Strategies and tips for better writing...
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This handbook contains the same basic information found in any standard English resource. Any specific sources are referenced in individual sections.
The Steps of the Writing Process

**Brainstorming**—The process a writer goes through to arrive at a writing topic.

**Prewriting**—Writing down the main ideas the writer would like to include in the writing piece that may take the form of a mind map, a web, a bulleted list, or an outline.

**Rough Draft**—The first time an idea is actually put into sentences and paragraphs and begins to take the form of a written piece. The focus is mainly on content, not mechanics. Do you have enough information on this topic?

**Revising**—The process of rereading a writing piece looking for clarity and word choice. This step is when the writer changes sentences around, deletes unnecessary information, and adds details to the writing piece. Refer to your trait rubric to see how the piece measures up in Ideas and Content, Organization, Voice, Word Choice, and Sentence Fluency.

**Editing**—In this stage the writer reads to look for errors in spelling, punctuation, capitalization, and grammar. It is also important at this stage to double check details and examples used for accuracy.

**Final Copy/Publication**—At this point the writing piece is ready to hand in. Be sure to hand in **ALL** steps of the writing process! There are some important guidelines to follow when handing in a finished copy of a piece of writing, unless otherwise directed by the teacher:

**Printing/Typing**—Use font size 12 or 14 in a legible font (easy to read), such as Times New Roman, or another font that clearly distinguishes between upper and lower case lettering. If something handwritten is allowed, it must be neat, legible, and written in dark ink, such as blue or black and in cursive. **Save all of your work! Create a separate folder on your computer or use a flash drive for all writing done for English class.**

**Margins**—Leave margins of one inch at the top and bottom and both sides of the text.

**Spacing**—A typed work must be double-spaced throughout, including quotations. If it is handwritten, write on every line leaving adequate margins.

**Heading and Title**—It is not necessary to have a title page. Instead, put a heading at the top left corner of your paper according to the example to the right. On the next line below is your title, centered. Do not underline your title, put it in quotation marks, or put it in all capital letters. The text of your paper begins on the next line, indented ½ inch.
Essay Format

Introductory Paragraph

- Topic Sentence
- Evidence
- Analysis
- Transitions Throughout

Body Paragraphs

- Topic Sentence
- Evidence
- Analysis
- Transitions Throughout

Concluding Paragraph

— 4 —
Introduction

Surrounding Circumstances

- Historical Review: relate the topic to a current event or past event...
- Anecdote: begin with a SHORT narrative that introduces the issue/subject; it is a quick, funny story or statement...
- Surprising Statement: shock your reader with unfamiliar statistics that are related to your topic...
- Famous Person: “name drop” of someone famous that you can then somehow connect to your topic...
- Declarative: give background information that readers will need to know and give reasons why the topic is worth discussing at all...

It is all about making a good first impression with your writing!

1. **Historical Review**: Civil wars have torn countries apart from as far back as the Roman Civil Wars of 100 BC to the Afghan wars of present day.

2. **Anecdote**: I have often heard that it best to think before you speak, but I find that often my mouth is quicker than my brain.

3. **Surprising Statement**: If every United States household reused one paper bag for one shopping trip, about 60,000 trees would be saved.

4. **Famous Person**: I’m no Shakespeare when it comes to poetry.

5. **Declarative**: Being the caretaker of a special needs family member can be quite a demanding, yet rewarding experience.
6. **Quote**: begin with an APROPRIATE quotation that will then lead to an interesting opening discussion. Don’t just give the quote, comment on it and show how it is relevant to your topic! “Learn to laugh” is something my kindergarten teacher taught me when Ralph Larson spilled black paint on my daffodil picture.

7. **Definition**: ONLY if you know the reader won’t know what it is and its meaning is important to the rest of your essay… The foundation of Democracy is about having free and equal rights of every person to participate in a system of government.

8. **Dilemma**: pose the issue or problem related to the topic upfront to help establish the big picture… Deciding to attend summer camp for an entire summer was one of my most difficult yet rewarding decisions.

9. **Simile or Metaphor**: a creative way to lead into your topic… My trip to Hawaii was like a never-ending carnival ride.

10. **Question**: to be used only when most effective to engage the reader with your topic… Have you ever wondered what our country would have been like if recycling had started sooner?

---

**Things NOT to do in an introduction:**

1. **Do NOT apologize**: Never suggest that you don’t know what you are talking about. This might look like: “I’m not sure about this, but…” or “In my humble opinion…” this make you sound “wishy-washy” or unsure about what you are writing. Not everyone does this, but if you do, you know it.

2. **Do NOT announce your intentions**: “In this paper I will…” or “The purpose of this essay is…” Don’t tell the reader what you are going to do, just do it! We all know this is how you learned to start off an essay in earlier grades, and it was appropriate then, but you don’t need that crutch now. If you still feel the need to write, fine, do it in your rough draft. Then, go back and cross out those words that look like you are “telling”. Re-read the sentence that is left and you usually will find that you have a perfectly good statement that still lets the reader know what your thesis (or controlling idea) is, but it sounds much more sophisticated. Sometimes you will have to add a word in to make it a complete sentence, but you’d be surprised at how easy you find a way to make it work.

3. **Do NOT use a dictionary or encyclopedia definition**: Okay, we just told you in the other section that you could, but don’t overuse this one. It is an easy one and teachers get tired of reading the same type of opening over and over. Wow the reader with your talent and knowledge of when to use this gimmick and when no to. If you use it with a word that might be new to the audience or you are taking a different approach to the meaning of the word, then it is absolutely appropriate.

4. **Do NOT Dilly-Dally**: Get to the Point!!! Just do your job to entice and inform and then get on to the rest of the essay. Introductions don’t have to be really long, especially at this point. Once you are more comfortable writing them, you will be surprised at how you will quickly develop them because you have more to say and you’ll be comfortable manipulating the structure of it.
Body Paragraphs

Each Body Paragraph should have the same structure:

- Topic sentence (Controlling idea for your paragraph)
- Evidence (specific example from the text if possible)
- Analysis (that’s your explanation… connecting your thoughts!)
- Closing/Final thought
- Don’t forget transitions throughout your paragraph!

So, how many paragraphs do you need?

It depends on how many things you have to say in your essay. There is no standard five-paragraph essay in life, only a well-structured essay, report, letter, memo, or presentation.

- **Topic Sentence** (controlling idea): tells exactly what this particular paragraph is about. This is your controlling idea for the paragraph and should help support your thesis in some way.

  To create a topic sentence, complete this formula:

  \[
  \text{Subject} + \text{Claim} = \text{Topic Sentence}
  \]

  Dogs + make great pets = Dogs make great pets.

- **Evidence**: in the form of a concrete example, statistic, and/or quote, this helps you prove your point (claim). Make sure you have enough evidence for EACH claim.

- **Analysis**: always include analysis with your examples or quotes, don’t expect the examples to speak for themselves. Analyze how the particular piece of evidence reflects the point of this paragraph, or what makes this quote relevant. Repeat this format for each piece of evidence. This would be called your CONNECTING THOUGHTS.

- **Transitions Throughout**: connect your evidence and ideas of this paragraph by using transitions to help your ideas flow from one sentence to another, and show support of your thesis statement. Transitions are words like, in fact, as a result, in addition, therefore…. Refer to the list of transitions for more examples.
What does a conclusion do?

A conclusion puts your ideas into perspective. It wraps up your thought so readers have a sense of closure. The worst thing you can do is end with just your last point or argument. The next to worst thing you can do is end by trailing off into nothingness.

Things to do in a conclusion:

1. **Restate thesis in new words**: do not repeat it exactly from your introduction. Try flip-flopping the structure of your original these and use a synonym for certain words.

2. **Evaluative/Thoughtful statement**: After having thought out your argument or idea well enough to write about it, you should have a new angle or insight to share here. Be careful NOT to introduce an idea that doesn’t have its roots in what you’ve written in the essay’s main body.

3. **Get back to “general”**: bring your ideas out to something more general than your thesis. Often, by referring back to the general idea with which you began your essay (surrounding circumstances/attention getter), you can end effectively by coming full circle. This unifies your essay.

*Suggestions (for that last part):*

1. Stress the importance of the topic
2. Fit the ending and the beginning together by returning to the surrounding circumstances/attention getter
3. Refer back to the “attention-getter” in the introduction
4. Warn your readers
5. Challenge your readers to do something or believe something
6. Offer a solution to the problem you’ve been discussing
7. End with an appropriate quotation
8. Ask an appropriate and powerful question (not: What would you do?)
9. Close with an anecdote that illustrates your point
10. Connect your essay with a larger trend, a more general issue, problem, or concern.
**Transitions**

A **transition** word or phrase directly tells the reader the logical relationship between one idea and another. **Transitions** help make your writing more coherent by making connections. There are so many to choose from, so try to avoid using the same “old stand-bys” when writing.

<table>
<thead>
<tr>
<th><strong>Time &amp; Sequence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Previously people believed the earth was flat. Now we know it is shaped like a giant basketball.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time/Sequence</th>
<th>Time/Sequence</th>
<th>Time/Sequence</th>
<th>Time/Sequence</th>
<th>Time/Sequence</th>
<th>Time/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>finally</td>
<td>next</td>
<td>tomorrow</td>
<td>after a while</td>
<td></td>
</tr>
<tr>
<td>afterward</td>
<td>since</td>
<td>now</td>
<td>yesterday</td>
<td>again</td>
<td></td>
</tr>
<tr>
<td>as soon as</td>
<td>first (ly)</td>
<td>until</td>
<td>next week</td>
<td>also</td>
<td></td>
</tr>
<tr>
<td>at length</td>
<td>second (ly)</td>
<td>when</td>
<td>then</td>
<td>and then</td>
<td></td>
</tr>
<tr>
<td>in turn</td>
<td>third (ly)</td>
<td>at length</td>
<td>in the meantime</td>
<td>as long as</td>
<td></td>
</tr>
<tr>
<td>at last</td>
<td>at that time</td>
<td>in the past</td>
<td>at the same time</td>
<td>earlier</td>
<td></td>
</tr>
<tr>
<td>eventually</td>
<td>formerly</td>
<td>since</td>
<td>besides</td>
<td>moreover</td>
<td></td>
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<tr>
<td>presently</td>
<td>shortly</td>
<td>until now</td>
<td>lately</td>
<td>simultaneously</td>
<td></td>
</tr>
<tr>
<td>soon</td>
<td>until</td>
<td>subsequently</td>
<td>so far</td>
<td>immediately</td>
<td></td>
</tr>
<tr>
<td>before</td>
<td>later</td>
<td>the next day</td>
<td>when</td>
<td>previously</td>
<td></td>
</tr>
<tr>
<td>during</td>
<td>meanwhile</td>
<td>today</td>
<td>while</td>
<td>prior to</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comparisons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> An athlete engages in various training drills to improve performance. Likewise, writers need practice to sharpen their technique.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Comparison</th>
<th>Comparison</th>
<th>Comparison</th>
<th>Comparison</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>by/in comparison</td>
<td>in the same way</td>
<td>in a like manner</td>
<td>similarly</td>
<td>at the same time</td>
<td></td>
</tr>
<tr>
<td>in a similar manner</td>
<td>like</td>
<td>likewise</td>
<td>also</td>
<td>resembling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contrasts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> I love my dog, but I hate it when he leaves me random surprises around the house that need immediate attention.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Contrast</th>
<th>Contrast</th>
<th>Contrast</th>
<th>Contrast</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>even though</td>
<td>at the same time</td>
<td>otherwise</td>
<td>on the other hand</td>
<td></td>
</tr>
<tr>
<td>but</td>
<td>in contrast</td>
<td>regardless</td>
<td>though</td>
<td>whereas</td>
<td></td>
</tr>
<tr>
<td>conversely</td>
<td>nevertheless</td>
<td>on the contrary</td>
<td>despite that</td>
<td>even so</td>
<td></td>
</tr>
<tr>
<td>yet</td>
<td>however</td>
<td>to the contrary</td>
<td>though</td>
<td>counter to</td>
<td></td>
</tr>
<tr>
<td>and yet</td>
<td>even though</td>
<td>notwithstanding</td>
<td>still</td>
<td>as opposed to</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> I have been taking voice lessons for years. At this point, I have determined that singing will never be one of my strong suits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Result</th>
<th>Result</th>
<th>Result</th>
<th>Result</th>
<th>Result</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>accordingly</td>
<td>at last</td>
<td>consequently</td>
<td>since</td>
<td>therefore</td>
<td></td>
</tr>
<tr>
<td>because</td>
<td>at this point</td>
<td>otherwise</td>
<td>so</td>
<td>thereupon</td>
<td></td>
</tr>
<tr>
<td>as a result</td>
<td>as a consequence</td>
<td>hence</td>
<td>in short</td>
<td>thus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explanations/Clarifications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Some classic films should never be remade. That is, subsequent attempts often pale in comparison with the original.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Clarification</th>
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<th>Clarification</th>
<th>Clarification</th>
<th>Clarification</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>in other words</td>
<td>simply stated</td>
<td>that is</td>
<td>put another way</td>
<td>to put it differently</td>
<td></td>
</tr>
</tbody>
</table>
### Examples

<table>
<thead>
<tr>
<th>a case in point</th>
<th>even</th>
<th>in other words</th>
<th>in fact</th>
<th>one example of</th>
</tr>
</thead>
<tbody>
<tr>
<td>another example of</td>
<td>for example</td>
<td>in short</td>
<td>after all</td>
<td>indeed</td>
</tr>
<tr>
<td>incidentally</td>
<td>for instance</td>
<td>namely</td>
<td>it is true</td>
<td>as an illustration</td>
</tr>
<tr>
<td>such as</td>
<td>namely</td>
<td>to illustrate</td>
<td>specifically</td>
<td>that is</td>
</tr>
</tbody>
</table>

### Emphasis (to stress importance of)

| in fact | to this end | without a doubt | in spite of | absolutely |
| to repeat | with this in mind | for this reason | although | unquestionably |
| certainly | surely | nevertheless | truly | once again |
| above all | most importantly | undoubtedly | especially | to emphasize |
| of course | most significantly | indeed | again | in other words |

### Additions of Thoughts

| again | as well as | furthermore | similarly | too |
| also | in addition | at the same time | still | for instance |
| and | additionally | in the first place | further | together with |
| finally | next | likewise | and then | along with |
| another | besides | moreover | equally important | |

### Locations or Places

| above | across | around | between | inside | opposite to |
| adjacent to | against | away from | beyond | into | outside |
| alongside | amid | back of | by | near / nearby | over |
| among | beneath | behind | close at hand | next to | throughout |
| | | below | down | off | to the right/left |
| | | | in front of | onto | under |
| | | | in the distance | on top of | where |

### Summary or Conclusion

| all in all | hence | therefore | consequently | henceforward |
| as has been noted | in any event | in retrospect | as has been shown | on that account |
| at last | in brief | thus | in other words | as has been noted |
| for these reasons | on the whole | finally | accordingly | as was previously stated |
| even though | granted | of course | after all | in that event |
| certainly | surely | no doubt | altogether | given these points |
| in particular | in short | in simpler terms | to put it differently | in conclusion |
**Procedures for Better Writing**

### Revising...

1. Does the piece have a clear controlling idea/introduction? Highlight and label it.
2. Does the piece have a clear conclusion that SUMMARIZES and leaves the reader with something to think about? Highlight and label it.
3. Use GREEN, GREEN, GREEN to add DETAILS. Clarify anything that is VAGUE or UNCLEAR. Add juicy adjectives, strong verbs. Your draft should look VERY GREEN when you are done.
4. Put a BLUE arrow in the margin where you would like to expand and stretch your thoughts.
5. Star the wimpy words in BLUE, BLUE, BLUE that you’d like to replace.
6. Underline your favorite line with PURPLE, PURPLE, PURPLE. Jot a quick note in the margin to explain why it’s your favorite.

### Editing...

1. Use BLACK, BLACK, BLACK to mark the beginning of each paragraph with the new paragraph symbol (¶). Did you indent? Now, circle the first word of every sentence. Notice anything?
2. Mark any corrections or changes you might like to make in RED, RED, RED. Check for spelling, capitals, commas, periods, etc.
3. Read it aloud with VOICE. If it doesn’t make sense, back up, add in what is missing, clean up what is confusing, and then read it again. Listen to your text for grammar. See? Editing makes a difference!
4. Look at your piece one more time. Have you found EVERYTHING?

**Congratulations! You have completed the process to create a superior piece of writing that surpasses your previous attempt! Now you may produce your final copy.**

Adapted from Ruth Culham’s 6+1 Traits of Writing
Proofreading Symbols and Abbreviations

- add an apostrophe or a single quotation mark
- capitalize
- close up space (basket ball)
- add a comma
- delete
- Insert
- begin a new paragraph
- add a period
- add quotation marks
- add space
- switch order of

awk awkward expression or construction
cap faulty capitalization
cf comma fault (incorrect use of comma)
comb combine sentences
ds double space
exp explain more
frag fragment (incomplete sentence)
gen too general; use more info. and specifics
inc incomplete information (more info. needed)
lc use lower case
logic check meaning here; may not be logical
num error in use of numbers
p faulty punctuation
rep unnecessary repetition or redundancy
RO run-on sentence
sp error in spelling
tense wrong tense of verb
trans transition needed
var lack of variety in sentence structure
wc word choice
wdy wordy writing
wo word order awkward

Remember, the only way to improve your writing is to write, rewrite, and write again. There are no substitutes or shortcuts, so welcome the advice you are given as an opportunity to improve your writing and to better yourself.
## Descriptive Language

### COLORS
- **Red**
  - pink
  - salmon
  - rose
  - coral
  - raspberry
  - strawberry
  - cherry
  - crimson
  - cardinal
  - vermilion
  - ruby
  - garnet
  - wine
  - maroon
  - burgundy
  - scarlet

- **Orange**
  - tangerine
  - persimmon
  - cantaloupe
  - carrot
  - coral
  - peach
  - salmon

- **Green**
  - celery
  - mint
  - apple
  - lime
  - kelly
  - emerald
  - olive
  - pistachio
  - chartreuse
  - forest

- **Blue**
  - sky
  - sapphire
  - azure
  - porcelain
  - turquoise
  - aqua
  - aquamarine
  - violet
  - peacock
  - cobalt
  - royal
  - navy
  - steel
  - cerulean

- **Yellow**
  - beige
  - buff
  - peach
  - apricot
  - butter
  - buttercup
  - lemon
  - canary
  - chrome
  - orange
  - topaz
  - ochre
  - sulfur
  - mustard
  - butterscotch

- **Brown**
  - sandy
  - almond
  - amber
  - tawny
  - hazel
  - cinnamon
  - nutmeg
  - chocolate
  - coffee
  - copper
  - rust
  - ginger
  - bronze
  - walnut
  - mahogany

- **Purple**
  - amethyst
  - lavender
  - lilac
  - orchid
  - mauve
  - plum
  - mulberry
  - magenta

- **White**
  - snow
  - milky
  - marble
  - cream
  - ivory
  - oyster
  - pearl
  - silver
  - platinum

- **Black**
  - jet
  - ebony
  - licorice

- **Gray**
  - charcoal
  - ashen
  - dove
  - steel

- **Other Colors**
  - butterscotch
  - sulfur
  - gold
  - chrome
  - lemon
  - apricot
  - cerulean
  - navy
  - cobalt
  - sky
  - vermilion
  - crimson
  - navy
  - cobalt
  - sky
  - wine
  - maroon
  - burgundy
  - scarlet
  - blue
  - orange
  - green
  - yellow
  - brown
  - purple
  - white
  - black
  - gray

### APPEARANCE
- **Drab**
  - dingy
  - dull
  - dark
  - dismal
  - rotted
  - old
  - used
  - worn
  - untidy
  - shabby
  - messy
  - cheap
  - ugly
  - ramshackle
  - tired
  - exhausted
  - arid
  - awkward
  - crooked
  - loose
  - curved
  - straight
  - orderly
  - formal
  - crisp
  - pretty
  - heavy
  - flat
  - stout
  - wide
  - rigid
  - narrow
  - overloaded
  - congested
  - cluttered
  - crowded
  - jammed
  - packed
  - bruised
  - tied
  - stretched
  - tall
  - lean
  - slender
  - supple
  - lithe
  - lively
  - muscular
  - sturdy
  - robust
  - hardy
  - strong
  - healthy
  - frail
  - fragile
  - pale
  - rotted
  - sickly
  - small
  - tiny
  - miniature
  - timid
  - shy
  - nervous
  - frightened
  - wild
  - bold
  - dramatic
  - tantalizing
  - irresistible
  - energetic
  - animated
  - perky
  - arrogant
  - imposing
  - regal
  - stately
  - elegant
  - large
  - huge
  - immense
  - massive
  - gigantic
  - showy
  - decorative
  - dazzling
  - opulent
  - jeweled
  - lavish
  - exotic
  - radiant
  - fiery
  - blazing
  - fresh
  - clean
  - scrubbed
  - tidy
  - handsome
  - pleasant
  - calm
  - serene

### Shapes
- **Flat**
  - round
  - domed
  - curved
  - rotted
  - wavy
  - globular
  - scalloped
  - ruffled
  - frilled
  - rimmed
  - crinkled
  - flared
  - oval
  - conical
  - cylindrical
  - tubular
  - hollow
  - rotund
  - chubby
  - portly
  - fat
  - swollen
  - lumpy
  - clustered
  - padded
  - tufted
  - pendulous
  - jutting
  - irregular
  - proportioned
  - angular
  - triangular
  - rectangular
  - hexagonal
  - octagonal
  - square
  - clamped
  - pyramidal
  - tapering
  - branching
  - twiggy
  - brawny
  - split
  - bedlam
  - broken
  - pandemonium
  - hubbub
  - skinny
  - thin
  - wiry
  - shapely
  - winged
  - shapeless
  - disorderly

### Loud Sounds
- **Crash**
  - crash
  - thud
  - bump
  - thump
  - boom
  - thunder
  - bang
  - smash
  - explode
  - roar
  - scream
  - screech
  - shout
  - whistle
  - shine
  - squawk
  - bark
  - bawl
  - bray
  - shriek
  - blurt
  - howl
  - rage
  - blare
  - rumble
  - grate
  - slam
  - clasp
  - stomp
  - stamp
  - noise
  - discord
  - jangle
  - rasp
  - clash
  - slam
  - clamped
  - pyramidal
  - tapering
  - riot
  - racket
  - brawny
  - splint
  - bedlam
  - broken
  - pandemonium
  - hubbub
  - skinny
  - thin
  - wiry
  - shapely
  - winged
  - shapeless
  - disorderly
<table>
<thead>
<tr>
<th>Set of Words</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Soft Sounds</strong></td>
<td>sigh, murmur, whisper, whir, rustle, twitter, pitter, patter, hum, mutter, snap, hiss, crackle, bleat, peep, buzz, zing, gurgle, swish, rush, chime, tinkle, clink, hush, still, speechless, mute, faint, inaudible, melody, resonance, harmony, musical</td>
</tr>
<tr>
<td><strong>Taste Words</strong></td>
<td>cry, blubber, snivel, bowl, snicker, cool, cold, lukewarm, tepid, warm, hot, steamy, sticky, damp, wet, slippery, spongy, mushy, oily, waxy, fleshy, silky, leathery, elastic, rubbery, tough, crisp, satiny, smooth, furry, soft, woolly, feathery, fuzzy, feathery, hairy, prickly, gritty, sandy, rough, sharp, thick, pulpy, dry, dull, fragile, tender</td>
</tr>
<tr>
<td><strong>Smell Words</strong></td>
<td>sweet, scented, fragrant, aromatic, perfumed, heady, fresh, balmy, earthy, spicy, savory, juicy, mellow, dry, dead, burnt, overripe, spoiled, rotten, fresh, balmy, heady, sweet, salty, bitter, bittersweet, heart,heavy, scent, perfume, aroma, flower, bouquet, herbal, fragrant, spicy, aromatic, perfumed, heady, fresh, balmy, earthy, spicy, savory, juicy, mellow, dry, dead, burnt, overripe, spoiled, rotten, sweet, salty, bitter, bittersweet, heart,heavy, scent, perfume, aroma, flower, bouquet, herbal, fragrant, spicy, savory, juicy, mellow, dry, dead, burnt, overripe, spoiled, rotten</td>
</tr>
<tr>
<td><strong>MOVEMENTS</strong></td>
<td>sneak, stagger, lope, canter, waddle, drag, sway, soar, lift, drift, droop, heave, hoot, wail, blush, falter, flinch, cower, shrink, cringe, crumble, boast, enrapture, captivate, enchant, beguile, hypnotize, mesmerize, enthral, enthrall, estrange, isolate, estrange, alienate, procrastinate, postpone, dally, idly, dawdle, march, parade, stride, meander, scuffle, scuttle, dawdle, dally, teases, aid, encourage, bolster, facilitate, thwart, foil, hinder, advertise, promote</td>
</tr>
</tbody>
</table>

**Touch Words**
- cool, cold, sugar, sugary, crisp, clay, mellow, mellow, sour, mellow, spice, sweet, acrid, burnt, burnt, gaseous, gaseous, reeking, putrid, putrid, burnt, burnt, overripe, overripe, spoiled, spoiled, rotten, rotten

**Speech Sounds**
- smooth, furry, soft, woolly, feathery, fuzzy, feathery, hairy, prickly, gritty, sandy, rough, sharp, thick, pulpy, dry, dull, fragile, tender

**More Vivid Verbs**
- trudge, ride, depart, disappear, recede, travel, journey, flow, procastinate, roam, drag, hike, march, parade, stride, meander, scuffle, scuttle, dawdle, dally, tempt, teases, aid, encourage, bolster, facilitate, thwart, foil, hinder, advertise, promote
Character Analysis Vocabulary List

**Physical Qualities**
- manly
- virile
- robust
- hardy
- sturdy
- strapping
- strong
- stalwart
- muscular
- brawny
- beautiful
- pretty
- lovely
- fair
- comely
- good-looking
- handsome
- dainty
- delicate
- elegant
- exquisite
- charming
- shapely
- attractive
- winsome
- fascinating

- male
- feeble
- sickly
- frail
- decrepit
- thin
- spare
- emaciated
- cadaverous
- effeminate
- unmanly
- unwomanly
- ugly
- hideous
- homely
- coarse
- unkempt
- slovenly
- awkward
- clumsy
- gawky
- ungainly
- graceless
- bizarre
- grotesque
- ghastly
- repellent
- repugnant
- repulsive
- odious
- invidious
- loathsome
- horrible

**Mental Qualities**
- educated
- erudite
- scholarly
- learned
- wise
- astute
- sage
- intelligent
- talented
- intellectual
- precocious
- capable
- competent
- gifted
- apt
- rational
- reasonable
- sensible
- shrewd
- prudent
- observant
- clever
- ingenious
- inventive
- subtle
- cunning
- crafty
- wily
- unintelligent
- unschooled
- unlettered
- ignorant
- illiterate
- inane
- irrational
- puerile
- foolish
- fatuous
- crass
- obtuse
- vacuous
- bigoted
- narrow-minded
- ungifted
- simple
- shallow
- dull
- stupid
- thick-skulled
- crackbrained
- idiotic
- witless
- deranged
demented

**Moral Qualities**
- idealistic
- innocent
- virtuous
- faultless
- righteous
- guileless
- upright
- exemplary
- chaste
- pure
- undefiled
- temperate
- austere
- puritanical
- truthful
- honorable
- trustworthy
- straightforward
- decent
- respectable
- wicked
- iniquitous
- corrupt
- degenerate
- notorious
- vicious
- incorrigible
- infamous
- infamous
- unprincipled
- unprincipled
- reprobate
depraved
indecent  unaffected  bruitish  hypnotic
ribald  naive  truculent  pharisaical
vulgar  artless  intolerant  sanctimonious
intemperate  ingenious  dogmatic  unscrupulous
dissolute  gullible  prejudiced  dishonorable
decentful  shy  lazy  deceitful
dishonest  reticent  slothful  dishonest
unscrupulous  diffident  listless  dissolute
dishonorable  timid  lethargic  base

base  meek  meek  vile
vile  humble  inefficient  vile
foul  self-effacing  incompetent  foul

Spiritual Qualities

religious  docile  unambiguous  skeptical
reverent  amenable  dilatory  agnostic
pious  tractable  remise  irreligious
devout  placid  fickle  impious
faithful  serene  unreliable  irreligious
regenerate  tranquil  erratic  reverent
holy  impassive  irresolute  regenerate
saintly  nonchalant  cowardly  regenerate
angelic  indifferent  timorous  regenerate
godlike  phlegmatic  craven  regenerate

impatient  philosophical  mischievous  religious

pensive  unchanged  frivouls  agnostic
melancholic  tempered  silly  inpatient
moody  placid  headstrong  irreligious
stunning  serene  impulsive  impatient
mediocre  tranquil  willful  irreligious
ordinary  impassive  impetuous  insincere
insignificant  nonchalant  rash  insincere
petty  indifferent  indiscreet  insincere
parsimonious  phlegmatic  imprudent  insincere
stingy  temperament  reckless  insincere

prolix  philosophical  perfidious  insincere
wearisome  philosophical  treacherous  insincere
apathetic  philosophical  traitorous  insincere
insensitive  philanthropic  eccentric  insincere
callous  philanthropic  odd  insincere
cruel  philanthropic  quixotic  insincere

affectionate  philanthropic  smug  insincere

reprehensible  philanthropic  complacent  insincere
treacherous  philanthropic  obnoxious  insincere
contemptible  philanthropic  reprehensible  insincere
malicious  philanthropic  ungrateful  insincere
scurrilous  philanthropic  obtrusive  insincere
insidious  philanthropic  cruel  insincere
malignant  philanthropic  amiable  insincere

-

- 16 -
6 + 1 Traits of Writing...

**Ideas:**
The ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.

**Organization:**
Organization is the internal structure of a piece of writing, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.

**Voice:**
The voice is the heart and soul, the magic, the will, along with the feeling and conviction of the individual writer coming out through the words.

**Word Choice:**
Word choice is the use of rich, colorful, precise language that moves and enlightens the reader.

**Sentence Fluency:**
Sentence fluency is the rhythm and flow of the language, the sound of work patterns, the way in which the writing plays to the ear - not just to the eye.

**Conventions:**
Conventions are the mechanical correctness of the piece - spelling, grammar and usage, paragraphing, use of capitals, and punctuation.

**+1 Presentation:**
Presentation focuses in on the form and layout of the text and its readability: the piece should be pleasing to the eye.
6 + 1 Trait Writing
Assessment Scoring Guide

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation

WOW!

5
shows control and skill in this trait; many strengths present

4
on balance, the strengths outweigh the weaknesses; a small amount of revision is needed

3
strengths and need for revision are about equal; about half-way home

2
need for revision outweighs strengths—isolated moments hint at what the writer has in mind

1
a bare beginning; writer not yet showing any control

Adapted from 6 + 1 Traits of Writing
written by Ruth Culham
Punctuation Guidelines

I. The Comma (,)  

A. Use a comma preceding a coordinate conjunction (and, but, or, nor, for, so yet) that joins two independent clauses.

- Yesterday the class voted for student council officers, and the results were announced today.
- Popcorn is my favorite fat-free junk food, but it isn’t as healthy for me after I put butter on it.

**EXCEPTION:** You may use a comma to separate two independent clauses if they are brief and connected in thought and structure. Otherwise, you must use a semicolon.

- “It was the best of times, it was the worst of times.” (Charles Dickens)
- Maggie has three kittens; one of them is gray.

B. Use a comma following a dependent clause or lengthy introductory phrase.

- Since Bob prefers to eat pizza nearly every day, he plans to get a part-time job at Pontillos.
- Even when the snow piles up past the rooftop and the snowplows can’t keep the roads clear, Bryan goes skiing at Bristol Mountain.

C. Use commas to set off a non-restrictive modifier (a word, phrase, or clause that could be left out and not change the meaning of the sentence.) You should not set off the modifier with commas when it is essential to the meaning.

- All students who have mountain bikes wear helmets on the trails.
- Peter, who can’t ride very well, must wear protective padding as well.
- His friend, who is a strong athlete, always rides behind him.

D. Use a comma before a phrase or clause added on at the end of a sentence.

- We were asked to bring in the leftovers from our picnic, what was left of them.
- The wheel on my skateboard just came off again, thanks to dad’s expert repair work.

E. Use commas to divide items in a series.

- Mr. Marsh ordered orange juice, pancakes, bacon and eggs, and coffee with cream.
- My kitten has thick, short, gray, striped fur.

F. Use commas to separate numeral and place names and to set off names of people from their titles.

- Fred, who was born November 15, 1990, in Denver, Colorado, moved to Jacksonville, Florida before he was old enough to ski.
- You may write to Mr. Sponge at 525 Parkleigh Heights, Madison, Wisconsin 95047.
- The committee chose Josephina Escriva, attorney-at-law, to represent the case.

G. Use a comma to separate a quotation from your own words that introduce it. But omit the comma if you quote only part of a sentence or introduce the quotation with “that.”

- Mrs. Smith observes, “Today is Wednesday, all day long.”
- Mrs. Smith observes that “Today is Wednesday, all day long.”
- “Today is Wednesday,” observes Mrs. Smith, “all day long.”
II. Placement of Punctuation with Quotation Marks

The punctuation goes with the words it is punctuating. The period and comma go inside.

- “Good morning Ms. Reynolds!” shouted the students.
- Charlie Brown says “Rats!” but Casper the Friendly Ghost says “Golly.”
- Did he say “hit me”?
- “The Smallest Dragon Boy,” “After Twenty Years,” and “Rikki-Tikki-Tavi” are three short stories in our anthology.

III. The Semicolon (;)

A. Use a semicolon to link two closely related independent clauses.

- Theft was becoming a real issue in the school; new locker combinations were being assigned.

B. Use a semicolon to avoid a comma splice when connecting two independent clauses with a conjunctive adverb (however, thus, therefore, consequently).

- He usually has his homework done; however, it is not always done very well.
- Test scores have dropped considerably; therefore, additional homework will be assigned daily.

C. Use a semicolon in a series between items already containing commas.

- Alfred has made some New Year’s resolutions: to eat healthy, well-balanced meals; to study harder, sleep longer, and talk on the phone less; and to stop drinking coffee.
- Ms. Avery has traveled to several places to Europe: Grindelwald, Switzerland; London, England; Paris, France; Venice, Italy and Amsterdam, Netherlands.

IV. The Colon (;)

A. Use a colon to introduce a long or formal list (not to be used after “to be” verbs).

- Incorrect: Her favorite books are: Out of the Dust, Ella Enchanted, and Bloomability.
- Correct: Her favorite books are Out of the Dust, Ella Enchanted, and Bloomability.
- Correct: Her cat sometime catches small animals: birds, snaked, moles, and mice.
- Correct: Three women attended the meeting: the president, the treasurer, and the secretary.

B. Use a colon to connect two independent clauses when the second further explains the first.

- The students had an inspired idea: they would petition for better cafeteria food.
- There were only two choices: she could do the project last-minute or receive a zero.

V. The Dash (--) 

A. Use a dash to add emphasis to an idea.

- Eleanor had only one chance—and a slim one at that.

B. Use a dash instead of commas around an interrupting phrase to add emphasis.

- My friend Teddy—the one with the crazy laugh—is asking Michelle to the dance.
Italics / Underlining

Italics is preferred over underlining, unless a paper is handwritten.

Use italics for titles of works...

| Books                  | The Giver, Twilight |
| Magazines             | Time, Newsweek, Golf Digest |
| Pamphlets             | Common Sense, Facts About Alcoholism |
| Long Poems (book length) | Paradise Lost, The Hunting of the Snark |
| Plays                 | Romeo and Juliet, Oliver, The Sound of Music |
| Films/Movies          | Star Wars, The Little Mermaid, Forrest Gump |
| Television Programs   | Glee, iCarly, Switched at Birth, 60 Minutes |
| Radio Programs        | Sports Talk, Talk of the Nation |
| Musical Compositions/CD’s | Puccini’s La Bohème, Justin Bieber's My World |
| Choreographic Works   | Stomp |
| Works of Visual Art   | Rodin’s The Thinker |
| Comic Strips          | Calvin and Hobbes, Garfield |
| Software              | Microsoft Office |

Titles of smaller works are in quotations...

| Short Stories        | “Rikki-Tikki-Tavi,” “After Twenty Years” |
| Essays               | “Fish Cheeks” |
| Songs                | “Somewhere Over the Rainbow” |
| Poems                | “The Highwayman,” “Casey at the Bat” |
| Episodes of Television Programs | SpongeBob SquarePants “Something Smells” |
| Chapters/Divisions of Books | Harry Potter and the Sorcerer’s Stone “The Potions Master” |
| Articles             | “Easy Steps to Remove Fat From Your Diet” |
| One-Act Plays        | “Heat Lightning” |

Do NOT underline or italicize the Bible or the titles of books in the Bible (Genesis, not Genesis); the titles of legal documents (the Constitution, not the Constitution); or the titles of your own papers.

Underline the names of spacecraft, aircraft, ships, and trains.

Challenger, Spirit of St. Louis, Titanic, Silver Streak

Underline foreign words in an English sentence;

Although Joe’s method seemed to be successful, I decided to establish my own modus operandi.

Note: Do not underline foreign words that have become a part of the English language—hors d’oeuvres, laissez-faire, and habeas corpus, for example.
Apostrophes

An apostrophe is used to show that one or more letters have been left out of a word to form a contraction.

- it is ⇒ it’s
- they are ⇒ they’re
- do not ⇒ don’t
- she would ⇒ she’d

An apostrophe is also used to pluralize numbers mentioned as numbers, letters mentioned as letters, and words mentioned as words.

- Draw two figure 8’s on your paper.
- Large letter P’s marked the bleachers at Pittsford Schools
- We’ve heard enough maybe’s and now we need to do something.

Do not use an apostrophe for years in a decade: 1960s or 1900s

An apostrophe is also used to indicate that a noun is possessive. The general rules are as follows:

- Add ’s to the singular form of the word.
- Add ’s to the plural forms that do not end in –s.
- Add ’ to the end of plural nouns that end in –s.

Some writers will say that when a singular noun already end in –s that you must add the ’s at the end of the word. Some writers say you must add only the ’ to the end of the word. Either way you choose, just be sure to be consistent throughout your text with the rule you choose to follow; it is a style issue. You can also get around it by using the “of phrase” to show possession. For instance, you could write the “constitution of Illinois,” as opposed to “Illinois’s (or Illinois’) constitution.”

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Singular Possessive</th>
<th>Plural Noun</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>house’s alarm</td>
<td>houses</td>
<td>houses’ alarms</td>
</tr>
<tr>
<td>student</td>
<td>student’s notebook</td>
<td>students</td>
<td>students’ notebooks</td>
</tr>
<tr>
<td>dog</td>
<td>dog’s dinner</td>
<td>dogs</td>
<td>dogs’ dinners</td>
</tr>
<tr>
<td>church</td>
<td>church’s bells</td>
<td>churches</td>
<td>churches’ bells</td>
</tr>
<tr>
<td>woman</td>
<td>woman’s purse</td>
<td>women</td>
<td>women’s purses</td>
</tr>
<tr>
<td>goose</td>
<td>goose’s feathers</td>
<td>geese</td>
<td>geese’s feathers</td>
</tr>
<tr>
<td>Smith</td>
<td>Smith’s inheritance</td>
<td>Smiths</td>
<td>Smiths’ inheritance</td>
</tr>
<tr>
<td>Jones</td>
<td>Jones’s property (or Jones’)</td>
<td>Joneses</td>
<td>Joneses’ property</td>
</tr>
<tr>
<td>boss</td>
<td>boss’s birthday (or boss’)</td>
<td>bosses</td>
<td>bosses’ birthday</td>
</tr>
<tr>
<td>waitress</td>
<td>waitress’s uniform (or waitress’)</td>
<td>waitresses</td>
<td>waitresses’ uniform</td>
</tr>
</tbody>
</table>
Capitalization Rules

☑ Capitalize the first word in every sentence
☑ Capitalize the pronoun I
☑ Capitalize titles for people (Mr., Mrs., Aunt Mary, Dr.)
☑ Capitalize titles of publications (see underlining on page 24)
☑ Capitalize proper adjectives (Rome ⇒ Roman army, Islam ⇒ Islamic culture)
☑ Capitalize proper nouns…

goingraphic names

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>towns, cities</td>
<td>Pittsford, San Diego</td>
</tr>
<tr>
<td>islands</td>
<td>Prince Edward Island, Long Island</td>
</tr>
<tr>
<td>counties, states</td>
<td>Monroe County, New Hampshire</td>
</tr>
<tr>
<td>countries</td>
<td>New Zealand, France</td>
</tr>
<tr>
<td>bodies of water</td>
<td>Lake Ontario, Gulf of Mexico</td>
</tr>
<tr>
<td>forests, parks</td>
<td>Sherwood Forest, Yellowstone National Park</td>
</tr>
<tr>
<td>streets, highways</td>
<td>Route 96, New York State Thruway</td>
</tr>
<tr>
<td>mountains</td>
<td>Mount Washington, Appalachian Mountains</td>
</tr>
<tr>
<td>continents</td>
<td>South America, Asia</td>
</tr>
<tr>
<td>regions</td>
<td>the West Coast, the Great Plains</td>
</tr>
</tbody>
</table>

names of groups

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>teams</td>
<td>Buffalo Bills, Toronto Maple Leafs</td>
</tr>
<tr>
<td>organizations</td>
<td>Girl Scouts, Alcoholics Anonymous</td>
</tr>
<tr>
<td>businesses</td>
<td>Office Max, Home Depot, Olive Garden</td>
</tr>
<tr>
<td>institutions</td>
<td>Barker Road Middle School, Highland Hospital</td>
</tr>
<tr>
<td>government bodies</td>
<td>Department of Agriculture, Air National</td>
</tr>
</tbody>
</table>

names of historical events and special events

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>historical events</td>
<td>Battle of Bunker Hill, American Revolution</td>
</tr>
<tr>
<td>historical periods</td>
<td>Great Depression, Middle Ages</td>
</tr>
<tr>
<td>special events</td>
<td>Cannes Film Festival, New York State Fair</td>
</tr>
<tr>
<td>calendar items</td>
<td>Friday, Fourth of July</td>
</tr>
</tbody>
</table>
### Religious Names

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religions and followers</td>
<td>Zen Buddhism, Christianity, Muslim</td>
</tr>
<tr>
<td>Holy Days</td>
<td>Passover, Lent, Ramadan</td>
</tr>
<tr>
<td>Sacred Writings</td>
<td>Tao Te Ching, Bible, Talmud, Koran</td>
</tr>
<tr>
<td>Specific Deities</td>
<td>Holy Spirit, Brahma, Allah, Jehovah</td>
</tr>
</tbody>
</table>

### Names of Vessels (and Type Them With Italics)

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trains</td>
<td>Silver Rocket, Orient Express</td>
</tr>
<tr>
<td>Ships</td>
<td>Titanic, Santa Maria</td>
</tr>
<tr>
<td>Aircraft</td>
<td>Spirit of St. Louis, Air Force One</td>
</tr>
<tr>
<td>Spacecraft</td>
<td>Apollo II, Columbia, Challenger</td>
</tr>
</tbody>
</table>

### Names of Planets, Stars, and Heavenly Bodies

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planets</td>
<td>Jupiter, Venus</td>
</tr>
<tr>
<td>Stars</td>
<td>North Star, Sirius</td>
</tr>
<tr>
<td>Heavenly Bodies</td>
<td>Milky Way, Big Dipper</td>
</tr>
</tbody>
</table>

### Names of Nationalities, Races, and Peoples

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationalities</td>
<td>Greek, French</td>
</tr>
<tr>
<td>Races</td>
<td>Asian, Caucasian, Hispanic</td>
</tr>
<tr>
<td>Peoples</td>
<td>Shawnee, Iroquois, Aborigine</td>
</tr>
</tbody>
</table>

### Names of Buildings, Structures, Monuments, and Awards

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td>Royal Alexandra Theatre, Sears Tower</td>
</tr>
<tr>
<td>Structures</td>
<td>Golden Gate Bridge, Mount Rushmore</td>
</tr>
<tr>
<td>Monuments</td>
<td>Vietnam Veterans Memorial, Statue of Liberty</td>
</tr>
<tr>
<td>Awards</td>
<td>Newbery Medal, Purple Heart</td>
</tr>
</tbody>
</table>

### Brand Names/Products

<table>
<thead>
<tr>
<th>Type of Name</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods</td>
<td>Nabisco, Doritos, Lays potato chips</td>
</tr>
<tr>
<td>Clothing</td>
<td>Levi jeans, Adidas shoes</td>
</tr>
<tr>
<td>Vehicles</td>
<td>Chevy truck, Ford Escape</td>
</tr>
</tbody>
</table>
Commonly Misspelled Words

<table>
<thead>
<tr>
<th>absence</th>
<th>conceivable</th>
<th>generally</th>
<th>opinion</th>
<th>restaurant</th>
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<tbody>
<tr>
<td>accidentally</td>
<td>conscience</td>
<td>government</td>
<td>opportunity</td>
<td>rhyme</td>
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<tr>
<td>accommodate</td>
<td>conscientious</td>
<td>grammar</td>
<td>optimistic</td>
<td>rhythm</td>
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<tr>
<td>accumulate</td>
<td>conscious</td>
<td>grandeur</td>
<td>paid</td>
<td>ridiculous</td>
</tr>
<tr>
<td>achievement</td>
<td>controversial</td>
<td>grievous</td>
<td>parallel</td>
<td>sacrifice</td>
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<td>acquaintance</td>
<td>controversy</td>
<td>height</td>
<td>paralysis</td>
<td>sacrilegious</td>
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<td>acquire</td>
<td>criticize</td>
<td>heroes</td>
<td>paralyze</td>
<td>salary</td>
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<tr>
<td>acquitted</td>
<td>deferred</td>
<td>hindrance</td>
<td>particular</td>
<td>schedule</td>
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<td>advice</td>
<td>definitely</td>
<td>hoping</td>
<td>pastime</td>
<td>seize</td>
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<tr>
<td>advise</td>
<td>definition</td>
<td>humorous</td>
<td>performance</td>
<td>sense</td>
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<td>amateur</td>
<td>describe</td>
<td>hypocrisy</td>
<td>permissible</td>
<td>separate</td>
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<td>among</td>
<td>description</td>
<td>hypocrite</td>
<td>perseverance</td>
<td>separation</td>
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<td>desperate</td>
<td>immediately</td>
<td>personal</td>
<td>sergeant</td>
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<td>analyze</td>
<td>dictionary</td>
<td>incidentally</td>
<td>personnel</td>
<td>severely</td>
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<td>annual</td>
<td>dining</td>
<td>incredible</td>
<td>perspiration</td>
<td>shining</td>
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<tr>
<td>apartment</td>
<td>disappearance</td>
<td>independence</td>
<td>physical</td>
<td>similar</td>
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<td>apparatus</td>
<td>disappoint</td>
<td>inevitable</td>
<td>picnicking</td>
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<td>intellectual</td>
<td>possession</td>
<td>sophomore</td>
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<tr>
<td>appearance</td>
<td>discipline</td>
<td>intelligence</td>
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<td>laid</td>
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<td>eminent</td>
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<td>lose</td>
<td>prevalent</td>
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<td>maintenance</td>
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<td>privilege</td>
<td>tries</td>
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<td>manufacture</td>
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<td>exaggerate</td>
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<td>existent</td>
<td>mere</td>
<td>prominent</td>
<td>until</td>
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<tr>
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<td>experience</td>
<td>miniature</td>
<td>pronunciation</td>
<td>usually</td>
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<td>mischievous</td>
<td>quantity</td>
<td>village</td>
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<td>changing</td>
<td>fascinate</td>
<td>mysterious</td>
<td>quizzes</td>
<td>villain</td>
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<tr>
<td>choose</td>
<td>February</td>
<td>necessary</td>
<td>recede</td>
<td>weather</td>
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<td>chose</td>
<td>fiery</td>
<td>ninety</td>
<td>receive</td>
<td>Wednesday</td>
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<td>foreign</td>
<td>noticeable</td>
<td>receiving</td>
<td>weird</td>
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<td>commission</td>
<td>formerly</td>
<td>occasionally</td>
<td>recommend</td>
<td>whether</td>
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<td>committee</td>
<td>forty</td>
<td>occurred</td>
<td>reference</td>
<td>woman</td>
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<tr>
<td>comparative</td>
<td>fourth</td>
<td>occurrence</td>
<td>referring</td>
<td>women</td>
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<td>compelled</td>
<td>frantically</td>
<td>omitted</td>
<td>repetition</td>
<td>writing</td>
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</table>

This list is borrowed, with some revisions, from *Student's Book of College English* by David Skwire and Harvey S. Wiener. 12th ed. Longman: New York. 2009. Nearly every dictionary and textbook on writing and composition has a similar list.
Types of Sentences

Declarative Sentence
A sentence that makes a statement. It tells us something about a person, place, thing, or idea.
Example: We order pizza from Pontillo’s every Friday.

Interrogative Sentence
A sentence that asks a question.
Example: Do you prefer just cheese on your pizza or with pepperoni?

Exclamatory Sentence
A sentence that shows strong feeling or surprise.
Example: That pizza is too hot to eat right now!

Imperative Sentence
A sentence that gives a command.
Example: If you want some pizza, you will have to drive there and pick it up.

Structure of a Sentence

Simple Sentences
Simple sentences contain a subject and predicate. They are also called independent clauses.
Examples
Tyler ate his dinner quickly.
Sylvia and Emily visited the museum last Saturday.
Amy packed a ham and cheese sandwich for lunch.

Compound Sentences
Compound sentences contain two statements (independent clauses) that are connected by a coordinate conjunction (e.g., and, but, or, etc.), by punctuation, or by both.
Examples
I wanted to go to the movie, but it was already too late.
The football team played an excellent game, and they celebrated their victory afterward.
My dog chewed up my running shoes, so I went shopping for a new pair.

Complex Sentences
Complex sentences contain one independent clause and one or more dependent clauses. The two clauses are connected by a subordinator (e.g., which, who, although, despite, if, since, etc.). The dependent clause is underlined.
Examples
The student, who was late for class, arrived unprepared.
I ate a bagel before I got on the bus.
Although it was difficult, the class passed the test because they studied their notes.

Compound - Complex Sentences
Compound - complex sentences contain two or more independent clauses, and at least one dependent clause. The clauses are connected by both conjunctions (e.g., but, so, and, etc.) and subordinators (i.e., who, because, although, etc.) The dependent clause is underlined.
Examples
John, who had trained hard for the event, won the race, and he took the trophy home.
Jack forgot his friend’s birthday, so he sent him a card when he finally remembered.
My family is rather large; our house is in constant chaos whether we are all there or not.
### Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>without, not</td>
<td>atypical, amoral</td>
</tr>
<tr>
<td>ambi-</td>
<td>both</td>
<td>ambidextrous</td>
</tr>
<tr>
<td>an-</td>
<td>without, against</td>
<td>anarchy, antagonist</td>
</tr>
<tr>
<td>ana-</td>
<td>on, up, again</td>
<td>analysis, anachronism</td>
</tr>
<tr>
<td>ant-/anti-</td>
<td>against</td>
<td>antonym, antifreeze</td>
</tr>
<tr>
<td>con-</td>
<td>with, together</td>
<td>concave, converse, concentric</td>
</tr>
<tr>
<td>contra-</td>
<td>against</td>
<td>contradict</td>
</tr>
<tr>
<td>counter-</td>
<td>against</td>
<td>countermeasure, counterclockwise, counterproductive</td>
</tr>
<tr>
<td>de-</td>
<td>from, down</td>
<td>descend, decelerate</td>
</tr>
<tr>
<td>dis-</td>
<td>not apart from</td>
<td>displace, disappear</td>
</tr>
<tr>
<td>hetero-</td>
<td>unlike, different</td>
<td>heterosexual, heterogeneous</td>
</tr>
<tr>
<td>homo-</td>
<td>same</td>
<td>homogenized, homophone</td>
</tr>
<tr>
<td>il-</td>
<td>not</td>
<td>illogical, illiterate</td>
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<tr>
<td>inter-</td>
<td>between</td>
<td>interfere, interplay</td>
</tr>
<tr>
<td>intra-</td>
<td>within, directed inward</td>
<td>intramural, intrapersonal</td>
</tr>
<tr>
<td>intro-</td>
<td>within, directed inward</td>
<td>introduction</td>
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<td>ir-</td>
<td>not</td>
<td>irregular, irresponsible</td>
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<td>ortho-</td>
<td>straight, correct</td>
<td>orthodox, orthopedic</td>
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<td>post-</td>
<td>after</td>
<td>postpone</td>
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<tr>
<td>pro-</td>
<td>for, forth</td>
<td>pronoun, proceed, procure</td>
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<td>proto-</td>
<td>first, in front of</td>
<td>prototype, protocol</td>
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<tr>
<td>subter-</td>
<td>under</td>
<td>subterfuge</td>
</tr>
<tr>
<td>super-</td>
<td>over, above</td>
<td>superintendent, supervisor</td>
</tr>
<tr>
<td>syn-</td>
<td>with, accompanying</td>
<td>synonym, synergistic</td>
</tr>
<tr>
<td>thermo-</td>
<td>heat</td>
<td>thermostat, thermonuclear</td>
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<tr>
<td>trans-</td>
<td>across</td>
<td>transport, transmigrate</td>
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</tbody>
</table>

### Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able/ible</td>
<td>having this quality</td>
<td>bendable, reasonable</td>
</tr>
<tr>
<td>-cr/-or</td>
<td>person/thing that does</td>
<td>helper, heater, reflector</td>
</tr>
<tr>
<td>-fold</td>
<td>so many times as much</td>
<td>tenfold</td>
</tr>
<tr>
<td>-ful</td>
<td>full of, having</td>
<td>useful</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>worthless, flawless</td>
</tr>
<tr>
<td>-ous</td>
<td>full of, having</td>
<td>dangerous</td>
</tr>
<tr>
<td>-ward</td>
<td>in the direction of</td>
<td>homeward</td>
</tr>
<tr>
<td>Part of Speech</td>
<td>Definition</td>
<td>Examples</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Noun</strong></td>
<td>Tells whom or what the sentence is about. A person, place, thing, or idea.</td>
<td>Mary, football, store, New York, democracy, imagination</td>
</tr>
<tr>
<td><strong>Verb</strong></td>
<td>The action of the sentence (can be a helping or linking verb).</td>
<td>Mary went to the store. The football was kicked 40 yards.</td>
</tr>
<tr>
<td><strong>Adjective</strong></td>
<td>Describes (modifies) a noun or pronoun.</td>
<td>This student brought a new book to class. Six old men were disco dancing.</td>
</tr>
<tr>
<td><strong>Adverb</strong></td>
<td>Modifies verbs to make the meaning more clear. (Usually ends in -ly.)</td>
<td>I spoke slowly and loudly. Later that day, I called the police. When I bring the book here, I often study.</td>
</tr>
<tr>
<td><strong>Preposition</strong></td>
<td>Used with a noun or pronoun (called its object) to show the relationship between the noun or pronoun and some other word in the sentence.</td>
<td>Between the store and the office, there is a bank. From New York to Paris takes 6 hours by train.</td>
</tr>
<tr>
<td><strong>Pronoun</strong></td>
<td>Takes the place of a noun.</td>
<td>This is mine, but I will give it to you. Ouch! Help! Hurry! Wow! Oops!</td>
</tr>
<tr>
<td><strong>Interjection</strong></td>
<td>Shows strong feeling.</td>
<td>And, but, or, nor, for, so, yet</td>
</tr>
</tbody>
</table>
# Literary Terms

<table>
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<tr>
<th>Literary Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. ALLITERATION</strong></td>
<td>The repetition of the same or very similar consonant sounds in words that are close together. For example, Sponge Bob believes baseball is boring. (Notice the repetition of the letter/sound “B”)</td>
</tr>
<tr>
<td><strong>2. ALLUSION</strong></td>
<td>A reference to a statement, a person, a place or an event from literature, history, religion, mythology, politics, sports, or science.</td>
</tr>
<tr>
<td><strong>3. ANECDOTE</strong></td>
<td>(a joke told in story form) A very short story with a simple, usually amusing point.</td>
</tr>
<tr>
<td><strong>4. ANTAGONIST</strong></td>
<td>(the person or force working against the main character)</td>
</tr>
<tr>
<td><strong>5. AUTOBIOGRAPHY</strong></td>
<td>The story of a person’s life, written or told by that person.</td>
</tr>
<tr>
<td><strong>6. BIBLIOGRAPHY</strong></td>
<td>An alphabetical list of works used in research.</td>
</tr>
<tr>
<td><strong>7. BIOGRAPHY</strong></td>
<td>The story of a real person’s life, written or told by another person.</td>
</tr>
</tbody>
</table>
| **8. CHARACTERIZATION**       | (people or animals) Characterization is the method an author uses to acquaint the reader with his characters. He may use any or all of four different methods of characterization.  
  1. He may describe the character's physical traits and personality.  
  2. He may show the character's speech and behavior.  
  3. He may give the opinions and reactions of other characters toward this individual.  
  4. He may show the character's thoughts and feelings. |
| **9. CLIMAX**                 | (high point or turning point in the story)                                                       |
| **10. CONFLICT**              | (man vs. man, others, nature, animal, unknown, etc.) Every story, novel, or play, develops around a struggle or conflict. Sometimes the conflict may be obvious, as in some Westerns in which the only conflict is the struggle between the good guys and the bad guys. In a more complicated Western, besides the obvious conflict with the villain, the hero may have to struggle with a wild animal or a fierce blizzard; or he may have to struggle with his conscience. In other words, he may be involved in several conflicts. Conflicts in literature are of two general types:  
  EXTERNAL CONFLICT, in which the character or main figure (sometimes an animal or a group) struggles against another character, nature, or society.  
  INTERNAL CONFLICT, in which the character struggles against some element of his own personality (his conscience or code of values, for example). |
| **11. CONNOTATION** — | The feelings and associations that a word suggests. For example, the words smell, aroma, and scent all mean about the same thing, but a perfume manufacturer would choose to use the word scent over the word smell. |
| **12. DENOTATION** — | The literal, dictionary definition of a word. |
| **13. DENOUEMENT** — | Pronounced Dee-noo-ma, the denouement is that part of a drama which follows the climax and leads to the resolution. |
| **14. DESCRIPTION** — | The kind of writing that creates a clear image of something, usually by using details that appeal to one or more of the senses: sight, hearing, smell, taste, and touch. |
| **15. DIALECT** — | A representation of the speech patterns of a particular region or social group. |
| **16. DIALOGUE** — | A conversation between two or more characters. |
| **17. EXPOSITION** — | A kind of writing that explains something or gives information about something. Also it is the part of a play that gives background information. |
| **18. FLASHBACK** — | Flashback is an interruption in the action of a story, play, or work of non-fiction to show an episode that happened at an earlier time. A flashback is usually used to provide background information necessary to an understanding of the characters or the plot. |
| **19. FORESHADOWING** — | Foreshadowing is an author’s use of hints or clues to suggest what will later occur in the plot. |
| **20. HYPERBOLE** — | Exaggerations to create emphasis or effect. For example, “My backpack weighs a ton!” helps to make the point that the bag is very heavy, although it does not literally weigh a ton. |
| **21. IDIOM** — | An expression that does not have a literal interpretation, but is meant to be interpreted figuratively. The meaning of the expression is not logical and cannot be directly translated. Saying that someone is green with envy (jealous) or you have a chip on your shoulder (being upset about something that happened in the past) or to go for broke (gamble everything you have) or to hit the hay (go to bed)… all of these are idioms. |
| **22. IMAGERY** — | Imagery is concrete details that appeal to the senses. By using specific images, an author establishes mood and arouses emotion in his readers. |
23. **INFERENCE** —
Inference is a reasonable and intelligent conclusion drawn from hints provided by the author.

24. **IRONY** —
Irony is the contrast between what is expected, or what appears to be, and what actually is. There are three types:
- **VERBAL IRONY** is the contrast of saying the opposite of what is actually meant.
- **IRONY OF THE SITUATION** is based on the difference between the way events work out and what is expected to happen or what seems appropriate. (When the opposite of what you expect to have happen, happens.)
- **IRONY OF TONE** (also called dramatic irony) extends verbal irony to include lengthy passages or even an entire work in which an author expresses an attitude opposite to what he feels.

25. **METAPHOR** —
A comparison between two unlike things in which one thing is said to be another thing. For example, my brain is a sponge, absorbing facts and information.

26. **MOOD** —
The overall emotion created by a work of literature.

27. **NARRATION, NARRATIVE, NARRATOR**
Narration is the act of telling a sequence of events, often in chronological order. A narrative is the story itself. The narrator in the “voice” that speaks or tells the story.

28. **ONOMATOPOEIA** —
The use of a word whose sound in some degree imitates or suggests its meaning. For example, buzz, rustle, bark, tweet, tick tock.

29. **OXYMORON** —
When two contradictory words are put together. Some examples include the following: jumbo shrimp, wise fool, seriously joking, found missing, small crowd, tight slacks…

30. **PLOT** — (events that make up the structure of the story)
Plot is the important pattern of action in a short story, novel, or play. The plot usually involves one or more conflicts, which may be internal or external. In a carefully constructed plot, each detail is important. The incidents are carefully selected and so arranged in a cause-effect relationship that each is a necessary link leading to the story’s outcome. The plot line is the graphic representation of the action or events in a story: exposition, rising action, climax, falling action, resolution.
### PERSONIFICATION
When an animal, object, natural force, or an idea is given personality, or described as if it were human. For example, the wind moaned and the branches sighed.

### POINT OF VIEW
Point of View is the author's choice of a narrator for his story. This choice determines the amount of information a reader will be given. The three major points of view are:

- **PERSONAL or FIRST PERSON:** The narrator ("I") is a character in the story who can reveal only his own thoughts and feelings, what he sees, and what is told by other characters.
- **THIRD PERSON LIMITED:** The narrator focuses on the thoughts and feelings of only one character. The reader observes the action through the eyes and feelings of one character.
- **OMNISCIENT or ALL KNOWING:** The narrator is an all-knowing outsider who can enter the minds of one or all of the characters.

### PROTAGONIST
- (the main character in the story)

### REPETITION
Simply, repetition is the return of a word or phrase within a sentence or line of poetry.

### RESOLUTION
The solution to the conflict; how the conflict is resolved.

### REVERSAL (peripeteia)—
(Also spelled *peripetea*, Greek for "sudden change"): The sudden reversal of fortune in a story, play, or any narrative in which there is an observable change in direction. In tragedy, this is often a change from stability and happiness toward the destruction or downfall of the protagonist.

### SETTING
- (time, place, and overall environment)
Setting is the time and place in which the events of a narrative occur. The setting may be specific and detailed, and introduced at the very beginning of the story, or it may be merely suggested through the use of details scattered throughout the story. In some stories, the setting is vital to the narrative; it may have an effect on the events of the plot, or reveal character, or create a certain atmosphere. In other stories, the setting is relatively unimportant—the story could happen almost anywhere or at any time.

### SIMILE
A comparison between two unlike things using a word such as *like*, *as*, or *than*. For example, she sank down into her seat like a Barbie melting in a microwave.

### SUSPENSE
The uncertainty or anxiety the reader feels about what will happen next.
40. **SYMBOL** (OR SYMBOLISM)-
   A symbol is a person, place, event, or object that has meaning in itself but suggests other meanings as well. Symbolism is the term for using symbols. For example, the dove is a symbol of peace.

41. **THEME** -
   Theme is the underlying meaning of a literary work, a general truth about mankind. A theme may be stated or implied. Not every literary work contains a theme.

42. **TONE**
   The attitude that a writer takes toward the audience, a subject, or a character. The author reveals attitude through word choice and details.