

# Pittsford Schools

PCSD

A

Student

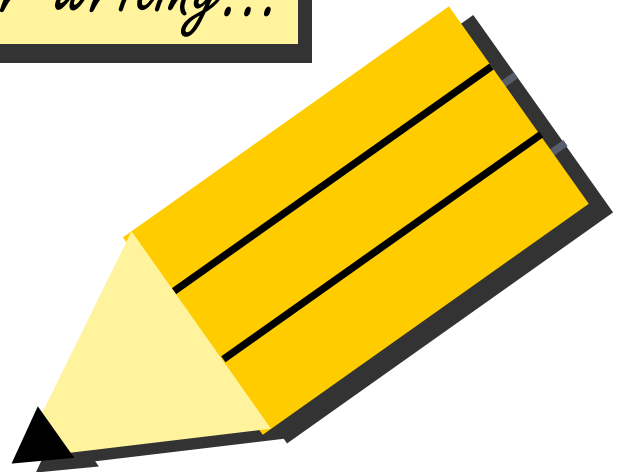
Writing

HANDBOOK

*Strategies and tips for better writing...*

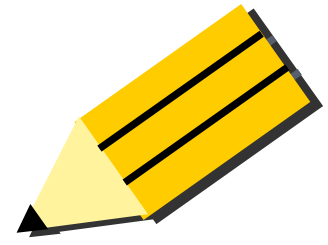
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*Your Name Here*





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# 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.



Refer to the ER on page 11...

**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.**

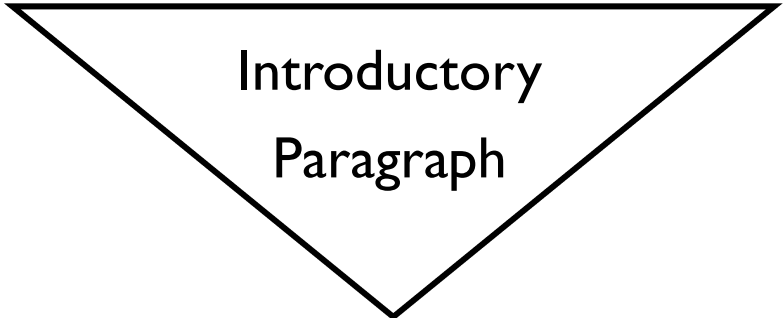
**Margins**—Leave margins of one inch at the top and bottom and both sides of the text.

**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.

	last
name page #	↗
your name	<small>only from page 2 on...</small>
your teacher's name	
name of class	
25 September 2011	
Title of Work	
Then start typing the text of the writing piece, making sure to indent for each paragraph and double space each line.	

# Essay Format

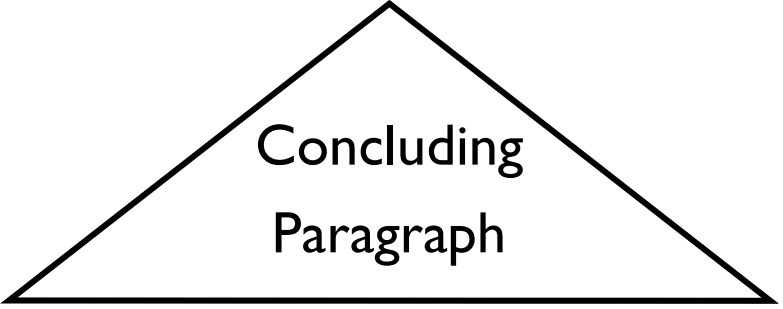


- Topic Sentence
- Evidence
- Analysis
- Transitions Throughout

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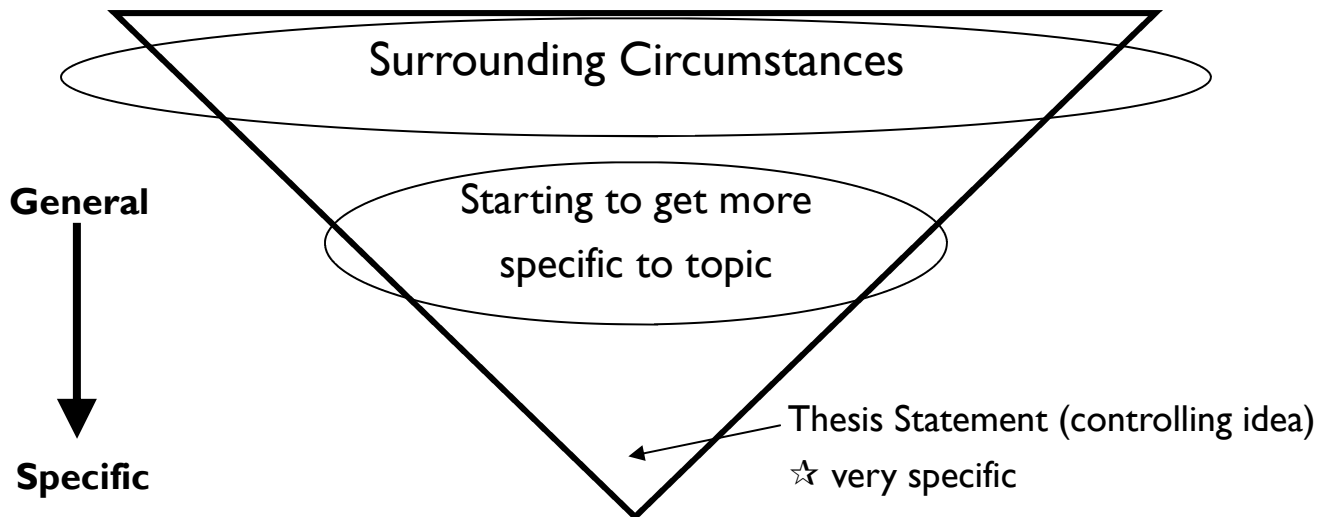
Body Paragraphs



# Essay Format

## Introductory Paragraph

WRITING



Surrounding Circumstances “attention-getters”

OR

“hooks” to hook your reader



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

1. Historical Review: relate the topic to a current event or past event... *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: begin with a SHORT narrative that introduces the issue/subject; it is a quick, funny story or statement... *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: shock your reader with unfamiliar statistics that are related to your topic... *If every United States household reused one paper bag for one shopping trip, about 60,000 trees would be saved.*
4. Famous Person: “name drop” of someone famous that you can then somehow connect to your topic... *I'm no Shakespeare when it comes to poetry.*
5. Declarative: give background information that readers will need to know and give reasons why the topic is worth discussing at all... *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:**

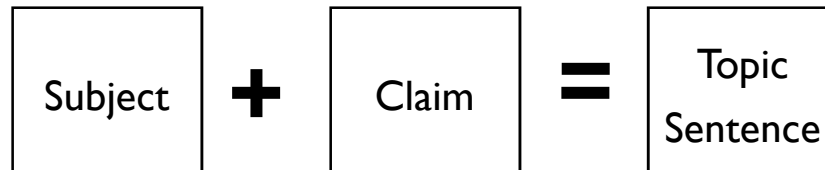
- Topic sentence (Controlling idea for your paragraph)
- Evidence (specific example from the text if possible)
- Analysis (that's your explanation... connecting your thoughts!)
- Closing/Final thought
- Don't forget transitions throughout your paragraph!

*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:

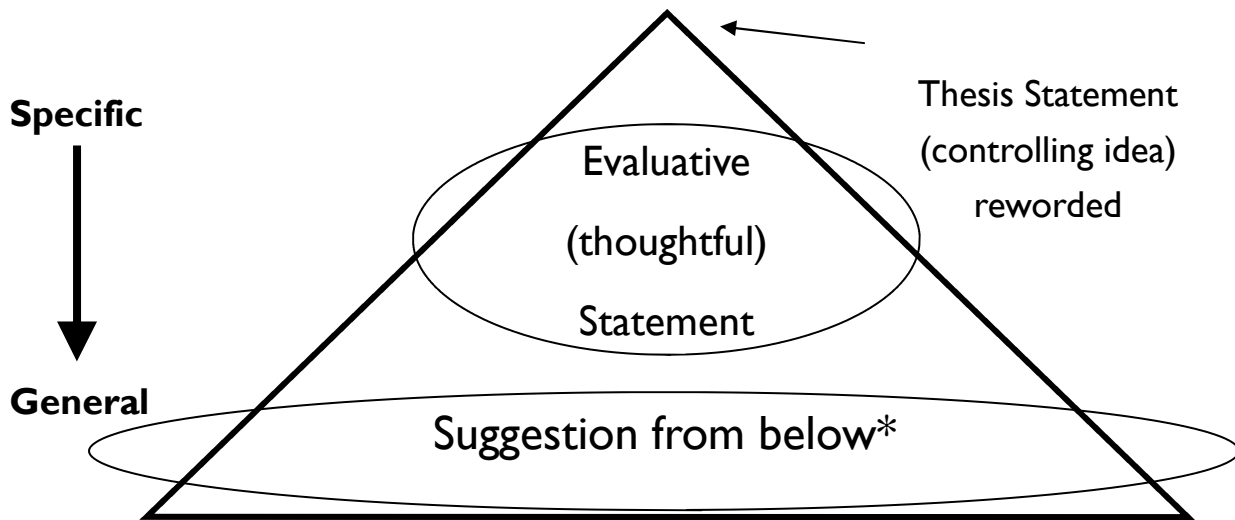


Dogs + make great pets = Dogs make great pets.

- 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.



# Concluding Paragraph



## What does a conclusion do?

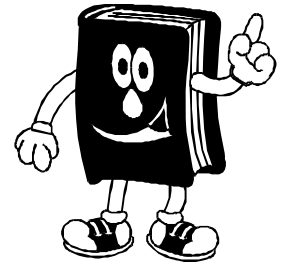
A conclusion puts your ideas into perspective. It wraps up your thought so readers have a sense of closure. The worst thing you can do is end with just your last point or argument. The next to worst thing you can do is end by trailing off into nothingness.

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.

**Time & Sequence**

**Example:** *Previously* people believed the earth was flat. **Now** we know it is shaped like a giant basketball.

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

**Comparisons**

**Example:** *An athlete engages in various training drills to improve performance. Likewise,* writers need practice to sharpen their technique.

by/in comparison	in the same way	in a like manner	similarly	at the same time
in a similar manner	like	likewise	also	resembling

**Contrasts**

**Example:** *I love my dog, but I hate it when he leaves me random surprises around the house that need immediate attention.*

although	even though	at the same time	otherwise	on the other hand
but	in contrast	regardless	though	whereas
conversely	nevertheless	on the contrary	despite that	even so
yet	however	to the contrary	though	counter to
and yet	even though	notwithstanding	still	as opposed to

**Results**

**Example:** *I have been taking voice lessons for years. At this point, I have determined that singing will never be one of my strong suits.*

accordingly	at last	consequently	since	therefore
because	at this point	otherwise	so	thereupon
as a result	as a consequence	hence	in short	thus

**Explanations/Clarifications**

**Example:** *Some classic films should never be remade. That is, subsequent attempts often pale in comparison with the original.*

in other words	simply stated	that is	put another way	to put it differently
----------------	---------------	---------	-----------------	-----------------------

✓ **Examples**

**Example:** *I am working on eating healthier. **Specifically**, I now make a point of eating organic produce whenever I can.*

a case in point	even	in other words	in fact	one example of
another example of	for example	in short	after all	indeed
incidentally	for instance	namely	it is true	as an illustration
such as	namely	to illustrate	specifically	that is

✓ **Emphasis** (to stress importance of)

**Example:** *The Yankees are often derided as being “the best team money can buy.” **Indeed**, the team’s payroll is the most expensive in the league.*

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**

**Example:** *Besides keeping up with my studies, I also take piano lessons and participate in various clubs and activities.*

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**

**Example:** *Our cottage has a fabulous picture window. **In the distance**, we have clear view of the church tower across the lake.*

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

✓ **Summary or Conclusion**



**Example:** *Given these points, New York state has enacted a law banning texting while driving.*

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 has been mentioned
even though	granted	of course	after all	as was previously stated
certainly	surely	no doubt	altogether	in that event
in particular	in short	in simpler terms	to put it differently	given these points
				in conclusion

# +ER Editing and Revising

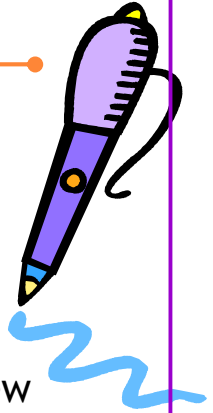
## Procedures for Better Writing

### 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?**

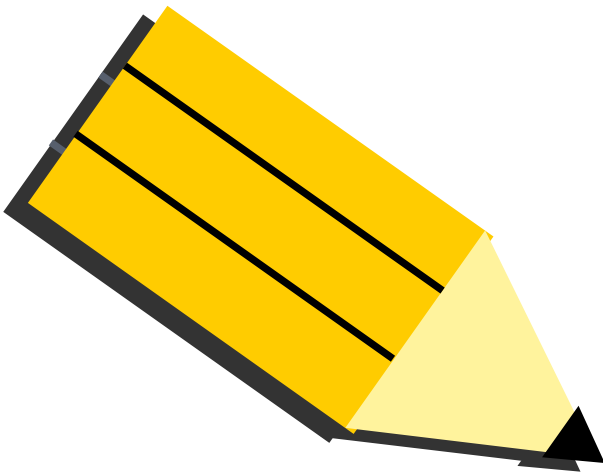


***Congratulations! You have completed the process to create a superior piece of writing that surpasses your previous attempt! Now you may produce your final copy.***

# 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
be fve	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  
vermillion  
ruby  
garnet  
wine  
maroon  
burgundy  
scarlet

### 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  
gold  
topaz  
ochre  
sulfur  
mustard  
butterscotch

### Orange

tangerine  
persimmon  
cantaloupe  
carrot  
coral  
peach  
salmon

### Green

celery  
mint  
apple  
lime  
kelly  
emerald  
olive  
pistachio  
chartreuse  
forest

### White

snow  
milky  
marble  
cream  
ivory  
oyster  
pearl  
silver  
platinum

### Purple

amethyst  
lavender  
lilac  
orchid  
mauve  
plum  
mulberry  
magenta

### Black

jet  
ebony  
licorice

### Gray

charcoal  
ashen  
dove  
steel

### Brown

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

### Others

colorless  
rainbow  
opal

## APPEARANCE

dotted  
freckled  
spotted  
blotched  
wrinkled  
patterned  
mottled  
flowery  
striped  
bright  
clear  
shiny  
glowing  
glossy  
shimmering  
fluid  
sparkling  
iridescent  
glassy  
flashy  
glazed  
sheer  
transparent  
translucent  
opaque  
muddy  
grimy  
young

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  
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  
wavy  
globular  
scalloped  
ruffled  
frilled  
crimped  
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  
pyramidal  
tapering  
branching  
twiggy  
split  
broken  
spindly  
skinny  
thin  
wiry  
shapely  
winged  
shapeless

## Loud Sounds

crash  
thud  
bump  
thump  
boom  
thunder  
bang  
smash  
explode  
roar  
scream  
screech  
shout  
whistle  
shine  
squawk  
bark  
bawl  
bray  
shriek  
bluster  
howl  
rage  
blare  
rumble  
grate  
slam  
clap  
stomp  
stamp  
noise  
discord  
jangle  
rasp  
clash  
clamor  
tumult  
riot  
racket  
brawl  
bedlam  
pandemonium  
hubbub  
blatant  
deafening  
raucous  
earsplitting  
piercing  
rowdy  
disorderly

**Soft Sounds**

sigh  
murmur  
whisper  
whir  
rustle  
twitter  
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

**Speech Sounds**

stutter  
stammer  
giggle  
guffaw  
laugh  
sing  
yell  
scream  
screech  
snort  
bellow  
growl  
chatter  
murmur  
whisper  
whimper  
talk,  
speak  
drawl  
sneer  
cackle  
chortle

cry  
blubber  
snivel  
bawl  
snicker

**Touch Words**

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

**Taste Words**

oily  
buttery  
salty  
bitter  
bittersweet  
sweet  
heartly  
mellow  
sugary  
crisp  
ripe  
bland  
tasteless  
sour  
vinegary  
fruity  
tangy  
unripe  
raw  
alkaline  
medicinal  
fishy  
spicy  
peppery  
gingerly  
hot  
burnt  
overripe  
spoiled  
rotten

**Smell Words**

sweet  
scented  
fragrant  
aromatic  
perfumed  
heady  
fresh  
balmy  
earthy  
piney  
odorous  
pungent  
tempting  
spicy  
savory  
sharp  
gamy  
fishy  
briny  
acidic  
acid  
burnt  
gaseous  
reeking  
putrid  
rotten  
spoiled  
sour  
rancid  
sickly  
stagnant  
moldy  
musty  
mildewed  
damp  
dank  
stench

**MOVEMENTS**

**Fast**

hurry  
run  
scamper  
skip  
scramble  
dart  
spring  
spin  
sprint  
stride  
streak  
propel  
trot  
gallop  
dash  
bolt  
careen  
rush  
race  
zoom  
zip  
ram  
chase  
hurl  
swat  
flick  
whisk  
shove  
swerve  
smash  
drop  
plummet  
bounce  
dive  
swoop  
plunge  
swing  
fly  
sail

**Slow**

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

sneak  
stagger  
lope  
canter  
waddle  
drag  
sway  
soar  
lift  
drift  
droop  
heave

**Casual**

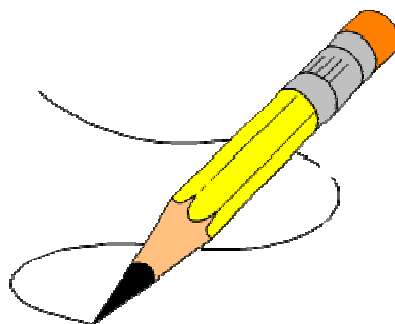
amble  
loiter  
meander  
mosey  
saunter  
stroll  
wander

**More**

**Vivid Verbs**

trudge  
ride  
depart  
disappear  
recede  
travel  
journey  
flow  
roam  
drag  
hike  
march  
parade  
stride  
meander  
scuffle  
scuttle  
dawdle  
dally  
linger  
rove  
plunge  
tumble  
founder  
topple  
collapse  
clamber  
sashay  
elucidate  
explain  
explicate  
chat

converse  
gossip  
chitchat  
yak  
negotiate  
parley  
deliberate  
discuss  
holler  
snarl  
rumble  
hoot  
wail  
blush  
falter  
flinch  
cower  
shrink  
cringe  
crumble  
boast  
enrapture  
captivate  
enchant  
beguile  
hypnotize  
mesmerize  
enthrall  
estrangle  
isolate  
estrangle  
alienate  
procrastinate  
postpone  
dally  
dawdle  
fumigate  
decontaminate  
savor  
appreciate  
tantalize  
entice  
tempt  
tease  
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

neat  
spruce  
dapper  
immaculate

adroit  
dexterous  
adopt  
skillful  
nimble

active  
lively  
spirited  
vivacious

weak  
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  
immoral  
unprincipled  
reprobate  
depraved



indecent  
ribald  
vulgar

intemperate  
sensual  
dissolute

deceitful  
dishonest  
unscrupulous  
dishonorable

base  
vile  
foul

**Spiritual Qualities**

religious  
reverent  
pious  
devout  
faithful  
regenerate  
holy  
saintly  
angelic  
godlike

skeptical  
agnostic

irreligious  
impious  
irreverent  
profane  
sacrilegious

whimsical  
witty  
sensitive  
considerate  
responsive

thrifty  
frugal

coy  
pert  
flippant  
saucy

natural  
candid

unaffected

naïve  
artless  
ingenious  
gullible

shy  
reticent  
diffident  
timid  
meek

humble  
self-effacing  
modest  
unassuming

docile  
amenable  
tractable  
placid  
serene  
tranquil  
impassive  
nonchalant  
indifferent  
phlegmatic  
imperturbable  
stoical  
philosophical

pensive  
melancholic  
moody  
stunning

mediocre  
ordinary  
insignificant  
petty

parsimonious  
stingy

pompous  
contemptuous  
disdainful  
domineering  
imperious

oppressive  
cruel  
vindictive  
ruthless

brutish  
truculent

intolerant  
dogmatic  
prejudiced

lazy  
slothful  
listless  
lethargic  
lackadaisical  
parasitic

inefficient  
incompetent  
bungling  
worthless

unambitious  
dilatory  
remise  
fickle  
unreliable  
erratic  
irresolute  
cowardly  
timorous  
craven

mischievous  
frivolous  
silly  
headstrong  
impulsive  
willful  
impetuous  
rash  
indiscreet  
imprudent  
reckless

prolix  
wearisome  
apathetic  
insensitive  
callous  
irresponsive  
prodigal  
extravagant  
profligate  
affected  
pretentious  
insincere  
artificial

hypnotic  
pharisaical  
sanctimonious  
overconfident  
self-centered  
vain  
boastful  
egotistical  
conceited  
bumptious

arrogant  
proud  
haughty

obstinate  
stubborn  
unruly  
rebellious  
obdurate  
mulish  
recalcitrant  
refractory  
squeamish  
fastidious  
self-indulgent  
mercenary  
venal

avaricious  
envious  
gluttonous  
voracious

perfidious

treacherous  
traitorous

eccentric  
odd  
quixotic

smug  
complacent

obnoxious  
reprehensible  
contemptible  
malicious  
scurrilous  
insidious  
malignant

# 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.

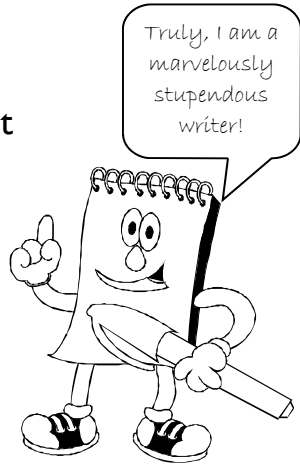
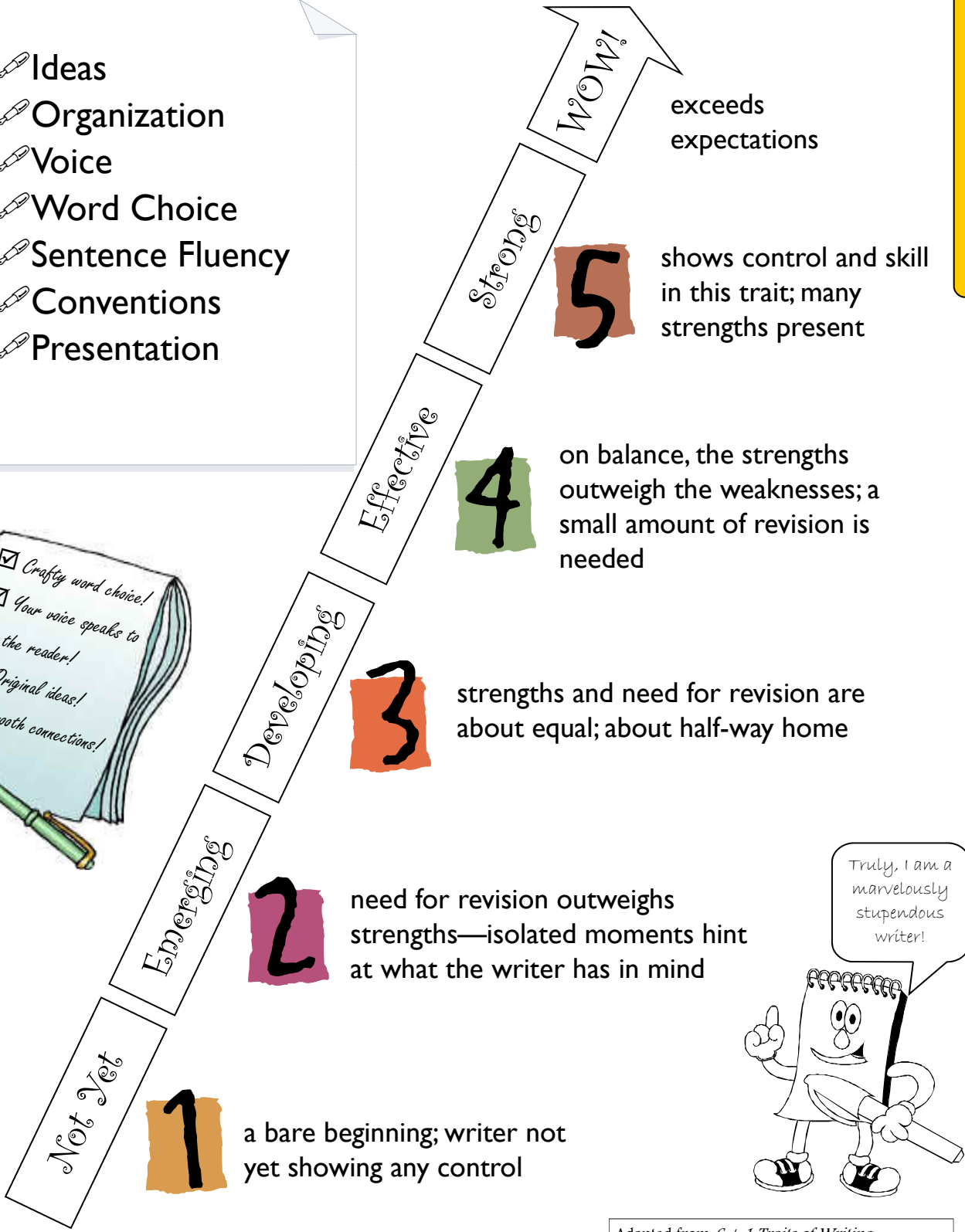
## **+1 Presentation:**

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



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 set off nouns of direct address, and introductory and transitional words.

- ✧ **Mr. Jones, your brilliance and expertise boggles my mind.**
- ✧ **Your brilliance and expertise, Mr. Jones, boggles my mind.**
- ✧ **Yes, we are now hopelessly confused.**

F. 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.**

G. Use a comma 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.**

H. Use a comma to divide 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, snakes, 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	<i>The Giver, Twilight</i>
Magazines	<i>Time, Newsweek, Golf Digest</i>
Newspapers	<i>The New York Times, The Democrat &amp; Chronicle</i>
Pamphlets	<i>Common Sense, Facts About Alcoholism</i>
Long Poems (book length)	<i>Paradise Lost, The Hunting of the Snark</i>
Plays	<i>Romeo and Juliet, Oliver, The Sound of Music</i>
Films/Movies	<i>Star Wars, The Little Mermaid, Forrest Gump</i>
Television Programs	<i>Glee, iCarly, Switched at Birth, 60 Minutes</i>
Radio Programs	<i>Sports Talk, Talk of the Nation</i>
Musical Compositions/CD's	Puccini's <i>La Bohème</i> , Justin Bieber's <i>My World</i>
Choreographic Works	<i>Stomp</i>
Works of Visual Art	Rodin's <i>The Thinker</i>
Comic Strips	<i>Calvin and Hobbes, Garfield</i>
Software	<i>Microsoft Office</i>

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	<i>SpongeBob SquarePants</i> "Something Smells"
Chapters/Divisions of Books	<i>Harry Potter and the Sorcerer's Stone</i> "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.

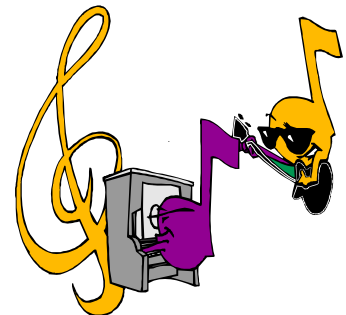
Underline the names of spacecraft, aircraft, ships, and trains.

*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.

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

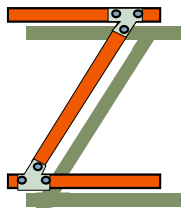
# Capitalization Rules



- ☑ 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...

## geographical names

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



CONVENTIONS

## names of groups

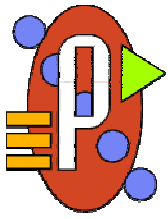
<i>Type of Name</i>	<i>Examples</i>
teams	Buffalo Bills, Toronto Maple Leafs
organizations	Girl Scouts, Alcoholics Anonymous
businesses	Office Max, Home Depot, Olive Garden
institutions	Barker Road Middle School, Highland Hospital
government bodies	Department of Agriculture, Air National



## names of historical events and special events

<i>Type of Name</i>	<i>Examples</i>
historical events	Battle of Bunker Hill, American Revolution
historical periods	Great Depression, Middle Ages
special events	Cannes Film Festival, New York State Fair
calendar items	Friday, Fourth of July





### *religious names*

<i>Type of Name</i>	<i>Examples</i>
religions and followers	Zen Buddhism, Christianity, Muslim
holy days	Passover, Lent, Ramadan
sacred writings	Tao Te Ching, Bible, Talmud, Koran
specific deities	Holy Spirit, Brahma, Allah, Jehovah

### *names of vessels (and type them with italics)*

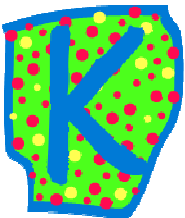
<i>Type of Name</i>	<i>Examples</i>
trains	<i>Silver Rocket, Orient Express</i>
ships	<i>Titanic, Santa Maria</i>
aircraft	<i>Spirit of St. Louis, Air Force One</i>
spacecraft	<i>Apollo II, Columbia, Challenger</i>

### *names of planets, stars, and heavenly bodies*

<i>Type of Name</i>	<i>Examples</i>
planets	Jupiter, Venus
stars	North Star, Sirius
heavenly bodies	Milky Way, Big Dipper

### *names of nationalities, races, and peoples*

<i>Type of Name</i>	<i>Examples</i>
nationalities	Greek, French
races	Asian, Caucasian, Hispanic
peoples	Shawnee, Iroquois, Aborigine



### *names of buildings, structures, monuments, and awards*

<i>Type of Name</i>	<i>Examples</i>
buildings	Royal Alexandra Theatre, Sears Tower
structures	Golden Gate Bridge, Mount Rushmore
monuments	Vietnam Veterans Memorial, Statue of Liberty
awards	Newbery Medal, Purple Heart

### *brand names/products*

<i>Type of Name</i>	<i>Examples</i>
foods	Nabisco, Doritos, Lays potato chips
clothing	Levi jeans, Adidas shoes
vehicles	Chevy truck, Ford Escape



CONVENTIONS

# Commonly Misspelled Words

## CONVENTIONS

absence	conceivable	generally	opinion	restaurant
accidentally	conscience	government	opportunity	rhyme
accommodate	conscientious	grammar	optimistic	rhythm
accumulate	conscious	grandeur	paid	ridiculous
achievement	controversial	grievous	parallel	sacrifice
acquaintance	controversy	height	paralysis	sacrilegious
acquire	criticize	heroes	paralyze	salary
acquitted	deferred	hindrance	particular	schedule
advice	definitely	hoping	pastime	seize
advise	definition	humorous	performance	sense
amateur	describe	hypocrisy	permissible	separate
among	description	hypocrite	perseverance	separation
analysis	desperate	immediately	personal	sergeant
analyze	dictionary	incidentally	personnel	severely
annual	dining	incredible	perspiration	shining
apartment	disappearance	independence	physical	similar
apparatus	disappoint	inevitable	picnicking	sincerely
apparent	disastrous	intellectual	possession	sophomore
appearance	discipline	intelligence	possibility	specifically
arctic	dissatisfied	interesting	possible	specimen
arguing	dormitory	irresistible	practically	statue
argument	effect	knowledge	precede	studying
arithmetic	eighth	laboratory	precedence	succeed
ascend	eligible	laid	preference	succession
athletic	eliminate	led	preferred	surprise
attendance	embarrass	lightning	prejudice	technique
balance	eminent	loneliness	preparation	temperamental
beginning	encouragement	lose	prevalent	tendency
belief	encouraging	losing	principal	tragedy
believe	environment	maintenance	principle	transferring
beneficial	equipped	maneuver	privilege	tries
benefited	especially	manufacture	probably	truly
boundaries	exaggerate	marriage	procedure	tyranny
Britain	excellence	mathematics	proceed	unanimous
business	exhilarate	maybe	profession	undoubtedly
calendar	existence	medieval	professor	unnecessary
candidate	existent	mere	prominent	until
category	experience	miniature	pronunciation	usually
cemetery	explanation	miscellaneous	pursue	vacuum
changeable	familiar	mischievous	quantity	village
changing	fascinate	mysterious	quizzes	villain
choose	February	necessary	recede	weather
chose	fiery	ninety	receive	Wednesday
coming	foreign	noticeable	receiving	weird
commission	formerly	occasionally	recommend	whether
committee	forty	occurred	reference	woman
comparative	fourth	occurrence	referring	women
compelled	frantically	omitted	repetition	writing

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.

*Examples:* 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

CONVENTIONS

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

# Suffixes

<i>Suffix</i>	<i>Meaning</i>	<i>Examples</i>
<b>-able/ible</b>	having this quality	bendable, reasonable
<b>-er/-or</b>	person/thing that does	helper, heater, reflector
<b>-fold</b>	so many times as much	tenfold
<b>-ful</b>	full of, having	useful
<b>-less</b>	without	worthless, flawless
<b>-ous</b>	full of, having	dangerous
<b>-ward</b>	in the direction of	homeward

# Parts of Speech Study Chart

Part of Speech	Definition	Questions to Ask	Examples
<b>Noun</b>	Tells <b>whom</b> or <b>what</b> the sentence is about. A person, place, thing, or idea.	<b>Who?</b> <b>What?</b>	Mary, football, store, New York, democracy, imagination
<b>Verb</b>	The <b>action</b> of a sentence (can be a helping or linking verb).	What did the subject do? What happened to the subject?	Mary <b>went</b> to the store. The football <b>was kicked</b> 40 yards.
<b>Adjective</b>	<b>Describes</b> (modifies) a noun or pronoun.	<b>What kind?</b> <b>Which one?</b> <b>How much?</b> <b>How many?</b>	<b>This</b> student brought a <b>new</b> book to class. <b>Six old</b> men were <b>disco</b> dancing.
<b>Adverb</b>	<b>Modifies verbs</b> to make the meaning more clear. (Usually ends in -ly.)	<b>How?</b> <b>When?</b> <b>Where?</b> <b>How often?</b> <b>To what extent?</b>	I spoke <b>slowly</b> and <b>loudly</b> . (How) <b>Later</b> that day, I called the police. (When) Bring the book <b>here!</b> (Where) She <b>frequently</b> studies. (How often) I travel <b>often</b> to Europe. (To what extent)
<b>Preposition</b>	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.	about above across after against along among around at before behind below beneath beside between beyond but (except) by concerning down during except for from in inside into like near of off on onto out outside over past since through to toward under up upon with within without	
<b>Pronoun</b>	Takes the place of a noun.	<b>What word replaces the noun?</b>	<b>This</b> is mine, but <b>I</b> will give <b>it</b> to <b>you</b> .
<b>Interjection</b>	Shows <b>strong feeling</b> .	<b>Which word expresses emotion?</b>	Ouch! Help! Hurray! Wow! Oops!
<b>Conjunction</b>	<b>Joins</b> words or groups of words.	<b>Which words connect?</b>	And, but, or, nor, for, so, yet

## CONVENTIONS

# Literary Terms

	My Notes...
<p>1. <b>ALLITERATION</b> — 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”)</p>	
<p>2. <b>ALLUSION</b> — A reference to a statement, a person, a place or an event from literature, history, religion, mythology, politics, sports, or science.</p>	
<p>3. <b>ANECDOTE</b> — (a joke told in story form) A very short story with a simple, usually amusing point.</p>	
<p>4. <b>ANTAGONIST</b> - (the person or force working against the main character)</p>	
<p>5. <b>AUTOBIOGRAPHY</b> — The story of a person’s life, written or told by that person.</p>	
<p>6. <b>BIBLIOGRAPHY</b> — An alphabetical list of works used in research.</p>	
<p>7. <b>BIOGRAPHY</b>— The story of a real person’s life, written or told by another person.</p>	
<p>8. <b>CHARACTERIZATION</b> — (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.</p> <ol style="list-style-type: none"> <li>1. He may describe the character's physical traits and personality.</li> <li>2. He may show the character's speech and behavior.</li> <li>3. He may give the opinions and reactions of other characters toward this individual.</li> <li>4. He may show the character's thoughts and feelings.</li> </ol>	
<p>9. <b>CLIMAX</b> — (high point or turning point in the story)</p>	
<p>10. <b>CONFLICT</b> — (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).</p>	

**LITERARY TERMS**

	My Notes...
<p>11. <b>CONNOTATION</b> — 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.</p>	
<p>12. <b>DENOTATION</b> — The literal, dictionary definition of a word.</p>	
<p>13. <b>DENOUEMENT</b>— Pronounced Dee-noo-ma, the denouement is that part of a drama which follows the climax and leads to the resolution.</p>	
<p>14. <b>DESCRIPTION</b> — 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.</p>	
<p>15. <b>DIALECT</b> — A representation of the speech patterns of a particular region or social group.</p>	
<p>16. <b>DIALOGUE</b> — A conversation between two or more characters.</p>	
<p>17. <b>EXPOSITION</b> — A kind of writing that explains something or gives information about something. Also it is the part of a play that gives background information.</p>	
<p>18. <b>FLASHBACK</b> — 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.</p>	
<p>19. <b>FORESHADOWING</b> — Foreshadowing is an author's use of hints or clues to suggest what will later occur in the plot.</p>	
<p>20. <b>HYPERBOLE</b> — 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.</p>	
<p>21. <b>IDIOM</b> — 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.</p>	
<p>22. <b>IMAGERY</b> — Imagery is concrete details that appeal to the senses. By using specific images, an author establishes mood and arouses emotion in his readers.</p>	

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 is 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





My Notes...

31. **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.

32. **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.

33. **PROTAGONIST** - (the main character in the story)

34. **REPETITION**—

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

35. **RESOLUTION** —

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

36. **REVERSAL (peripeteia)**—

(Also spelled *peripeteia*, 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.

37. **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.

38. **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.

39. **SUSPENSE** -

The uncertainty or anxiety the reader feels about what will happen next.

My Notes...

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.

LITERARY TERMS