oily	Sour	Stomp
Flashy	Slippery	Heartly	Acidy	Clash
Formal	Mushy	Sour	Fragrant	Bedlam
Glazed	Oily	Burnt	Tempting	Earsplitting
Grimy	Crisp	Alkaline	Heady	Sigh
Heap	Elastic	Buttery	Rotten	Patter
Jammed	Leathery	Mellow	Spoiled	Bleat
Loose	Silky	Tasteless	Sickly	Rage
Muddy	Gritty	Overripe	Pungent	Stamp
Old	Satiny	Medicinal	Aromatic	Clamor
Opaque	Sandy	Salty	Savory	Murmur
Orderly	Smooth	Sugary	Dank	Hum
Ramshackle	Sharp	Fruity	Gamy	Peep
Shabby	Rough	Spoiled	Scented	Whistle
Sheer	Thick	Fishy	Burnt	Blare
Stout	Pulpy	Bitter	Perfumed	Tumult
Straight	Dry	Crisp	Putrid	Hubbub
Ugly	Dull	Vinegary	Stench	Piercing
Untidy	Thin	Piney		

Grammar Rules: Capitalization Rules

Capitalize the first word of a sentence or a quoted sentence.

Examples: He said, "Treat her as you would your own daughter."

Don't capitalize a list or sentence following a colon a semicolon.

These are my favorite foods: chocolate cake, spaghetti, and artichokes.

Capitalize points of the compass only when they refer to *specific regions*.

We have had three relatives visit from the South.

Go south three blocks and then turn left.

Do not capitalize names of seasons.

I love autumn colors and spring flowers.

Capitalize all proper nouns.

Golden Gate Bridge

Grammar Rules: Verb Tense Agreement

When you change the form of verbs to distinguish between the past, present, and future, you are changing their tense. The word *tense* comes from a Latin word, *tempus*, which means "time." A verb's tense is an indication of the time it represents. When you speak and write, you use the tenses of verbs correctly without thinking about them. Sometimes writers lose track of the tense they are using, however. It is important to keep the verb-tense consistent throughout your writing. If you start in past tense, stay in past tense for the whole paper:

- Example: "He saw the dragon and then he runs for his life."
Better: "He saw the dragon and then he ran for his life."

Grammar Rules: Using Semi-Colons

There are three occasions for using semi-colons, as follows:

1. Join two independent clauses
2. Join two independent clauses connected by a conjunctive adverb
3. To separate groups of words or phrase that already contain commas

Consider the following examples:

Rule 1

- I have a signed baseball; it is the coolest thing I own.
- People at the baseball game are sometimes rude; it can make the whole experience unpleasant.

Rule 2

- My karate instructor was tough; however, he never got upset.
- Sally likes to read most books; nevertheless she refused to read *Gone With the Wind*.

Rule 3

- My favorite foods for dinner are pizza with pepperoni, olives and tomatoes; chicken fettuccini with bread; and chicken fried steak, potatoes and gravy.
- My favorite books are Stephanie Meyer's *Twilight*, *New Moon* and *Eclipse*; Gary Paulsen's *Hatchet*, *Brian's Winter* and *Brian's Song*; and Natalie Babbitt's *Tuck Everlasting*.

Grammar Rules: Using Colons

Colons are used to call attention to what comes after them. Use colons to:

1. Introduce a list
2. Separate a word for emphasis

Consider the following examples:

Rule 1

- Motown Records has recorded many great artists: Stevie Wonder, Diana Ross, Smokie Robinson, the Temptations, and the Four Tops.

Rule 2

- Most record companies are motivated by the same thing: money.

Frequently Misspelled Words

A lot	Absence	Accidentally	Accommodate	Achieve
Across	Actually	All right	Allowed	Almost
Aloud	Already	American	Ancient	Annually
Apparent	Appearance	Approximately	Attendance	Beautiful
Because	Been	Beginning	Believe	Bin
Breathe	Brought	Built	Bury	Business
Buy	Calendar	Can't	Cannot	Carefully
Cents	Certain	Certainly	Character	Christmas
Close	Clothes	College	Committed	Complete
Conscience	Conscious	Country	Courageous	Dangerous
Definitely	Develop	Didn't	Different	Disappear
Does	Doesn't	Don't	Earth	Easter
Either	Embarrass	English	Environment	Enough
Equipment	Especially	Everything	Exceed	Exercise
Existence	Experience	Familiar	Favorite	Finally
Foreign	Fortunately	Found	Government	Friend
Guarantee	Guidance	Halloween	Happened	Hear
Heard	Heavy	Height	Herd	Here
High	Hour	However	Immediately	I'll
Importance	Independence	Instead	Irrelevant	It's
Its	Jewelry	Judgment	Knew	Know
Knowledge	Let's	Library	Light	Loose
Lose	Losing	Mathematics	Maybe	Might
Miscellaneous	Mischievous	Misspell	Muscle	Necessary
Neighbor	New	Niece	Noticeable	Now
Occasion	Occurrence	Off	Once	Our
Outside	Peace	People	Perhaps	Permanent
Physical	Piece	Principal	Principle	Privilege
Probably	Pursue	Realize	Really	Receive
Recommend	Referred	Repetition	Responsible	Restaurant
Rhythm	Right	Safety	Said	Science
Seize	Sense	Separate	Several	Should
Since	Sincerely	Soldier	Something	Special
Stopped	Straight	Succeed	Success	Supersede
Surprise	Swimming	Temperature	Than	That's
Their	Then	There	There's	They
They're	Thorough	Though	Thought	Threw
Through	To	Together	Tomorrow	Too
Toward	Truly	TV	Two	United States
Until	Usually	Vegetable	Vengeance	We're
Wear	Weather	Wednesday	Weight	Weird
Were	Where	Whether	Which	While
Witch	Without	Write	Yield	You're
Your				

Word Processing Format

First and Last Name


Date

Period

Teacher Name

Formatting Papers in Microsoft Word

Do you agree with the adage, “First impressions are lasting?” I do, and I submit that when a teacher asks you to write a paper, the presentation of that paper is very important because it is the first impression of the assignment. It should be neat and easy to read. Use a 12 point font, and make sure the font isn’t too fancy. Furthermore, when you type a paper in Microsoft Word for any of your teachers, follow these guidelines: The text of your paper should be **ALIGNED LEFT**, your paper should be **DOUBLE SPACED**, and your paragraphs should be **INDENTED**.

First, don’t center text on essays or research papers. In order to format your paper correctly, click on the Align Left button  on the toolbar. You should center the title of your paper, but not the whole paper.

Next, make sure you double space your paragraphs. In order to do this, click on “Format” on the toolbar. Then, click on “Paragraph.” Find “Line Spacing” under Indents and Spacing. Click on the dropdown menu arrow and then click on “Double” and then click “OK.” Once you do that, the entire paper will be double spaced.

Last, it is easy to format paragraphs so that they automatically indent every time you push “Enter.” Click on “Format,” then “Paragraph,” and then find “Special” under “Indentation.” Click on “First Line,” and then click “OK.” After you do this, your paragraphs will automatically indent.

When you follow these simple instructions you will impress your teachers. You might even get a better grade for having your paper properly formatted. Get in the habit of formatting papers this way!

