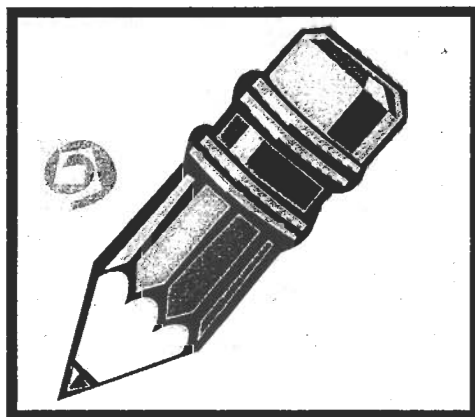


Writing Handbook



Grades 7-12

Name _____

Watertown School District

Revised 2003



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The Writing Process

1. Prewriting

- ✓ Get your ideas together BEFORE you write:
 - Make a list
 - Make a web
 - Ask someone for ideas
 - Let your ideas flow
 - Free write
 - Use a graphic organizer

2. Rough Draft

- ✓ Look at the ideas you came up with in prewriting... see if there is any order to them.
- ✓ Begin writing with the ideas that are most familiar to you.
- ✓ Keep your writing purpose and audience in mind.

3. Revise...Make it Better

- ✓ Put your writing through THE WASH.
- ✓ Revise for traits:
 - Ideas and Content
 - Organization
 - Voice
 - Word Choice
 - Sentence Fluency
- ✓ Ask others for input.

4. Edit... Make it Correct

- ✓ Put your writing through THE WASH.
- ✓ Edit for conventions:
 - Spelling
 - Punctuation
 - Capitalization
 - Grammar
 - Usage
 - Paragraphing
- ✓ Ask others for input.

5. Publish...Make it Beautiful

- ✓ Use your best handwriting or a computer.
- ✓ Polish your document for presentation.

Revising and Editing Marks

Using the symbols will allow the writer to understand the comments that the editor is attempting to share.

Editor's Mark	Meaning	Example
	Delete	It was was very tiny.
	Capitalize	<u>t</u> he boy ran quickly.
	Make lower case	Many A thletes ran in the marathon.
	Add a word	ice ^{cream} sundae
RO	Run-on sentence	Who's there ^{RO} what do you want?
frag.	Sentence fragment	The peddler's cart. ^{frag.}
sp	Spelling error	(<u>Monkies</u>) ^{sp} swung on the tree.
	Reverse letters or words	Five books (on <u>were</u>) the shelf.
	Add a period	Children played
	Add a comma	apples, [^] peaches, and pears
	Add an apostrophe	John's ^v puppy
	Add quotation marks	Help! I cried.
	Begin a new paragraph	"Hello," said Carla. ^P "Hi," Beth replied.
#	Make a space	French [#] fries
	Close the space	country side

Put your writing through
THE WASH

**R
E
V
I
S
E

E
D
I
T**

- ✎ **Know your audience**
 - * Teacher, students, community members, administration, or parents
 - ✎ **Know your purpose**
 - * Descriptive, persuasive, expository, descriptive or narrative
 - ✎ **Ideas and Content**
 - * Underline the topic sentence that previews the information given in the paragraph (be sure each paragraph has one)
 - * Each paragraph should have only one main idea developed with several details
 - * Add specific / personal / interesting details and examples
 - * Show, don't tell!!!
 - ✎ **Organization**
 - * Make your introduction inviting (see page 9)
 - * Make your conclusion satisfying (see page 9)
 - * Circle transitions - Add to them or improve them! (see page 10)
 - ✎ **Voice**
 - * Show commitment to the topic
 - * Add real life experiences
 - ✎ **Word Choice**
 - * Highlight and change dead words (see page 14)
 - * Change common verbs to action verbs (see page 13)
 - * Highlight and replace repetitious words and phrases (see pages 11-21)
 - * Change common nouns to specific nouns. Ex. Instead of dog...use black labrador (see pages 16-21)
 - ✎ **Sentence Fluency**
 - * Highlight the first word(s) of each sentence
 - * Vary sentence beginnings (see page 22)
 - * Effectively use a variety of sentence types (see page 23-26)
 - * Read the piece aloud to another person for rhythm and flow
-
- ✎ **Conventions**
 - * Highlight and fix homonyms (their, there, they're, to, too, two, etc.)
 - * Proofread for spelling, grammar, usage, capitalization, and punctuation
 - * Write out numbers 10 and under (always write out numbers at the beginning of a sentence)
 - * Start a new paragraph for each new idea (in dialogue, start a new paragraph each time the speaker changes)

WRITING TRAITS



IDEAS AND CONTENT

- I have a bright idea.
- It all makes sense.
- I know this topic well.
- I have included the most interesting details.
- My paper has a purpose.
- Once you start reading, you will not want to stop.



WORD CHOICE

- I use powerful words.
- This is the best way to say this.
- My words create mind pictures!
- I've tried new ways to say everyday things.
- Listen to the power in my verbs.
- Some of the words and phrases linger in my mind.

ORGANIZATION

- My beginning will interest the reader.
- Everything ties together.
- It builds to the good parts.
- You can follow it easily.
- At the end, it feels finished and makes you think.



VOICE

- This really sounds like me!
- I've been honest and have written what I think and feel.
- Can you feel my commitment to this topic?
- I want you to experience my writing with me.
- I know why I'm writing and who my audience is.
- I bet you'll want to read this to someone.

SENTENCE FLUENCY

- My sentences begin in different ways.
- Some sentences are short and some are long.
- It just sounds good as I read it aloud--it flows.
- My sentences have power and punch.
- I have "sentence sense."



WRITING CONVENTIONS

- I don't have many mistakes in my paper.
- I have used capitals correctly.
- Periods, commas, exclamation marks, and quotation marks are in the right places.
- Almost every word is spelled correctly.
- I remembered to indent each paragraph.
- It would not take long to get this ready to share.



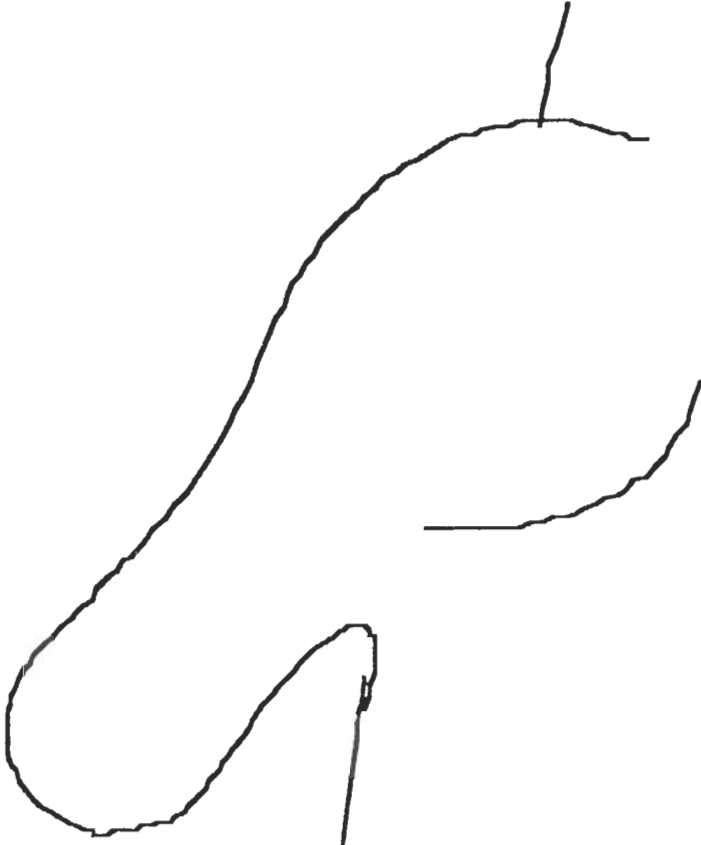
Six-Trait Writing ONE PAGER

<p>Ideas: The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme.</p> <p>⑤ <i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></p> <p>A. The topic is narrow and manageable. B. Relevant, telling, quality details go beyond the obvious. C. Reasonably accurate details. D. Writing from knowledge or experience; ideas are fresh and original. E. Reader's questions are anticipated and answered. F. Insight.</p>	<p>Organization: The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.</p> <p>⑤ <i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a satisfying introduction and conclusion.</i></p> <p>A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions. C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Flows so smoothly, the reader hardly thinks about it.</p>	<p>Voice: The heart and soul, magic, wit, feeling, and conviction of the writer coming out.</p> <p>⑤ <i>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.</i></p> <p>A. The reader feels a strong interaction with the writer. B. The writer takes a risk. C. The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. D. Narrative writing seems honest, personal. Expository or persuasive writing reflects a strong commitment to this topic.</p>
<p>③ <i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <p>A. The topic is fairly broad. B. Support is attempted. C. Ideas are reasonably clear. D. Writer has difficulty going from general observations to specifics. E. The reader is left with questions. F. The writer generally stays on topic.</p>	<p>③ <i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></p> <p>A. The paper has a recognizable Introduction and conclusion. B. Transitions often work well. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is fairly well controlled. E. Organization sometimes supports the main point or story line. A title (if desired) is present.</p>	<p>③ <i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <p>A. The writing communicates in an earnest, pleasing manner. B. Only one or two moments here or there surprise, delight, or move the reader. C. Writer weighs ideas carefully and discards personal insights in favor of safe generalities. D. Narrative writing seems sincere; expository or persuasive writing lacks consistent engagement. E. Emerges strongly at some places, but is often obscured behind vague generalities.</p>
<p>⑦ <i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i></p> <p>A. The writer is still in search of a topic. B. Information is limited or unclear or the length is not adequate for development. C. The idea is a simple restatement or a simple answer to the question. D. The writer has not begun to define the topic. E. Everything seems as important as everything else. F. The text may be repetitious, disconnected, and contains too many random thoughts.</p>	<p>① <i>The writing lacks a clear sense of direction.</i></p> <p>A. No real lead. B. Connections between ideas are confusing. C. Sequencing needs work. D. Pacing feels awkward. E. No title is present (if requested). F. Problems with organization make it hard for the reader to get a grip on the main point or story line.</p>	<p>① <i>The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.</i></p> <p>A. Writer speaks in a kind of monotone. B. Writing is humdrum and "risk-free." C. Writer is not concerned with the audience; writer's style is a complete mismatch for the intended reader. D. Writing is lifeless or mechanical. E. No point of view is reflected.</p>
<p>Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?</p>	<p>Key Question: Does the organizational structure enhance the ideas and make it easier to understand? Or does it overpower the ideas like too much perfume in a crowded elevator?</p>	<p>Key Question: Would you keep reading this piece if it were longer? MUCH longer?</p>

<p>Word Choice: The use of rich, colorful, precise language that moves and enlightens the reader.</p> <p>⑤ <i>Words convey the intended message in a precise, interesting, and natural way.</i></p> <ol style="list-style-type: none"> Words are specific and accurate. Words and phrases create pictures and linger in your mind. The language is natural and never overdone. Striking words and phrases often catch the reader's eye. Lively verbs, precise nouns and modifiers. Precision is obvious. 	<p>Sentence Fluency: The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.</p> <p>⑤ <i>The writing has an easy flow, rhythm and cadence. Sentences are well built.</i></p> <ol style="list-style-type: none"> Sentences enhance the meaning. Sentences vary in length as well as structure. Purposeful and varied sentence beginnings. Creative and appropriate connectives. The writing has cadence. 	<p>Conventions: The mechanical correctness of the piece; spelling, grammar and usage, paragraphing, use of capitals, and punctuation.*</p> <p>⑤ <i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing)</i></p> <ol style="list-style-type: none"> Spelling is generally correct. Punctuation is accurate. Capitalization skills are present. Grammar and usage are correct. Paragraphing tends to be sound. The writer may manipulate conventions for stylistic effect; and it works!
<p>③ <i>The language is functional, even if it lacks much energy.</i></p> <ol style="list-style-type: none"> Words are adequate and correct in a general sense. Familiar words and phrases communicate. Attempts at colorful language. Passive verbs, everyday nouns and adjectives, lack of interesting adverbs. The words are only occasionally refined. The words and phrases are functional with only a moment or two of sparkle. 	<p>③ <i>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.</i></p> <ol style="list-style-type: none"> Sentences get the job done in a routine fashion. Sentences are usually constructed correctly. Sentence beginnings are not A.L.L. alike; some variety is attempted. The reader sometimes has to hunt for clues. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly. 	<p>③ <i>The writer shows reasonable control over a limited range of standard writing conventions</i></p> <ol style="list-style-type: none"> Spelling is usually correct or reasonably phonetic on common words. End punctuation is usually correct. Most words are capitalized correctly. Paragraphing is attempted. Problems with grammar and usage are not serious. Moderate (a little of this, a little of that) editing.
<p>① <i>The writer struggles with a limited vocabulary</i></p> <ol style="list-style-type: none"> Language is vague "Blah, blah, blah" Words are used incorrectly. Limited vocabulary, misuse of parts of speech. Jargon or clichés, persistent redundancy. The words just don't work in this piece. <p>Key Question: Do the words and phrases create vivid pictures and linger in your mind?</p>	<p>① <i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading.</i></p> <ol style="list-style-type: none"> Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural. No "sentence sense" present. Sentences begin the same way. Endless connectives. Does not invite expressive oral reading. <p>Key Question: Can you FEEL the words and phrases flow together as you read it aloud?</p>	<p>① <i>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</i></p> <ol style="list-style-type: none"> Spelling errors are frequent. Punctuation missing or incorrect. Capitalization is random. Errors in grammar or usage are very noticeable. Paragraphing is missing. The reader must read once to decode, then again for meaning. <p>Key Question: How much editing would have to be done to be ready to share with an outside source?</p> <ul style="list-style-type: none"> • A whole lot? Score in the 1-2 range. • A moderate amount? Score in the 3 range. • Very little? Score in the 4-5 range.
<p>*Grades 7 and Up Only: The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions.</p>		

Need a Hand in Writing?

Topic Sentence



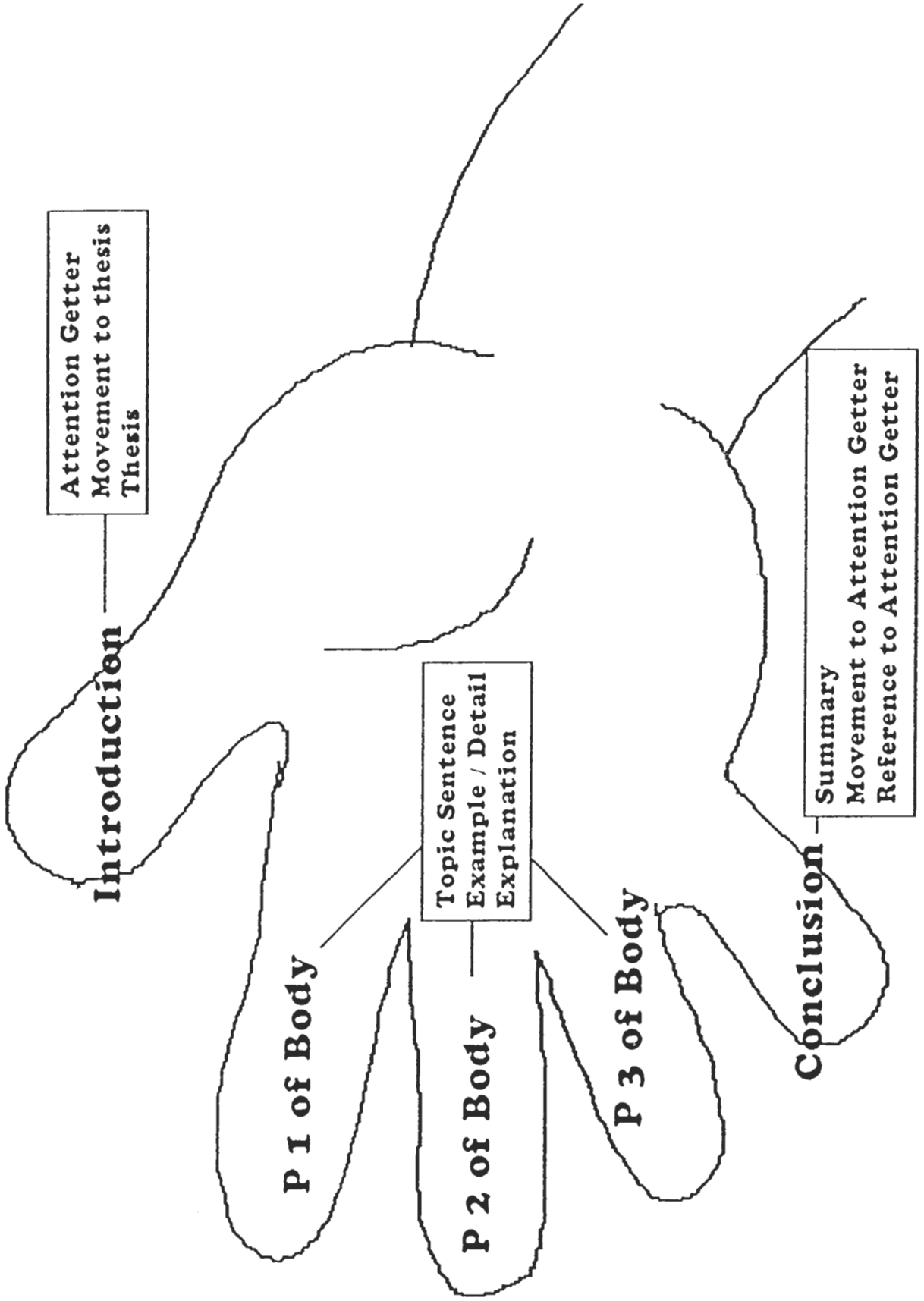
Detail Sentences



Summary Sentence



Need a Hand in Writing? 5 Paragraph Hand



Inviting Introductions

1. Attention Grabber

- Interesting question / fact / statistic
- Riddle or joke
- Bold and challenging statement
- Definition
- General background information about the topic
- An opinion about the topic
- Quotation
- Narrative - shocking or suspenseful story (1st or 3rd person)
- Figurative language (simile-metaphor-personification-hyperbole)

2. Movement to Thesis

- The writer makes a connection between the attention grabber and the thesis

3. Thesis

- The thesis should be the last sentence of the introduction
- It should summarize the main ideas of the paper in one sentence
- NEVER write, "*I am going to tell you...*"

Satisfying Conclusions

1. Thesis

- Restate the thesis (it may be slightly different than in the introduction)
- NEVER write, "I have told you..."

2. Summary

- Restate the main points covered in the paper
- This will be more than one sentence and will tie into the last part of the conclusion

3. Reference to Attention Grabber

- Refer back to the device chosen
- Leave the reader with something to think about

Transitions

Transitions to Clarify

for example	for instance
in other words	put another way
simply stated	stated differently
that is	to clarify
specifically	to illustrate the point

Transitions to Add Information

additionally	again	along with
also	further	another
as well	besides	finally
equally important	for example	for instance
together with	next	moreover
likewise	furthermore	in addition

Transitions to Compare

accordingly	also
as	comparable to
in the same way	in the same manner
in conjunction with	just as
like	likewise
similarly	sometimes

Transition Combinations

A good...A better...The best
Initially...Then...After that
To begin...Then...Consequently
A bad...A worse...The worst
It started when...As a result...Then...Therefore
As soon as...Next...Later...In the end
At the beginning...Then...Following this...Finally
To begin...At the same time...Finally
One way...Another way...A final method
First of all...Besides...In addition
To start...furthermore...Additionally...Last
One...One other...Along with...Last
In the first place...After that...Later on...At last
First...Along with...Likewise
One important...Another important...The most
First...Second...Third
A good example...A better example
An important...An equally important

Transitions to Contrast

although	as opposed to
but	conversely
counter to	even so
even though	however
in spite of this	in the meantime
nevertheless	on the contrary
on the other hand	otherwise
sometimes	still
yet	even though

Transitions to Conclude or Summarize

accordingly	all in all
as a result	consequently
due to	finally
in closing	in conclusion
in short	in summary
in the last analysis	lastly
therefore	thus
to conclude	to sum up

Transitions to Emphasize a Point

again	another key point
indeed	with this in mind
in fact	for this reason
frequently	on the positive side
truly	to point out
to emphasize	surprisingly enough
to repeat	on the negative side

See the preposition list on page 13 for transitions that show location and time!

HELP WITH WORDS

Descriptive Words

Touch

cool	cold	icy	thin	tepid	steamy	fragile
warm	damp	wet	fleshy	sharp	slippery	tender
tough	mushy	oily	sharp	feathery	prickly	crisp
silky	gritty	satiny	sandy	smooth	rubbery	hairy
rough	thick	pulpy	dry	dull	lukewarm	fuzzy

Taste

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

Sight

flash	flash	frail	elegant	scrolled	dull	tampering
unruffled	twiggy	split	broken	skinny	heavy	square
thin	shapely	winged	shapeless	rolled	drab	branching
scalloped	ruffled	frilled	crimped	crinkled	cylindrical	messy
wiry	calm	flared	oval	rigid	comical	wide
tubular	hollow	rotund	chubby	pleasant	portly	stout
swollen	lumpy	clustered	padded	tufted	pendulous	muddy
jutting	irregular	sunny	angular	fresh	wild	frightened
fiery	blazing	verdant	fresh	clean	scrubbed	proportioned
fragile	pale	pasty	sickly	small	tiny	packed
miniature	timid	shy	fearful	tearful	nervous	tiered
old	terrified	worn	tall	lead	slender	exhausted
hardy	strong	healthy	robust	sturdy	lively	hysterical
orderly	straight	curved	loose	crooked	awkward	shabby
used	tired	ugly	cheap	sloppy	elderly	triangular

Smell

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

Descriptive Words, continued

Sounds

crash	thud	bump	thump	hiss	thunder	patter
bang	smash	explode	roar	scream	screech	inaudible
shout	whistle	whine	squawk	raucous	bawl	mutter
rage	blare	rumble	slam	deafening	stomp	earsplitting
stamp	noise	discord	jangle	disorderly	clash	pandemonium
clamor	tumult	riot	racket	brawl	bedlam	crackle
hubbub	blatant	clap	bark	snap	boom	twitter
melody	hum	piercing	rowdy	rasp	yell	rustle
sigh	murmur	whisper	whit	holler	peaceful	quiet

Speed

fast

hurry	run	scamper
skip	dart	scramble
scurry	dash	flee

slow

creep	crawl	plod
slink	lumber	tiptoe
saunter	loiter	sneak

Colors

red

rose
pink
salmon
coral
raspberry
strawberry
tomato
currant
crimson
vermillion
flame
mulberry
fuchsia

white

snowy
milky
marble
cream
ivory
oyster
pearl
silvery

yellow

gold
mustard
buff
straw
butter
buttercup
lemon
chartreuse
citron
canary

brown

sandy
almond
amber
tawny
cinnamon
nutmeg
chocolate
coffee
rust

blue

peacock
periwinkle
sapphire
delft
turquoise
aqua

purple

violet
lavender
orchid
mauve
lilac
plum
magenta
pansy

green

celery
mint
apple
lime
apple

orange

persimmon
topaz
tangerine
peach
apricot

gray

ashed
dove
steel
platinum

black

licorice
jet
ebony

Action Words

Ache	Cough	Flop	Leap	Roar	Thump
Babble	Crackle	Flow	Light	Rumble	Thunder
Bash	Creep	Fume	Loan	Sail	Trill
Batter	Croon	Glare	Moan	Scold	Twinkle
Beam	Crow	Glide	Mock	Shriek	Wail
Beep	Crunch	Glisten	Mumble	Simmer	Wheeze
Bicker	Dance	Glitter	Munch	Sizzle	Whip
Blare	Dazzle	Glow	Nail	Slap	Whir
Blind	Dribble	Grind	Nick	Slosh	Whisk
Blink	Drift	Groan	Patter	Smash	Whistle
Blister	Drip	Gun	Peep	Smoke	Wink
Bubble	Engulf	Hiss	Pile	Soar	Yap
Cackle	Entertain	Hoot	Plop	Spark	Yell
Chant	Flail	Invite	Pop	Spin	Zoom
Chat	Flap	Jerk	Pounce	Splash	
Chuckle	Flare	Jump	Pound	Sprinkle	
Chug	Flicker	Kick	Quack	Sputter	
Clank	Flit	Kiss	Rattle	Squash	
Cluck	Float	Laugh	Reflect	Streak	

Adverbs Adverbs answer the questions: How? When? Where? To What Extent?

Ending in -ly

Actually	Generally	Quietly
Appallingly	Gradually	Rapidly
Barely	Highly	Slowly
Carefully	Horribly	Smoothly
Certainly	Hurriedly	Sorrowfully
Easily	Intricately	Strangely
Extremely	Nearly	Suddenly
Finally	Painstakingly	Surprisingly
Friendly	Probably	Totally
Fully	Quickly	

Not ending in -ly

Already	Not	Then
Away	Now	There
Far	Often	Today
Fast	Out	Together
Here	Over	Tomorrow
Inside	Quite	Too
Just	Rather	Very
More	So	Well
Most	Sometimes	Yesterday
Nearby	Soon	

Prepositions

Aboard	Before	During	Off	To
About	Behind	Except	On	Toward
Above	Below	For	Onto	Under
Across	Beneath	From	Out	Underneath
After	Beside	In	Outside	Until
Against	Between	Inside	Over	Up
Along	Beyond	Into	Past	Upon
Among	By	Like	Since	With
Around	Concerning	Near	Through	Within
At	Down	Of	Throughout	Without

Dead Words

A lot	Fun	Like	Really	Very
Bad	Get	Lots	So	Well
Cool	Got	Many	Stuff	You
Fine	Good	Nice	Thing	Your

Substitutes for very (one of the dead words)

Bitterly	Infinitely	Shockingly
Chiefly	Intensely	Severely
Especially	Mightily	Surely
Exceedingly	Powerfully	Truly
Immeasurable	Richly	Unusually

Substitutes for get (one of the dead words)

Accomplished	Convince	Inform	Seize
Achieve	Cook	Inherit	Serve
Acquire	Do	Kill	Shoot
Act	Drive	Learn	Slip
Annoy	Dunk	Live	Snare
Approach	Earn	Locate	Snatch
Arrive	Eat	Make	Steal
Ask	Escape	Manage	Strike
Assassinate	Establish	Master	Succeed
Attain	Fetch	Murder	Support
Bag	Find	Obtain	Survive
Be	Fix	Overcome	Raise
Become	Follow	Perceive	Reach
Begat	Gain	Persuade	Reap
Borrow	Generate	Prepare	Receive
Bribe	Give	Procure	Regain
Bring	Go	Produce	Remember
Build	Grab	Profit	Remove
Buy	Grasp	Purchase	Rent
Capture	Hand	Pursue	Retrieve
Catch	Help	Put	Ring
Collect	Hire	Puzzle	Run
Come	Hit	Salvage	Take
Comprehend	Hook	Score	Thrill
Conceive	Induce	Secure	Trap
Contract	Influence	See	Understand

Synonyms for Said

accused	continued	insisted	proposed	squealed
acknowledged	cried	interrupted	quarreled	stammered
added	decided	joked	questioned	stated
admitted	declared	kidded	quibbled	stormed
advised	demanded	laughed	quizzed	stressed
agreed	denied	lectured	ranted	stuttered
announced	described	lied	reassured	suggested
answered	directed	mentioned	recalled	taunted
apologized	disagreed	meowed	remarked	thought
argued	elaborated	mewed	remembered	threatened
asked	emphasized	mimicked	reminded	tweeted
babbled	exclaimed	moaned	repeated	urged
badgered	explained	mocked	replied	uttered
barked	exploded	mumbled	reported	vowed
began	feared	murmured	requested	wailed
begged	fibbed	muttered	responded	warned
bickered	filled in	nagged	revealed	yawned
boasted	finished	objected	roared	yelled
bragged	fired	observed	ruled	
called	fretted	ordered	sassed	
cautioned	fumed	panted	scolded	
challenged	fussed	persisted	screamed	
chattered	gasped	persuaded	screached	
cheered	giggled	pleaded	shouted	demanded
chuckled	gloated	pointed out	shrieked	interrogated
claimed	grinned	pouted	sighed	inquired
coaxed	grunted	praised	snapped	investigated
commented	held	predicted	sneered	invited
complained	hinted	pretended	sobbed	guessed
complimented	hissed	proclaimed	specified	probed
concluded	howled	prodded	sputtered	questioned
confessed	implied	promised	squawked	quizzed
confided	inquired	prompted	squeaked	requested

Synonyms for Asked

demanded
interrogated
inquired
investigated
invited
guessed
probed
questioned
quizzed
requested

Thesaurus

Amazing - incredible, unbelievable, improbable, fabulous, wonderful, fantastic, astonishing, astounding, extraordinary

Anger - enrage, infuriate, arouse, nettle, exasperate, inflame, madden

Angry - mad, furious, enraged, excited, wrathful, indignant, exasperated, aroused, inflamed

Answer - reply, respond, retort, acknowledge

Ask - question, inquire of, seek information from, put a question to, demand, request, expect, inquire, query, interrogate, examine, quiz

Awful - dreadful, terrible, abominable, bad, poor, unpleasant

Bad - evil, immoral, wicked, corrupt, sinful, depraved, rotten, contaminated, spoiled, tainted, harmful, injurious, unfavorable, defective, inferior, imperfect, substandard, faulty, improper, inappropriate, unsuitable, disagreeable, unpleasant, cross, nasty, unfriendly, irascible, horrible, atrocious, outrageous, scandalous, infamous, wrong, noxious, sinister, putrid, snide, deplorable, dismal, gross, heinous, nefarious, base, obnoxious, detestable, despicable, contemptible, foul, rank, ghastly, execrable

Beautiful - pretty, lovely, handsome, attractive, gorgeous, dazzling, splendid, magnificent, comely, fair, ravishing, graceful, elegant, fine, exquisite, aesthetic, pleasing, shapely, delicate, stunning, glorious, heavenly, resplendent, radiant, glowing, blooming, sparkling

Begin - start, open, launch, initiate, commence, inaugurate, originate

Big - enormous, huge, immense, gigantic, vast, colossal, gargantuan, large, sizeable, grand, great, tall, substantial, mammoth, astronomical, ample, broad, expansive, spacious, stout, tremendous, titanic, mountainous

Brave - courageous, fearless, dauntless, intrepid, plucky, daring, heroic, valorous, audacious, bold, gallant, valiant, doughty, mettlesome

Break - fracture, rupture, shatter, smash, wreck, crash, demolish

Bright - shining, shiny, gleaming, brilliant, sparkling, shimmering, radiant, vivid, colorful, lustrous, luminous, incandescent, intelligent, brilliant, knowing, quick-witted, smart, intellectual

Calm - quiet, peaceful, still, tranquil, mild, serene, smooth, composed, collected, unruffled, level-headed, unexcited, detached, aloof

Come - approach, advance, arrive, reach

Cool - chilly, cold, frosty, wintry, icy, frigid

Crooked - bent, twisted, curved, hooked, zigzag

Cry - shout, yell, yowl, scream, roar, bellow, weep, wail, sob, bawl

Cut - gash, slash, nick, sever, slice, carve, cleave, slit, chop, crop, lop, reduce

Dangerous - perilous, hazardous, risky, uncertain, unsafe

Dark - shadowy, unlit, murky, gloomy, dim, dusky, shaded, sunless, black, dismal, sad

Decide - determine, settle, choose, resolve

Definite - certain, sure, positive, determined, clear, distinct, obvious

Delicious - savory, delectable, appetizing, luscious, scrumptious, palatable, delightful, enjoyable, toothsome, exquisite

Describe - portray, characterize, picture, narrate, relate, recount, represent, report

Destroy - ruin, demolish, raze, waste, kill, slay, end, extinguish

Difference - disagreement, inequality, contrast, dissimilarity, incompatibility

Do - execute, enact, carry out, finish, conclude, effect, accomplish, achieve, attain

Dull - boring, tiring, tiresome, uninteresting, slow, dumb, stupid, unimaginative, lifeless, dead, insensible, tedious, wearisome, listless, expressionless, plain, monotonous, humdrum, dreary

Eager - keen, fervent, enthusiastic, involved, interested, alive to

End - stop, finish, terminate, conclude, close, halt, cessation, discontinuance

Enjoy - appreciate, delight in, to be pleased with, indulge in, luxuriate in, bask in, relish, savor, like

Explain - elaborate, clarify, define, interpret, justify, account for

Fair - just, impartial, unbiased, objective, unprejudiced, honest

Fall - drop, descend, plunge, topple, tumble

False - fake, fraudulent, counterfeit, spurious, untrue, unfounded, erroneous, deceptive, groundless, fallacious

Famous - well-known, renowned, celebrated, famed, eminent, illustrious, distinguished, noted, notorious

Fast - quick, rapid, swift, speedy, fleet, hasty, snappy, mercurial, swiftly, rapidly, quickly, snappily, speedily, lickety-split, posthaste, hastily, expeditiously, like a flash

Fat - stout, corpulent, fleshy, beefy, paunchy, plump, full, rotund, tubby, pudgy, chubby, chunky, bulky, elephantine, obese

Fear - fright, dread, terror, alarm, dismay, anxiety, awe, horror, panic, apprehension

Fly - soar, hover, flit, wing, flee, waft, glide, coast, skim, sail, cruise

Funny - humorous, amusing, droll, comic, comical, laughable, silly

Get - acquire, obtain, secure, procure, gain, fetch, find, accumulate, win, earn, reap, catch, net, bag, derive, collect, gather, glean, pick up, accept, come by, regain, salvage

Go - recede, depart, fade, disappear, move, travel, proceed

Good - excellent, fine, superior, wonderful, marvelous, suited, suitable, proper, capable, generous, kindly, friendly, gracious, obliging, pleasant, agreeable, pleasurable, satisfactory, well-behaved, obedient, honorable, reliable, trustworthy, favorable, profitable, advantageous, righteous, expedient, helpful, valid, genuine, ample, salubrious, estimable, beneficial, splendid, great, noble, worthy, first-rate, top-notch, grand, superb, respectable

Great - noteworthy, worthy, distinguished, remarkable, grand, considerable, powerful, much, mighty

Gross - improper, rude, coarse, indecent, crude, vulgar, outrageous, extreme, grievous, shameful, uncouth, obscene, low

Happy - pleased, contented, satisfied, delighted, elated, joyful, cheerful, ecstatic, jubilant, gay, tickled, gratified, glad, blissful, overjoyed

Hate - despise, loathe, detest, abhor, disfavor, dislike, disapprove, abominate

Have - hold, possess, own, contain, acquire, gain, maintain, bear, beget, occupy, absorb, fill

Help - aid, assist, support, encourage, back, wait on, attend, serve, relieve, succor, benefit, befriend, abet

Hide - conceal, cover, mask, cloak, camouflage, screen, shroud, veil

Hurry - rush, run, speed, race, hasten, accelerate, bustle

Hurt - damage, harm, injure, wound, afflict, pain

Idea - thought, concept, conception, notion, understanding, opinion, plan, view, belief

Important - necessary, vital, critical, indispensable, valuable, essential, significant, primary, principal, considerable, famous, distinguished, notable, well-known

Interesting - fascinating, engaging, sharp, keen, bright, intelligent, animated, spirited, attractive, inviting, intriguing, provocative, thought-provoking, challenging, inspiring, involving, moving, titillating, tantalizing, exciting, entertaining, piquant, lively, racy, spicy, engrossing, absorbing, consuming, gripping, arresting, enthralling, spellbinding, curious, captivating, enchanting, bewitching, appealing

Keep - hold, retain, withhold, preserve, maintain, sustain, support

Kill - slay, execute, assassinate, murder, destroy, abolish

Lazy - indolent, slothful, idle, inactive, sluggish

Little - tiny, small, diminutive, shrimp, runt, miniature, puny, exiguous, dinky, cramped, limited, itty-bitty, microscopic, slight, petite, minute

Look - gaze, see, glance, watch, survey, study, seek, search for, peek, peep, glimpse, stare, contemplate, examine, gape, ogle, scrutinize, inspect, leer, behold, observe, view, witness, perceive, spy, sight, discover, notice, recognize, peer, eye, gawk, peruse, explore

Love - like, admire, esteem, fancy, care for, cherish, adore, treasure, worship, appreciate, savor

Make - create, originate, invent, beget, form, construct, design, fabricate, manufacture, produce, build, develop, do, effect, execute, compose, perform, accomplish, earn, gain, obtain, acquire, get

Mark - label, tag, price, ticket, impress, trace, imprint, stamp, brand, sign, note, heed, notice, designate

Mischievous - prankish, playful, naughty, roguish, waggish, impish, sportive

Moody - temperamental, changeable, short-tempered, glum, morose, sullen, mopish, irritable, testy, peevish, fretful, spiteful, sulky, touchy

Move - plod, go, creep, crawl, inch, poke, drag, toddle, shuffle, trot, dawdle, walk, traipse, mosey, jog, plug, trudge, lumber, lag, run, sprint, trip, bound, hotfoot, high-tail, streak, stride, tear, breeze, whisk, rush, dash, dart, bolt, scamper, scurry, skedaddle, scoot, scuttle, scramble, race, chase, hasten, hurry, gallop, lope, accelerate, stir, budge, travel, wander, roam, journey, trek, ride, slip, glide, slide, slither, coast, sail, saunter, hobble, amble, stagger, prance, straggle, meander, perambulate, waddle, wobble, promenade, lunge

Neat - clean, orderly, tidy, trim, dapper, natty, smart, elegant, organized, spruce, shipshape, well-kept

New - fresh, unique, original, unusual, modern, current, recent

Old - feeble, frail, ancient, aged, used, worn, dilapidated, ragged, faded, broken-down, former, old-fashioned, outmoded, passé, veteran, mature, venerable, primitive, traditional, archaic, conventional, customary, stale, musty, obsolete

Part - portion, share, piece, allotment, section, fraction, fragment

Place - space, area, spot, region, location, position, residence, dwelling, set, site, station, status, state

Plan - plot, scheme, design, draw, map, diagram, procedure, arrangement, intention, contrivance, method, way, blueprint

Popular - well-liked, approved, accepted, favorite, celebrated, common, current

Predicament - quandary, dilemma, pickle, problem, plight, scrape, jam

Put - place, set, attach, establish, assign, keep, save, set aside, effect, achieve, do, build

Quiet - silent, still, soundless, mute, tranquil, peaceful, calm, restful

Right - correct, accurate, factual, true, good, just, honest, upright, lawful, moral, proper, suitable, apt, legal, fair

Run - race, speed, hurry, hasten, sprint, dash, rush, escape, clope, flee

Say/Tell - inform, notify, advise, relate, recount, narrate, explain, reveal, disclose, divulge, declare, command, order, bid, enlighten, instruct, insist, teach, train, direct, issue, remark, converse, speak, affirm, utter, express, verbalize, voice, articulate, pronounce, deliver, convey, impart, assert, state, allege, mutter, mumble, whisper, sigh, exclaim, yell, sing, yelp, snarl, hiss, grunt, snort, roar, bellow, thunder, boom, scream, shriek, screech, squawk, whine, philosophize, stammer, stutter, lisp, drawl, jabber, announce, swear, vow

Scared - afraid, frightened, alarmed, terrified, panicked, fearful, unnerved, insecure, timid, shy, skittish, jumpy, disquieted, worried, vexed, troubled, disturbed, horrified, terrorized, shocked, petrified, timorous, shrinking, tremulous, stupefied, paralyzed, stunned, apprehensive

Show - display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose

Slow - unhurried, gradual, leisurely, late, behind, tedious, slack

Stop - cease, halt, pause, discontinue, conclude, end, finish, quit

Story - tale, myth, legend, fable, yarn, account, narrative, chronicle, epic, anecdote, memoir

Strange - odd, peculiar, unusual, unfamiliar, uncommon, queer, weird, outlandish, curious, unique, exclusive, irregular

Take - hold, catch, seize, grasp, win, capture, acquire, pick, choose, select, remove, steal, lift, rob, engage, purchase, buy, retract, recall, occupy, consume

Tell - disclose, reveal, show, expose, uncover, relate, narrate, inform, advise, explain, divulge, declare, command, order, bid, recount, repeat

Think - judge, deem, assure, believe, consider, contemplate, reflect, meditate

Trouble - distress, anguish, anxiety, worry, wretchedness, pain, danger, peril, disaster, grief, misfortune, difficulty, concern, inconvenience, effort

True - accurate, right, proper, precise, exact, valid, genuine, real, actual, steady, loyal, dependable, sincere

Ugly - hideous, frightful, frightening, shocking, horrible, unpleasant, monstrous, repulsive, terrifying, gross, gruesome, grisly, ghastly, horrid, unsightly, plain, homely, unattractive

Unhappy - miserable, uncomfortable, wretched, heartbroken, unfortunate, downhearted, sorrowful, depressed, dejected, melancholy, glum, gloomy, dismal, discouraged, sad

Use - employ, utilize, exhaust, spend, expend, consume, exercise

Wrong - incorrect, inaccurate, mistaken, erroneous, improper, unsuitable

SENTENCE BEGINNINGS



1. *Two adjectives:* Intelligent, hard-working students study every night.
2. *An appositive:* Margaret, intelligent and hard working, studies at the library.
3. *A parallel structure:* Intelligent and hard working, Margaret studies at the library.
4. *A question:* Who could that intelligent, hard-working student be?
5. *A prepositional phrase:* In the brightly-lit classroom, the intelligent, hard-working students study for an entire class period.
6. *An infinitive:* To study all day in the information-filled classroom is the duty of the students.
7. *A gerund:* Listening and studying all day in the classroom is the students' duty.
8. *A perfect participle (past participle):* Having sat all day in the classroom, the students were anxious for soda and chips.
9. *A present participle:* Smiling at the busy students, the teacher keeps watch.
10. *A predicate adjective:* The teacher is pleasant.
11. *A predicate noun:* The well-trained teacher was the obvious leader.
12. *An adverbial clause:* Until we learned the parts of speech, we couldn't improve our writing.
13. *An adjective clause:* Andy, who has the mind of a scientist, worked as lab assistant.
14. *A noun clause:* That he could study all day in the library has never been proven.
15. *An exclamation (!):* Wow! He certainly is enjoying middle school.

The Art of Styling Sentences

Grades 7-8

- **Short, simple sentence for relief or dramatic effect** – grabs the reader’s attention when used to separate several long sentences, to summarize, or to provide transition between ideas
 - Everything changed.
 - Let’s talk.
 - Just consider this.
- **Prepositional phrase before subject and verb** – positions one or more prepositional phrase at the beginning of the sentence
 - With horrified attention, we watched the planes crash.
 - In the park, the children ran and played wildly.
- **Introductory or concluding participles** – places action *ing* or *ed* words at the beginning of the sentence which describes the subject
 - Expecting a spectacular display, the crowd eagerly awaited the fireworks.
 - Inspired by the Harry Potter books, Joe created his Halloween costume.
- **Interrupting modifier between subject and verb** – interrupts the subject and the verb of a sentence as a kind of whisper
 - An apple a day (as your mother has said) will keep the doctor away.
 - Typewriters, once common in schools, are rarely seen today.
 - Snakes – once considered dangerous – are now common household pets.
- **A series of balanced pairs** – creates a balanced rhythm within the sentence
 - The textbook showed distinctions between prose and poetry, denotation and connotation, deduction and induction.
 - The middle school is a great place to be because of Becky and Barb, Jody and Deana, John and Pat.
- **Compound sentence: semicolon, no conjunction** – joins two short, simple sentences having two closely related ideas
 - Gloria, try on these jeans; they seem to be your size.
 - Reading is the easy part; remembering takes more effort.

The Art of Styling Sentences

Grades 9-10

- **The deliberate fragment** – used sparingly can be very effective for emphasis or to create a dramatic effect
 - (for transition) Now, on with the story.
 - (for indicating conclusions) Fine.
 - (for making exclamations and for emphasis) But how?
 - (for making explanations) All to no avail.
- **A paired construction for contrast only** – illustrates the differences between two ideas and usually involves a reversal
 - **By chance (not by studying)** she made an A on the midterm.
 - **Hard work, not luck,** gets you promoted in business.
- **Emphatic appositive at end, after a colon** – provides a forceful emphatic appositive that concludes the sentence and practically shouts for your reader's attention
 - Her room contained a collection of trash: **old clothes, pop cans, magazines.**
 - When I go to the movies, I need two items to really enjoy it: **popcorn and pop.**
- **Dependent clauses in a pair or in a series** – expresses conditions, situations, or provisions dependent upon the idea expressed in the main clause – must be parallel in structure
 - **If he had the money, if he had the time, if he had a companion,** he would take that trip around the world.
 - **With no money and with no time,** she had to refuse the vacation package.
- **An internal series of appositives or modifiers** – renames (appositives) and describe (modifiers) something named elsewhere in the sentence
 - The basic writing skills – **good vocabulary, knowledge of grammar, sense of style** – can be learned by almost everyone.
 - Many of the books kids enjoy reading (**Animal Farm, Catcher in the Rye, Harry Potter novels**) take them into another world.
- **A series without a conjunction** – gives a sentence a quick, staccato sound by separating items with commas and no conjunctions
 - The US has a government **of the people, by the people, for the people.**
 - It took **courage, skill, knowledge** – and he had them all.
- **Dependent clause as a subject or object or complement** – utilizes a dependent clause as another part of the sentence
 - **Why so many people hate to eat vegetables constantly** amazes parents.
 - He finally finished **what he had started over a year ago.**
 - Ann never discovered **why her husband bought her a diamond necklace.**

The Art of Styling Sentences

Grades 11-12

- **A short question for dramatic effect** – involves either a question that begins with an interrogative word, or a statement that becomes a question through intonation (pitch or tone) of voice
 - Can we change?
 - When will it end?
- **Complete inversion of normal pattern** – reverses the order of sentence parts to create emphasis and rhythm not achievable by any other means
 - Down the field and through the weeds pranced the little puppy.
 - “Never before have we had so little time to do so much.” FDR (1942)
- **Single modifier out of place for emphasis** – places additional emphasis on any modifier by putting it somewhere other than its normal place in the sentence
 - Desperate, the young mother called for help.
 - All day the walkers sweated in the sun, pleased that they were walking for a good cause – preventing breast cancer.
- **A full sentence as interrupting modifier** – interrupts the main thought with a full sentence
 - Although the young models looked wonderful in their new \$500 parkas – they were pretending to know how to ski – not one of them dared venture down the giant slalom.
 - Juliet’s famous question – early in the balcony scene she asks, “Wherefore art thou Romeo?” – is often misunderstood; she meant not “where,” but “why.”
- **A variation: Same word repeated in parallel structure** – creates a parallel structure by repeating an adjective or adverb in phrases or clauses, the same preposition in a series, the same noun as the object of different prepositions, the same modifying word in phrases that begin with different prepositions, the same intensifiers, or the same verb or alternative forms of the same word
 - He has known her for many years, before she went to college, before she was a star, before she won the Oscar.
 - The baseball game was very exciting, very enjoyable, but very long.

The Art of Styling Sentences

- **Repetition of a key term** – repeats a key word in a modifying phrase attached to the main clause
 - We live in an uncertain world – the inner world, the world of the mind.
 - We all have problems but we can find a solution, a solution that works, a solution that is equitable.
- **A variation: appositive after a dash** – precedes a short climactic appositive
 - Pandas eat only one food – bamboo shoots.
 - E-mail is wonderful and so easy to send but also represents a major problem – answering it.
- **An introductory series of appositives** – begins with a “cluster” or appositives
 - The depressed, the stressed, the lonely, the fearful – all have trouble coping with problems.
 - Mickey Mouse, Magic Mountain, the Light Parade – these mean Disneyland to children.
- **Compound sentence with explanatory statement** – signals the reader that the second clause will specifically explain or expand some idea expressed only vaguely in the first clause
 - A lizard never worries about losing its tail: it can always grow another.
 - Superman has extraordinary powers: he flies like a bird and has X-ray vision.
- **Compound sentence with elliptical construction** – joins two simple sentences having closely related ideas by leaving out the verb in the second clause because it is not necessary
 - His mother told him to rent a car; his sister, to pack the suitcases.
 - For many of us, the new math teacher was a savior; for others, a pain.

Parts of Speech

NOUN

A noun is a word which names a person, place, thing, or idea.

person: Maria, friend, Josh, parent
place: home, Miami, city, backyard
thing: baseball, homework, secret
idea: happiness, trouble, friendship

- A **common noun** (not capitalized) is the general name of a person, place, thing, or idea.
- A **proper noun** (always capitalized) is the specific name of a person, place, thing, or idea.

<u>Common Nouns</u>	<u>Proper Nouns</u>
woman	Betsy Ross
fort	Fort Sisseton
mountains	the Rocky Mountains
team	the Minnesota Twins
park	Bramble Park

PRONOUN

A pronoun is a word used in place of a noun.

- She dropped her books. He dropped **it**. Sometimes I talk to **myself**.

VERB

A verb shows action or links the subject to another word in the sentence.

- An **action verb** tells what the subject is doing. See page 13 for a list of action verbs.
 - The boys **hike** along the river.
- A **linking verb** links a subject to a noun or an adjective in the predicate part of the sentence.
 - My new car **looks** shiny.
- A **helping verb** comes before the main verb and helps state an action.
 - Lee **will** write in his journal.

ADJECTIVE

Adjectives are words that describe nouns or pronouns. Adjectives tell **what kind**, **how many**, or **which one**.

- Male peacocks have **beautiful** feathers.

ADVERB

Adverbs are words that describe verbs, adjectives, or other adverbs. Adverbs tell **how**, **when**, **where**, **how often**, and **how much**. Adverbs often end in **ly**. See page 13 for a list of adverbs.

- Max waited **eagerly** for the next pitch. (how)
- The pitch curved **inside**. (where)
- The game is starting **now**. (when)

PREPOSITION

Prepositions are words that show position or direction and introduce prepositional phrases. See page 13 for a list of prepositions.

- One cat rested **on** the desk top.
- Another cat watched **from** a window.

CONJUNCTION

A conjunction connects individual words or groups of words.

- The river is wide **and** deep.
- We can fish in the morning **or** in the evening.
- **Neither** Bill **nor** Jane liked the movie.
- Ice cream tastes best **when** it is topped with chocolate.

INTERJECTION

An interjection is a word or phrase used to express strong emotion or surprise. A comma or an exclamation point is used to separate an interjection from the rest of the sentence.

- **Wow**, look at those mountains!
- **Hey!** Keep your eyes on the road!

PUNCTUATION

APOSTROPHE

An apostrophe is used to show a letter(s) has been left out of a word, to form plurals, or to show possession.

- In **contractions** an apostrophe is used to show that one or more letters have been left out of a word.
 - **don't = do not** (o is left out)
 - **she'd = she would** (would is left out)
 - **it's = it is** (i is left out)
- An **'s** is used to form the **plural** of a letter, a number, a sign, or a word discussed as a word ("How many **to's** are there in the sentence?").
 - **A's, 8's, +'s, to's**
- The **possessive form of singular nouns** is usually made by adding an **'s**.
 - The **world's** population will double by the year 2050.
 - Did Mr. **Berg's** lecture explain endangered species?

NOTE: When a singular noun ends with an **s** or **z** sound, the possessive may be formed by adding just an apostrophe. When the singular noun is a one-syllable word, however, the possessive is usually formed by adding **'s**.

- **Texas'** resources (or **Texas's** resources)
- **boss's request** (one-syllable noun ending in s)

- The **possessive form of plural nouns** ending in **s** is usually made by adding just an apostrophe. For plural nouns not ending in **s**, an apostrophe and **s** must be added.
 - **Joneses'** great-grandfather
 - **children's** book

REMEMBER: The word immediately before the apostrophe is the owner.

- the **kid's** custom-designed sneakers (kid is the owner)
- the **girls'** wide-leg riding pants (girls are the owners)
- **boss's** office (boss is the owner)
- **bosses'** office (bosses are the owners)

- When **possession is shared by more than one noun**, add ‘s to the last noun in the series.
 - Smith, Nelson, **Garcia’s** air band (All three are members of the band.)
 - **Smith’s, Nelson’s,** and **Garcia’s** air guitars (Each person owns an air guitar.)
- The **possessive of a compound noun** is formed by placing the ‘s after the last word.
 - her **sister-in-law’s** pop music (singular)
 - the **secretary of state’s** wife (singular)
 - their **sisters-in-law’s** tastes in music (plural)
 - the **secretaries of state’s** wife (plural)

COLON

A colon may be used in a salutation, to introduce a list, or between the numbers in time.

- **Salutation:** Dear Sir:
- **List:** Bring the following to camp: flashlight, snacks, and towels.
- **Time:** 12:30

COMMA

A comma is used to indicate a pause or change in thought.

- **Items in a series:** I like grapes, oranges, and peaches.
- **Dates and addresses:** On June 23, 1989, at 46 Main Street, Hayti, South Dakota, I found twenty dollars.
- **Dialogue:** Bill shouted, “Get off the roof!”
- **Interruptions (Parenthetical Expressions):** You can, for example, buy a computer with a CD burner.
- **Direct address:** Bill, please go to the store for me.
- **Between two independent clauses (compound sentence):** The day was hot, and Kathy went to the pool.
- **Between an introductory phrase/clause and an independent clause:**
 - **Introductory prepositional phrase:** Over the course of the year, students will learn the comma rules.
 - **Introductory adverb clause:** Since it was getting dark, Bill had to leave the park.
 - **Introductory participial phrase:** Running through the forest, the fox discovered a new friend.
- **Separating adjectives:** Many intelligent, well-educated students are in science club.
- **Appositives:** Acid rain, a form of pollution caused by burning coal, affects most of North America.
- **Nonessential (Nonrestrictive) clause or phrase:** The Smiths, who moved here years ago, are our best friends. (when “who moved here years ago” is removed, the sentence is still clear)

DIALOGUE

Periods and commas are placed inside quotation marks in dialogue

- “I don’t know,” replied Al.
- Al replied, “I don’t know.”
- “I,” Al replied, “don’t know.”

HYPHEN

The hyphen is used to create new words, to join words, to divide a word, and to join letters and words.

- **Create new words:** robot-operated
- **To join words:** dot-matrix printer, 14-year-old, sister-in-law
- **Divide a word:** to-ge-ther, omit-ted
- **Join letters and words:** G-rated, X-ray, T-bone

QUOTATION MARKS

Quotation marks are placed before and after direct quotes.

- A noted scientist recently remarked, “You can say good-bye to your telephone.”

Single quotation marks are used to punctuate a quote within a quote

- “I love reading ‘The Raven!’” exclaimed Sue.

SEMICOLON

Use a semicolon between the clauses of a compound sentence that are not joined by conjunction.

- My sister has blond hair; I have red hair.

Use a semicolon between clauses in a compound sentence that are joined by certain transitional words.

- Bill practiced repeatedly; therefore, he made the team.

TITLES

Italicize **or** underline the titles of books, plays, book-length poems, magazines, radio and television programs, movies (videos), cassettes and CD's, pamphlets, manuals, the names of aircraft and ships, and newspapers.

<i>The Lord of the Rings</i>	<u>Lord of the Rings</u>	(novel)
<i>Discover</i>	<u>Discover</u>	(magazine)
<i>Friends</i>	<u>Friends</u>	(tv show)
<i>Jurassic Park</i>	<u>Jurassic Park</u>	(movie)
<i>No Fences</i>	<u>No Fences</u>	(CD)
<i>U.S.S. Arizona</i>	<u>U.S.S. Arizona</u>	(ship)
<i>Argus Leader</i>	<u>Argus Leader</u>	(newspaper)

Use quotation marks for short pieces of written work, song titles, articles from magazines and newspapers, chapters, short stories, one-act plays, class names, and short poems.

"Somewhere Over the Rainbow"	(song)
"Tale Heart"	(short story)
"We'll Never Conquer Space"	(chapter in a book)
"Beginning Photography"	(class name)
"VCR Still Stumps the Smarties"	(newspaper article)
"The Raven"	(poem)

UNDERLINE / ITALICS

Underline **or** italicize foreign words that are not commonly used. Also, underline or italicize scientific names.

- *E pluribus unum* appears on most U.S. currency.
- Humankind is also known as Homo sapiens.