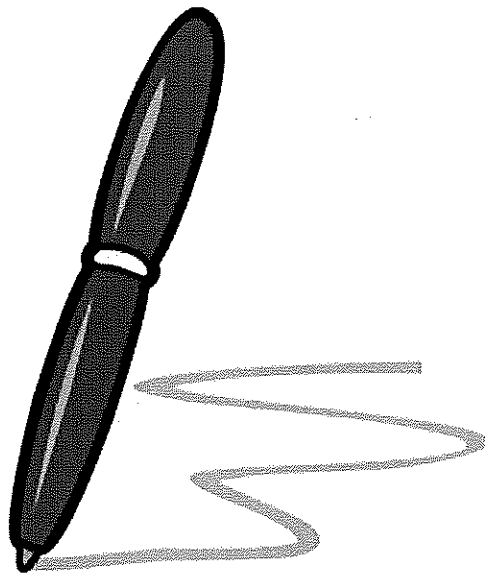


Middle School Writing Handbook



**Middle School English Department
The Lovett School**

The Lovett School
Middle School Writing Handbook
2013-2014

Prepared by the
Middle School English Department

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Middle School English

The Lovett School

Goals and Expectations

The goal of Lovett Middle School English Department is that all students improve their written communication skills each year in middle school. We instruct students in all steps of the writing process (prewriting, drafting, revising, editing, and publishing) and assess students' writing regularly.

The middle school writing program emphasizes organization and idea development as students work on expressing their ideas with increasing clarity and a unique voice. To that end, students write in various contexts, in different genres, and for a variety of audiences throughout their middle school years.

During a student's time in middle school, he or she will:

- develop the traits of writing (*organization, mechanics, support, word choice, sentence structure, and overall development*)
- write in a variety of genres (*including response journals, short stories, memoirs, articles, essays, poems, timed writing, scripts, monologues, and letters*)
- write for a variety of purposes (*narrative, expository, persuasive, literary analysis*)
- develop helpful prewriting, revision, and editing strategies

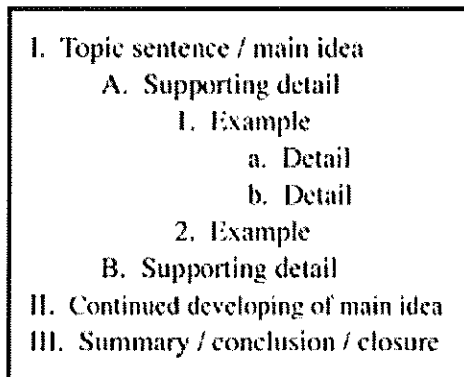
By the end of eighth grade, students will be able to:

- write a well-developed paragraph with a clear topic sentence, effective support, and a closing sentence
- write a multi-paragraph essay with a clear introduction, body, and conclusion
- support a thesis statement with details and examples
- use transitions to connect ideas
- create an inviting introduction and satisfying conclusion
- use figurative language and sensory detail
- elaborate and fully explain ideas and examples
- format a document using MLA style guidelines
- revise and edit to improve a writing piece
- prepare a piece of writing for publication

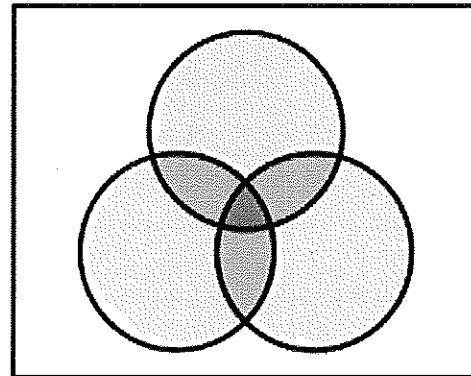
The Writing Process

A. PREWRITING – *Explore topics, collect details, and plan your writing.*

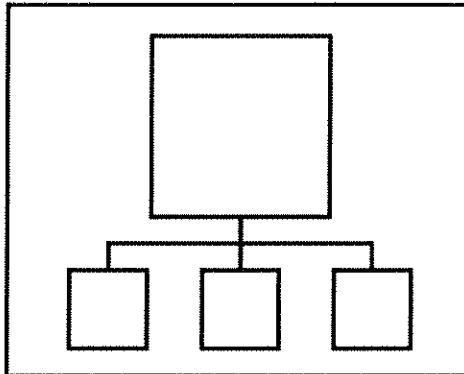
- Think about your topic, your audience, and your purpose.
- List ideas you might use or freewrite for a few minutes on your topic.
- Choose the best ideas to use in your paper and organize them in some way: a diagram, web, chart, or informal outline.
- Examples of prewriting organizers:



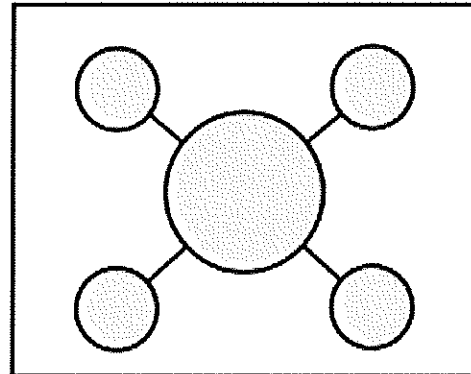
Basic outline



Venn diagram



Hierarchical topical organizer



Bubble topical organizer (Web)

<http://www.learnnc.org/lp/editions/writing-process/5809>

B. DRAFTING - *Your first draft is a rough draft, your first chance to get your ideas down.*

- Keep pre-writing ideas nearby, and refer to them but be flexible as you write—you might come up with a great idea you hadn't thought of!
- If you have trouble with openings or introductions, start writing the body of your essay first. Then come back to the introduction when you have completed the rest of your writing.
- Keep your audience in mind as you write.
- Leave a margin on both sides, and double-space. Setting up your paper this way will make it easier to make changes to your draft.
- When you are drafting, focus on getting your ideas down. You do not have to create a perfect piece of writing in your first draft!

C. REVISING – *Improve your writing.*

Allow some time to pass between writing your first draft and revising it. Read your paper out loud and ask yourself these questions:

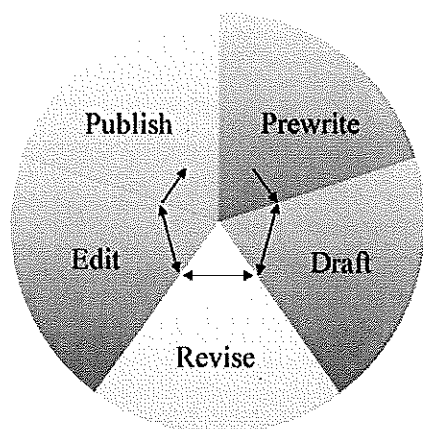
- Do I sound truly interested in my topic?
- Would I enjoy this piece as a reader?
- Does it sound right?
- Is my purpose clear?
- Is there a clear focus or main idea?
- Does the beginning draw the reader into the writing?
- Are my words specific and descriptive?
- Are my sentences varied? Do my ideas flow together smoothly?
- Do I need to cut, add, or rewrite any sections?
- Do I need to clarify any sections?

D. EDITING/PROOFREADING – *Check for mechanics.*

- Check your punctuation, capitalization, spelling, and grammar.
- Use a proofreading checklist to check your paper. (See page 21)
- Check for one type of mistake at a time.
- Make sure your paper is neat.

E. PUBLISHING AND PREPARING YOUR FINAL DRAFT – *Put the finishing touch on your writing.*

- Choose a creative title!
- For all English papers, use MLA formatting guidelines (see page 22). Make sure you have used size 12, Times New Roman font, you have double-spaced, and you have used the correct heading (double-spaced, left side).



Notice the arrows go both directions! During your writing process, you may have to go back and repeat a step before moving forward.

Works Cited

- Bell, Vinetta. "Using Graphic Organizers." *Learn NC*. UNC Chapel Hill School of Education, 2009. Web. 28 May 2013.
- "Mesa Public Schools Educational Technology." » *Writing Process*. Ed. Matthew Miller. Mesa Public Schools, 30 Sept. 2011. Web. 28 May 2013.
- Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Write Source*. Wilmington, MA: Write Source, 2005. Print.

Middle School Writing Rubric

Total Score:

	6	5	4	3	2	1
Organization <ul style="list-style-type: none"> • focus • logical organization • transitions • paragraph format (topic sentences, etc.) 	<ul style="list-style-type: none"> -clear, focused topic/main idea -good use of transitions -uses logical order and unity -strong conclusion 	<ul style="list-style-type: none"> -main idea clear -focused/organized -logical order -conclusion present 	<ul style="list-style-type: none"> -main idea/topic is mostly clear -somewhat organized support -transitions used but forced -unclear/no conclusion 	<ul style="list-style-type: none"> -poor main idea/topic -poor transitions -random organization/focus -attempt at closure 	<ul style="list-style-type: none"> -unclear main idea/topic -random support or unclear order -no conclusion -no transitions 	<ul style="list-style-type: none"> -short, minimal development -no organization or focus
Mechanics <ul style="list-style-type: none"> • spelling • punctuation • capitalization • grammar • format 	<ul style="list-style-type: none"> -excellent mechanics in a complex paper 	<ul style="list-style-type: none"> -few to no mistakes in a well-crafted paper 	<ul style="list-style-type: none"> -minimal mistakes that do not impact meaning, limited text 	<ul style="list-style-type: none"> -some mistakes that do not impact meaning -errors are distracting for the length of the paper 	<ul style="list-style-type: none"> -several mistakes but meaning is clear -errors cause major problems for reader 	<ul style="list-style-type: none"> -errors seriously impact meaning -too brief to evaluate
Support <ul style="list-style-type: none"> • details /examples that develop the main point • elaboration • evidence: quotations, examples, facts, etc. 	<ul style="list-style-type: none"> -support/details are strong, interesting, and specific -facts are accurate and relevant to audience 	<ul style="list-style-type: none"> -details are strong but lack interest -facts are accurate and relevant to audience 	<ul style="list-style-type: none"> -support is adequate for main topic -most details are relevant 	<ul style="list-style-type: none"> -needs elaboration -repetitive details -too few details -many inaccurate details 	<ul style="list-style-type: none"> -details are inaccurate and/or not supportive of the main idea -not enough support used 	<ul style="list-style-type: none"> -almost no details used -irrelevant details
Word Choice <ul style="list-style-type: none"> • vocabulary • word meaning • overall choice 	<ul style="list-style-type: none"> -vivid words and phrases used -information put in to own words -correct usage 	<ul style="list-style-type: none"> -effective vocabulary -attempts vivid, rich language -mostly correct usage 	<ul style="list-style-type: none"> -uses words that communicate clearly -lacks variety -may need to work on paraphrasing 	<ul style="list-style-type: none"> -simplistic vocabulary yet communicates clearly -lacks variety -may need to work on paraphrasing 	<ul style="list-style-type: none"> -limited vocabulary -copied text from source -many errors in usage 	<ul style="list-style-type: none"> -inadequate vocabulary -too brief to evaluate
Sentence Structure <ul style="list-style-type: none"> • complete and correct • no comma splices, fragments, or run-ons • varied in length and structure 	<ul style="list-style-type: none"> -strong variety of sentences used -almost no errors in structure -uses more sophisticated sentences 	<ul style="list-style-type: none"> -sentences clear and relevant to topic -good variety -few errors in structure -attempts more sophisticated patterns 	<ul style="list-style-type: none"> -most sentences sound natural and relevant -some variety -a few awkward or repetitive sentence 	<ul style="list-style-type: none"> -little variety -errors in structure distract from meaning -simple sentences -a few awkward or repetitive sentences 	<ul style="list-style-type: none"> -no variety -sentences are awkward and disjointed -no flow to paragraph 	<ul style="list-style-type: none"> -lack of sentence sense -many errors -too brief to evaluate
Overall Development <ul style="list-style-type: none"> • effect of the paper as a whole • awareness of audience and purpose 	<ul style="list-style-type: none"> -fluent, well developed -fully aware of audience and task -strong voice -insightful, original, creative 	<ul style="list-style-type: none"> -fluent, well developed -knows audience/task -emerging voice -solid information 	<ul style="list-style-type: none"> -moderately fluent -aware of audience/task -some voice -too general 	<ul style="list-style-type: none"> -not well developed -some knowledge of audience/task -repetitive -too general 	<ul style="list-style-type: none"> -poorly developed -little knowledge of audience/task -unclear 	<ul style="list-style-type: none"> -not developed -no knowledge of audience/ task -unreadable

Organization

*What to think about when it comes to
organization...*

- ☒ clear focus or main idea
- ☒ effective planning
- ☒ logical order and unity
- ☒ smooth transitions
- ☒ appropriate paragraphing
- ☒ inviting introductions and satisfying conclusions

Student Name: _____ Date: _____

5-Paragraph Essay Frame

Introduction

Thesis Statement:

Support
#1

Topic Sentence:

Reason A:

Reason B:

Reason C:

Support
#2

Topic Sentence:

Reason A:

Reason B:

Reason C:

Support
#3

Topic Sentence:

Reason A:

Reason B:

Reason C:

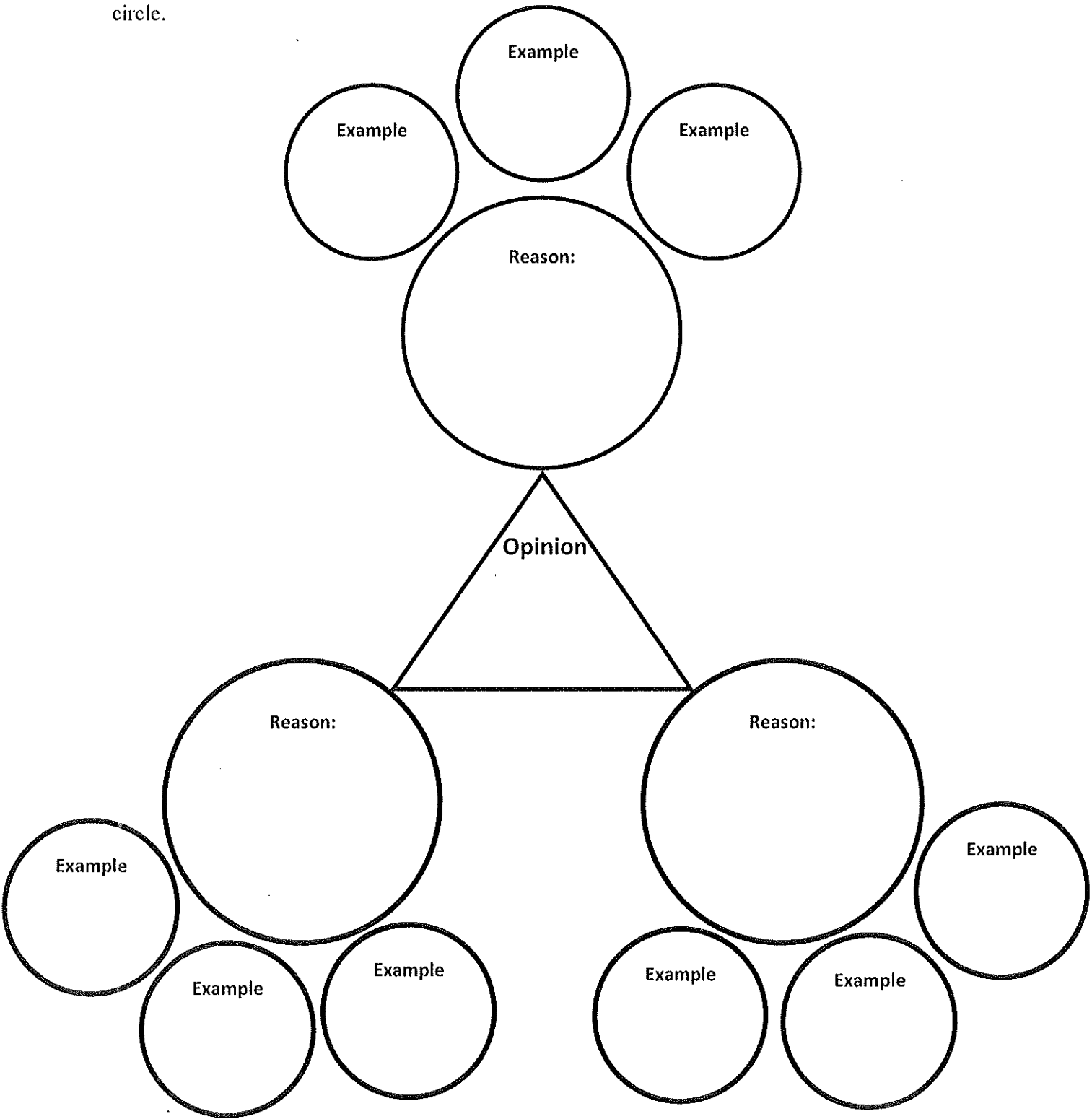
Conclusion

Thesis Statement (restated):

Student Name: _____ Date: _____

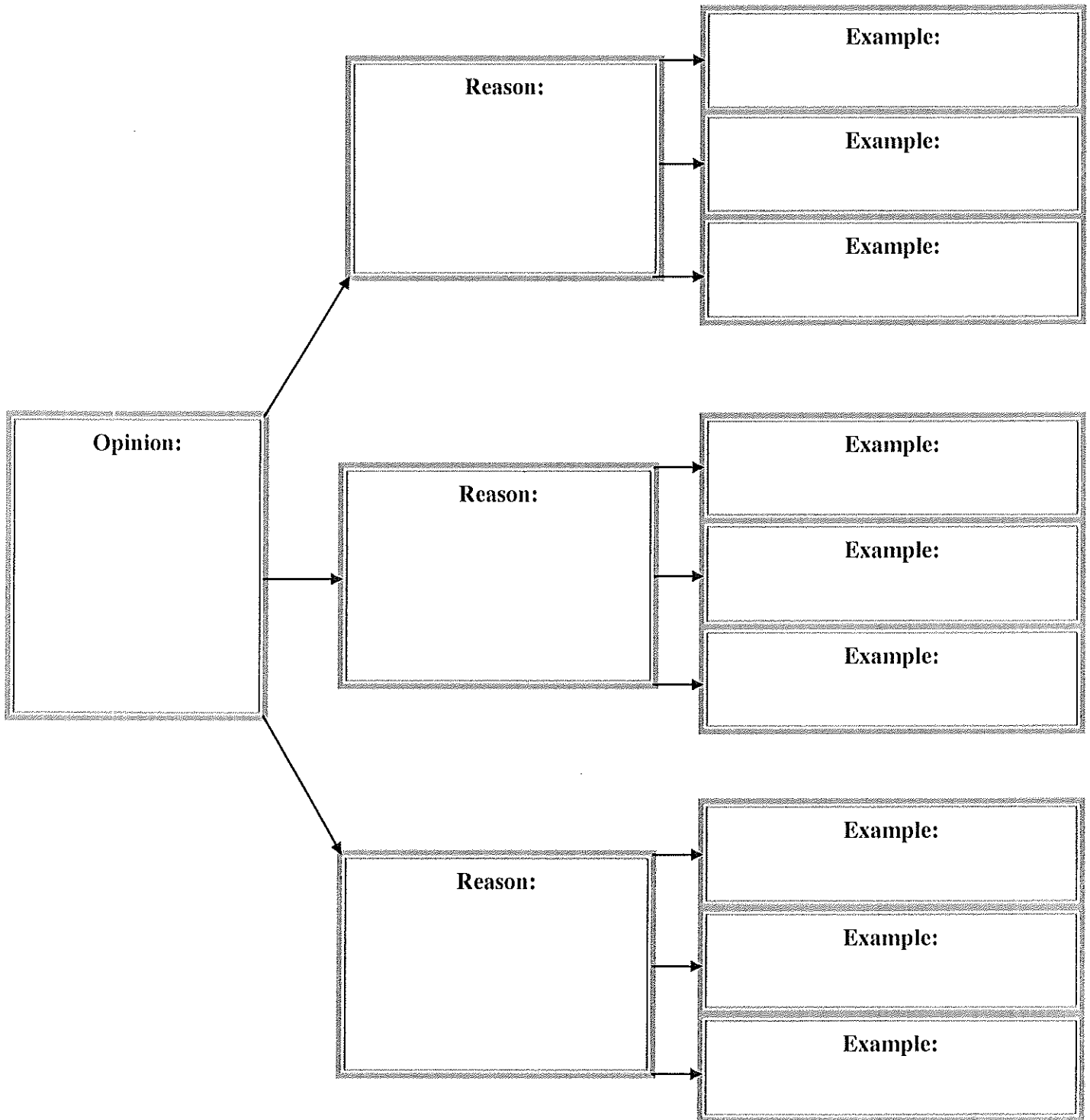
Paw Print Web

Write your opinion in the large middle triangle. Write your reasons for your opinion in the circles attached to the opinion triangle. Write examples in the small circles next to a reason circle.



Student Name: _____ Date: _____

Persuasive Writing Map



Student Name: _____ Date: _____

Story Outline

Fill in each section of the outline.

Setting:	Time:	Place:
-----------------	--------------	---------------

↓

Characters:

↓

Problem:

↓

Event:

Event:

Event:

↓

Resolution:

Creating an Outline

Basic Outline Structure

I. Introduction

- A. Hook
- B. Background
- C. Thesis

II. Topic sentence

- A. Evidence/example
 - 1. Elaboration/interpretation
 - 2. Elaboration/interpretation
- B. Evidence/example
 - 1. Elaboration/interpretation
 - 2. Elaboration/interpretation
- C. Concluding Sentence

III. Topic sentence

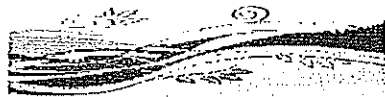
- A. Evidence/example
 - 1. Elaboration/interpretation
 - 2. Elaboration/interpretation
- B. Evidence/example
 - 1. Elaboration/interpretation
 - 2. Elaboration/interpretation
- C. Concluding Sentence

IV. Topic sentence

- A. Evidence/example
 - 1. Elaboration/interpretation
 - 2. Elaboration/interpretation
- B. Evidence/example
 - 1. Elaboration/interpretation
 - 2. Elaboration/interpretation
- C. Concluding Sentence

V. Conclusion

- A. Restate thesis
- B. Restate support (topic sentences)
- C. Closing thought



Transition Words:



Make your writing FLOW!

To add information or make an additional point:

indeed,	further,	as well (as this),	either (neither),	not only (this), but also (that)
also,	moreover,	what is more,	as a matter of fact,	
and,	furthermore,	in addition (to this),	besides (this),	to tell you the truth,
or,	in fact,	actually,	to say nothing of,	as well,
too,	let alone,	much less	additionally,	
nor,	alternatively,	on the other hand,	not to mention (this),	

To introduce an example or a point:

such as,	as,	particularly,	including,	as an illustration,
for example,	like,	in particular,	for one thing,	to illustrate
for instance,	especially,	notably,	by way of example,	

To refer back to something:

speaking about (this),	considering (this),	regarding (this),	with regards to (this),
as for (this),	concerning (this),	on the subject of (this),	the fact that

To bring up a similar point:

similarly,	in the same way,	by the same token,	in a like manner,
equally	likewise,		

To bring up a conflicting/different point:

but,	by way of contrast,	while,	on the other hand,
however,	(and) yet,	whereas,	though (final position),
in contrast,	when in fact,	conversely,	still



Transition Words:



Make your writing FLOW!

To emphasize your next point:

even more, above all, indeed, more importantly, besides

To bring up a point that seems to contradict what you just said:

but even so, nevertheless, even though, on the other hand, admittedly,
however, nonetheless, despite (this), notwithstanding (this), albeit
(and) still, although, in spite of (this), regardless (of this),
(and) yet, though, granted (this), be that as it may,

To show effects / results:

as a result (of this), consequently, hence, for this reason, thus,
because (of this), in consequence, so that, accordingly
as a consequence, so much (so) that, so, therefore,

To show sequence / to move through a number of points:

in the (first, second, etc.) place, initially, to start with, first of all, thirdly, (&c.)
to begin with, at first, for a start, secondly,

To bring up the next point or event in a sequence:

subsequently, previously, eventually, next,
before (this), afterwards, after (this), then

To sum up or conclude:

to conclude (with) as a final point, eventually, at last,
in conclusion, in the end, finally, lastly,
consequently in summary overall to summarize

The Delicious Structure of an Essay

I. Introductory Paragraph: The Scintillating Appetizer

Make your readers salivate with desire to learn more...

Your appetizing introduction should consist of three important ingredients:

Grabber or Hook:

A statement that catches the reader's interest and makes him want to learn more.

Background:

A sentence or two that act as a bridge between the hook and the thesis. Explain a bit about the topic and why it is important. Build the reader's interest in the rest of your essay. (Ask yourself: Why should the reader keep reading? What makes your thesis interesting or important? How does the point your thesis makes relate to our modern day society?)

Thesis Statement:

A statement of the main idea of your essay. Your thesis statement should include the main points that you are going to make in each body paragraph of your essay.



II. Body Paragraphs: The mighty MEAT of your Essay!

Give your readers the substance and evidence that they need!

Main Idea Sentence (or Topic Sentence)–

- The opening sentence of body paragraph
- Describes the main idea or point of the paragraph.
- Argues a specific part of your thesis statement. Includes transition from the previous paragraph to this new paragraph.

Evidence (or a quotation from the text)–

- Found after the main sentence, the evidence gives information to support and reinforce the main sentence.
- When using a **quotation** as evidence, introduce the quotation by explaining its **context**.
 - o Clearly explain who is speaking and what the person is discussing.

Analysis and Elaboration – (Interpretation)

- Found after EACH piece of evidence,
- Tells how and why the evidence supports the topic sentence. (Make this connection EXPLICITLY CLEAR for readers!)

Transition (or closing sentence)–

- Last sentence of paragraph
- Summarizes the points of paragraph and transitions to next body paragraph.
- DIFFERENT from the topic sentence!



III. Concluding Paragraph: The delightful and *insightful* dessert!

Sum it all up and leave your readers with a delightful (and thought-provoking) taste in their mouths...



Ingredient 1: Restatement of Thesis

- Begin with a transition (or connecting word) that signals that you are wrapping up your argument. For example...
 - *in conclusion*
 - *therefore*
 - *finally*
 - *as you can see*
 - *clearly*
 - *in summary*
- Restate your thesis using different words than the words you used in the introduction.

Ingredient 2: Restatement of Main Ideas or Topic Sentences

- Restate each of your topic sentences. Begin with transitions that signal the order of your main ideas / topic sentences:
 - *first, first of all, firstly, to begin with*
 - *second, second of all, secondly, next*
 - *third, third of all, thirdly, finally, lastly*
- Restate your topic sentences using **different** words than you used in the introduction and the body paragraphs.

Ingredient 3: Something to Think About

- Leave your reader with something to contemplate or ponder. For example...
 - a connection to your real life or life in our world today
 - a brief statement of why your argument is important
 - a suggestion for the steps the reader should take now (esp. in persuasive essays)
 - an original insight about your topic

The *Delicious* Structure of an Essay

Big Picture:

Introduction (Appetizer)

1. Grabber
2. Background information
3. Thesis statement (includes three main reasons or points)

Body Paragraph #1

M – Main idea sentence – state reason / point number one

E – 2 -3 pieces of EVIDENCE that prove or support your main idea sentence

A – After each piece of evidence, clearly ANALYZE why that evidence supports your main idea sentence AND your thesis statement.

T – Transition sentence. Sum up this paragraph and move to next body paragraph.

Body Paragraph #2

M – Main idea sentence – state reason / point number two

E – 2 -3 pieces of EVIDENCE that prove or support your main idea sentence

A – After each piece of evidence, clearly ANALYZE why that evidence supports your main idea sentence AND your thesis statement.

T – Transition sentence. Sum up this paragraph and move to next body paragraph.

Body Paragraph #3

M – Main idea sentence – state reason / point number three

E – 2 -3 pieces of EVIDENCE that prove or support your main idea sentence

A – After each piece of evidence, clearly ANALYZE why that evidence supports your main idea sentence AND your thesis statement.

T – Transition sentence. Sum up this paragraph and move to the conclusion.

Conclusion (Dessert!)

1. Restate your thesis in different words.
2. Restate your three main idea sentences in different words.
3. Leave your reader with something to think about.

Mechanics

*What to think about when it comes to
mechanics...*

- ☒ precise spelling
- ☒ effective punctuation
- ☒ correct capitalization
- ☒ careful proofreading and editing
- ☒ standard formatting

Proofreading Marks

The mark	What it means	How to use it
	Delete: take out something here.	car y mufflers should should
	Insert: add something here.	You ^{are} afraid o ^f mice.
	Add space here.	Jugglers buy a lot of eggs.
	No space: close the gap.	some body
	Delete and close the gap.	the gir ra ffe
	New paragraph here.	"Yes," said Jack. ¶ "All right," said Jill.
	No paragraph: keep sentences together.	The meeting was brief. It lasted twenty minutes.
	Transpose: switch these things.	fr ie nds/bo th were
	Change or Insert this letter.	l ⁱ ke s ^c ucess
	Make this a capital letter.	old dr. <u>sm</u> ith
	Make this a small letter.	My U ncle lost a S hovel.
	Spell it out.	His ² friends are Fido ⁸ Spot.
	Insert a period.	It was raining ^o ! got wet ^o
	Insert a comma.	"London, England," he said.
	Insert an apostrophe.	It's a dog's life.
	Insert quotation marks.	"You're a pane," said the door.
	Is this correct? Check it.	Columbus sailed in <u>1942</u> . ?

Proofreading Checklist

Mechanics:

Are all words spelled correctly? Write SP by any misspelled word.	Yes	No
Does each sentence end with the correct punctuation mark? Circle any incorrect punctuation marks.	Yes	No
Have you placed commas before <i>and</i> , <i>but</i> , or <i>or</i> in compound sentences?	Yes	No
Have you placed commas to set off items listed in a series?	Yes	No
Are apostrophes in place so show possession or to mark contractions?	Yes	No
Have you capitalized all proper nouns?	Yes	No
Have you used correctly the commonly mixed pairs of words: <i>there, their, they're; to, too, two; its, it's; are, our; your, you're; form, from...</i>	Yes	No
Do all subjects and verbs agree?	Yes	No
Do all pronouns agree with their antecedents?	Yes	No
Have you corrected any sentence fragments or run-ons?	Yes	No

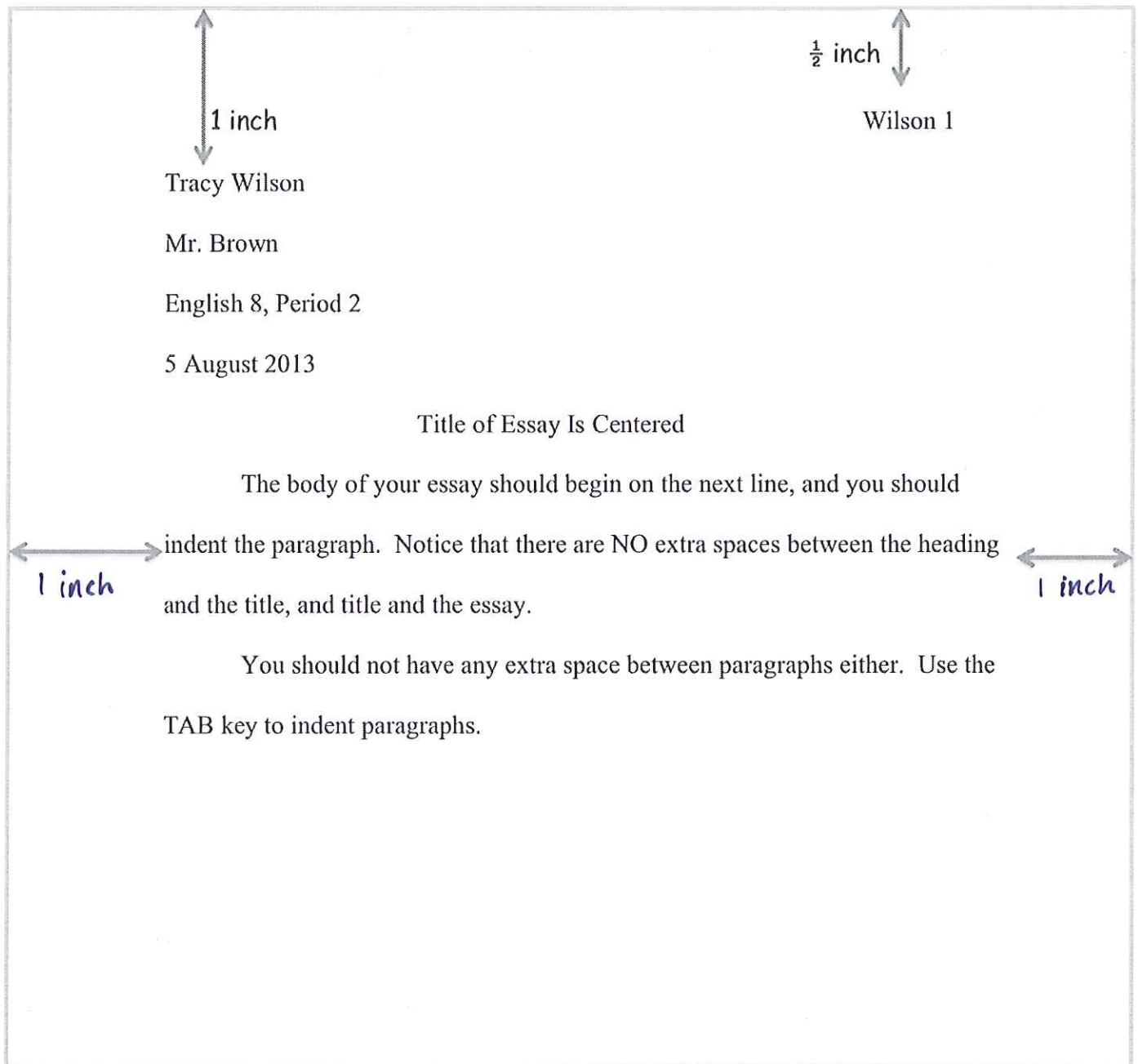
Paragraphing:

In dialogue, whenever a speaker changes, a new paragraph begins.	Yes	No
Whenever the location or the time changes, a new paragraph begins.	Yes	No
Every paragraph is fully developed with detail and elaboration. (Write "Add Detail" wherever it is needed.)	Yes	No

MLA Formatting Guidelines

Use the following guidelines for all English papers.

- You must use Times New Roman, size 12 font.
- You must double-space your work.
- Set your margins for 1 inch on all sides.
- Use the "Header" feature (found in Word under "View") for your last name/page number ONLY. Your HEADING should be in the body of the document.



Standards of Formal English

Formal English is the language that writers use for serious occasions such as many academic papers, reports, letters, and speeches. It follows the rules of grammar and usage and does not include contractions and conversational expressions such as slang and colloquialisms. Use the following standards when writing in formal style.

1. Write in third person.

Examples When a student thinks carefully, he or she realizes...
 When one thinks carefully, he or she realizes...

- Do not use second person pronouns *you*, *your*, or *yours* except in direct quotations, in directions, and in letters which address the reader.
- Do not use first person pronouns *I*, *me*, *my*, *mine*, *we*, *us*, *our*, or *ours* except in direct quotations or unless the piece is personal writing.

2. Do not use contractions.

Example Writers do not use “don’t” in formal writing.

3. Do not use abbreviations.

Exceptions Mr., Mrs., Ms., Dr., Rev., A.M., P.M.

4. Do not use slang or non-standard English.

Standard English The boys did not have enough money, so the owner asked them to leave.

Non-standard The boys didn’t have enough *dough*, so the owner *booted them out*.

5. Spell out numbers from one to ninety-nine. Use numerals for numbers 100 and higher. Do not begin a sentence with a numeral.

Examples In the last forty-two minutes, the speaker made five points.
 The audience consisted of 255 people.
 Two hundred and fifty-five people were there.

6. Avoid “etc.” and exclamation marks.

*****Not all writing you produce for your English classes will be written with this level of formality. If you are not sure, be sure to ask your teacher!*****

In-Text Citations

In MLA style, referring to the works of others in your text is done by using what is known as parenthetical citation.

This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever **signal word** or phrase you provide to your readers in the text, must be the **first thing** that appears on the left-hand margin of the corresponding entry in the **Works Cited** list.

Citing Non-Print or Sources from the Internet

Sometimes writers are confused with how to craft parenthetical citations for electronic sources because of the absence of page numbers. For electronic and Internet sources, follow the following guidelines:

- Include in the text or in-text citation the first item that appears in the Work Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name).
- You **do not** need to give paragraph numbers or page numbers.
- Unless you must list the website name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.

In-Text Citation:

One online film critic stated that *Fitzcarraldo* is "...a beautiful and terrifying critique of obsession and colonialism" (Garcia).

Works Cited entry:

Garcia, Elizabeth. "Herzog: a Life." *Online Film Critics Corner*. The Film School of New Hampshire, 2 May 2002. Web. 8 Jan. 2009.

In-Text Citations for Print Sources with Known Author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the **author's last name**) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to a Works Cited entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

In-Text Citations for Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (e.g. articles) or italicize it if it's a longer work (e.g. plays, books, television shows, entire websites) and provide a page number.

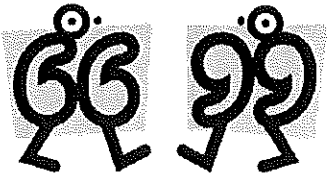
We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the in-text citation. Works Cited entry for this source:

"The Impact of Global Warming in North America." *GLOBAL WARMING: Early Signs*. 1999. Web. 23 Mar. 2009.

Work Cited

Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck. "MLA Citations: The Basics." *The Purdue OWL*. Purdue U Writing Lab, 2011-08-09. Web. 2 Oct. 2012



T-I-E: A Strategy for Incorporating Quotations

Incorporating Quotations

- Use quotations from the text to support your claims and statements.
- Quotations include anything directly quoted from the book, not just statements that happen to be in quotation marks in the book.
- Whenever you use words taken directly from a source, you need to place them in quotation marks and cite source information.

Avoid “Drop Quotes”

You should always *incorporate* a quotation into a sentence of your own, rather than *drop* a quote by itself into the middle of one of your paragraphs.

Incorrect: The animals had seven commandments. “All animals are equal” (43). This was an important commandment because it acted as a guiding principle for the animals.
Notice how the quote stands by itself. It is not incorporated into a sentence from the essay.

Correct: Of the animals’ commandments, the seventh, “All animals are equal,” is the most important because it acts as a guiding principle for the animals (Orwell 43).
Notice that the quote is incorporated into the writer’s own sentence.

T-I-E: A Strategy for Incorporating Quotations

- (Tag):

“If you will forgive me for being personal -- I do not like your face, M. Ratchett,” Poirot responds when Ratchett asks why Poirot will not take on his case (Christie 36).



- (Introduce):

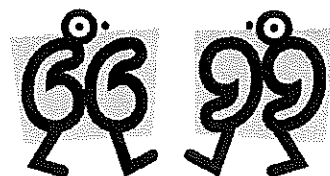
When Poirot discovered the burnt fragment of a letter at a crime scene, he “flattened out two humps of wire, and with great care wriggled the charred scrap of paper onto one of them. He clamped the other on top of it and then, holding both pieces together with the tongs, held the whole thing over the flame of the spirit lamp... Words formed themselves slowly... ‘member Little Daisy Armstrong’” (Christie 79).

Explaining how he prompts dishonest characters to admit the truth, Poirot says, “If you confront anyone who has lied with the truth, they usually admit to it out of sheer surprise. It is only necessary to guess right to produce your effect” (Christie 274).

- (Embed):

When Mary Debenham first catches a glimpse of Hercule Poirot standing on the train platform at Aleppo, she describes him as a “little man with enormous mustaches” and marvels at how many layers of clothing he is wearing (Christie 7).

Punctuating Quotations



There are various ways to punctuate quotations, depending on their placement in the sentence, their purpose, and the purpose of the sentence. The key is to be consistent with your punctuation.

Brackets

- Sometimes you may want to insert something into a quotation for clarification. Place any additional information within square brackets [].

Author Elliot Would argues that, "They [Western doctors] are too intent on medicating and not intent enough on fixing them [ailments]" (Heveronian 29).

Single Quotation Marks

- Use single quotation marks to enclose a quotation within a quotation.

Dave Anderson believes that "there is no saying less true than 'it doesn't matter whether you win or lose, it's how you play the game'" (23).

Block Quotations

- When a quote is three lines or longer, it should be offset in a block. In a block quotation, no quotation marks are used and the period comes before the parenthetical citation.

There was no day more important than this one for him. He had been planning for weeks now, and wasn't going to let anyone stop him now. Except, maybe, for the policeman pounding at his front door. (72)

Comma/Period

- The period goes outside of the quotation mark when using a parenthetical reference.

"Animals have a variety of emotions similar to human's" (Erikson 990).

Colon/Semicolon

- The colon and semicolon always go outside the closing quotation mark.

He referred to this group of people as his "gang": Heidi, Heather Shelley, and Jessie. Marx did not believe that "a single nation should have a single leader"; nevertheless, he became a leader singled out.

Ellipses

The ellipsis, three spaced dots (. . .), indicates that part of a quotation has been left out. Ellipses are useful when you want to include only the most relevant words of a quotation; however, any omission must not distort the quotation's original meaning.

- For omissions in the middle of a sentence, use an ellipsis.

The character of Sammy was soft-spoken, but he believed strongly in "respect for women, love of country . . . and a bright, sunny day" (87).

- For omissions at the end of a sentence, use an ellipsis followed by a period.

According to Zephron Cochran, "Warp drive is a creation that will change multitudes of lives"

- If a parenthetical citation follows an omission at the end of a sentence, place the period after the final parenthesis.

Of the many fruits available, Abraham Lincoln thought "apples to be the most nutritious . . . " (47).

- When omitting a long passage (stanzas, paragraphs, pages), use a single line of spaced dots as long as the preceding line.

There were many people vying for the president's attention, but he seemed immune to their pleas. It was as if he was standing alone in a huge room, without the distractions of voices.

.....

By the time he finally noticed her, she had forgotten what her question was. She stared at him blankly.

- Omissions immediately following an introductory statement do not need an ellipses.

In Harris' book, one-to-one conferences are "one of the most important aspects of teaching" (2).

Exclamation Point/Question Mark

- When the whole sentence except for the section enclosed in quotation marks is a question or exclamation, the question or exclamation mark goes outside the quotation mark.

Which British writer wrote, "Ask not for whom the bell tolls"?

- When only the unit in quotation marks is a question or exclamation, the mark goes inside the closing quotation mark.

The mediator asked, "What have you learned from this experience?"

- When both the whole sentence and the unit enclosed in quotation marks are questions or exclamations, the question or exclamation mark goes inside the closing quotation mark.

What does Joseph Campbell believe happens when you "Follow your bliss?"

- When using a parenthetical reference with a quote that ends in an exclamation point or question mark, keep the original punctuation inside the quotation and place a period after the parenthetical reference.

Kurt Koffka, a Gestalt psychologist, asked "Why do humans see their minds in terms of elementary parts?" (Gray 74).

Work Cited

Lourey, Jessica. "Punctuating Quotations." *The Write Place*. St. Cloud State U., 2000. Web. 22 Oct. 2011. <<http://leo.stcloudstate.edu/research/puncquotes.html>>.

Support

*What to think about when it comes to
support...*

- ☒ interesting and specific details

- ☒ compelling evidence
 - examples
 - quotations
 - facts and statistics
 - anecdotes

- ☒ effective and thorough elaboration

- ☒ clear descriptions and sensory detail

3-2-1 Paragraph Writing



3 A paragraph has three parts. The first part is the topic sentence. “There are not many details in the sentence, but the sentence introduces an overall idea that you want to discuss later in the paragraph” (Walters). It lets the reader know what the paragraph will be about. Think of it as the main idea of the paragraph.

2 The paragraph should include at least two facts, incidents, reasons, examples, or statistics (FIRES). You should never just present a fact or supporting example and move on to the next. You must follow up by elaborating on the fact or example. You do not want it to seem as if you are just listing ideas.

1 The paragraph ends with a transition sentence. A transition sentence or concluding sentence is the last sentence in the paragraph. It summarizes the paragraph or connects ideas from one paragraph to another.

Example:

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of these trees fall and cover the riverbanks like golden snow. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. *These three landmarks are truly amazing and make my hometown a famous place.*

**The topic sentence is in italics.*

*FIRES are underlined.

***Everything in bold print is elaboration.**

**The concluding or transition sentence is in italics.*

Another example:

Camping along the river in the Colorado Rockies appeals to me. I enjoy an early morning breakfast cooked over an open fire. Bacon fried in the open air tastes crisper and smokier, and the eggs sunny side up look better than they do at home. Even washing the pots and pans seems less of a chore. Stretching out on pine needles in the sunshine is more pleasant than sitting in a deck chair in the back yard. The warmth of the sun and the smell of the pine make me feel good all over. I can daydream while looking at the clear sky through the green, velvety pines. Also, I can enjoy nature in a way I cannot do at home. I can see fish playing in the water just a few yards away. I can watch otters, rabbits, and sometimes even bears as they are in their natural home instead of a zoo. *There really is nothing like camping to make me relax and enjoy the simple things in life.*

One more example:

*Americans have a lot of unhealthy eating habits, including fast food popularity and soft drinks consumption. **French fries, pizza, cheeseburgers and cold coke are top metabolism inhibitors.** By eating such foods regularly, American teenagers, adults and kids slower their metabolism by up to 12 times, as research has proven (Harris & Jenkins, 2008). This means that the same amount of food will be digested and absorbed 12 times slower by an American teen than by a healthy-eating Russian or African child. **Moreover, numerous health issues such as ulcer, dysbacteriosis, cholecystitis and diabetes, can develop due to poor eating habits.** All have a negative influence on a person's weight and amount of fat in the body. They also influence heart health. This can decrease a person's life expectancy. *Hence, when working towards decreasing the obesity rates, we need to start from completely changing our dietary habits and refraining from eating fast foods or drinking soft drinks.**

So an outline for a paragraph would like something like this:

I. Topic Sentence

A. First Primary Support

1. Detailed Example

2. Detailed Example

B. Second Primary Support

1. Detailed Example

2. Detailed Example

C. (Possible) Third Primary Support

1. Detailed Example

2. Detailed Example

D. Transition

Works Cited

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C-E-I Paragraph Writing

- ☑ *Claim-Evidence-Interpretation* is a strategy for developing and supporting an argument. Use this strategy to write thorough body paragraphs.

Paragraph Structure

Sentence #1: Topic Sentence/Claim

- It is a statement of what you will prove in the paragraph.
- The sentence **MUST** address the prompt you are given.

Sentence #2: **FIRST** piece of evidence to support your claim.

- This sentence must include a direct quote or specific example.
- Don't use your strongest evidence for this sentence.

Sentence #3 Interpretation of or analysis of the quote you used in sentence #2.

- What does the quote show to help you prove your thesis? Use verbs like *shows that, illustrates, demonstrates, reveals*.
- Clearly explain the connection.

Sentence #4: **MORE** interpretation of the quote you used in sentence #2.

- What else does the quote show to help you prove your thesis?
- If the evidence is good, then you should have more to say about it. Use transitions like *furthermore, in addition, also*.

Sentence #5: **SECOND** piece of evidence to support your claim.

- This sentence must also include a direct quote or specific example.
- This is the strongest piece of evidence. Save the best for last.

Sentence #6: Interpretation of or analysis of the quote you used in sentence #5.

- What does the quote show to help you prove your thesis? Use verbs like *shows that, illustrates, demonstrates, reveals*.

Sentence #7: **MORE** interpretation of the quote you used in sentence #5.

- What else does the quote show to help you prove your thesis? Use transitions like *furthermore, in addition, also, moreover*.

Sentence #8: Concluding sentence.

- Demonstrate that you are finished proving your claim through summation. Use transitions like *therefore, thus, in conclusion*.

Example C-E-I Paragraphs

- **Claim – Bold**
- Evidence – Underlined
- *Interpretation – Italics*
- ***Concluding Sentence – Bold and italics***

Literary Analysis

Atticus is the first person to truly introduce the idea of empathy to Scout. He does so when Scout becomes frustrated with school and her teacher. When Atticus sits Scout down and tries to explain to her what empathy is, he begins by saying, “You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it”(39). *This illustrates that Atticus believes that although it may be complicated for children to understand, empathy is an important value for children and it is a necessary quality to teach at a young age. Furthermore, the reader is shown that Scout is beginning to learn what empathy means, and Scout will work to develop this value throughout the story and her childhood. Atticus proceeds to teach empathy to his kids after Mr. Ewell spits in Atticus’ face and threatens him. He does so because he is mad at Atticus after the trial is over because of the accusations Atticus made. Jem is furious with Mr. Ewell, but Atticus is not, and he explains to Jem why he is not by saying, “Jem, see if you can stand in Bob Ewell’s shoes a minute...I destroyed his last shred of credibility at that trial...”(292).* *This reveals that even in the hardest of times, Atticus can see the other side’s point of view, and can always have empathy for others. Also, the reader is shown how genuine Atticus’ empathy is; he is not very fond of the Ewell family and Mr. Ewell threatened to kill him; despite this he can understand where Mr. Ewell is coming from. In conclusion, Atticus is the root of the empathy in the Finch family, and he knows it is important to teach empathy to his children.*

Making an Argument

Kindness is not just about saying something nice about each other; rather, it is about genuinely caring for someone and helping them in any way possible. Case in point, a New York policeman made national headlines last year when he bought a pair of brand-new boots for a homeless man. Exemplifying the quintessential concern that all humans hold for another, this deed demonstrated how moving one man’s actions could be. Even though we hear horrible stories of shootings and various crimes everyday, heroes like Officer Larry Deprimo restore our faith in people and their benevolence. In our halls, a record stands of the good deeds we have done for classmates and friends. Although some of them may seem silly, they are indicative of the bond that we have created in our time at Lovett. When we perform kind deeds for one another, they remind us of the good qualities in each other and ourselves. Essential to maintaining and creating relationships, kindness serves as a crucial element of a healthy, happy life.

Word Choice

*What to think about when it comes to
word choice...*

- ☒ sophisticated and effective vocabulary
- ☒ vivid and varied use of words
- ☒ precise and clear language
- ☒ expressive and figurative language

Dead Words



Avoid using these overused words!

INSTEAD OF:

- Also:
- Awesome, Cool:
- Scared:
- Have to:
- Very:

USE:

- too, moreover, besides, as well as, in addition to*
- fine wonderful, marvelous, great, fantastic*
- afraid, fearful, terrified, frightened*
- need to, must*
- extremely, exceedingly, fantastically, unusually, incredibly, intensely, truly, fully, especially, shockingly, bitterly, immeasurably, infinitely, severely, surely, mightily, powerfully, chiefly*
- such as, similar to, similarly*
- child, boy, girl, youngster, youth*
- angry, frustrated, furious, incensed, enraged*
- received, obtained, attained, succeed in*
- first, second, next, later, finally, afterward, meanwhile, soon*
- pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing*
- numerous, many, scores, innumerable*
- thus, accordingly, therefore*
- pleasant, pleasurable, amusing, entertaining, jolly*
- excellent, exceptional, fine, marvelous, splendid, superb, wonderful*
- however, moreover, yet, still, nevertheless, though, although, on the other hand*
- dreadful, alarming, frightful, terrible, horrid, shocking*
- wonderful, marvelous, fantastic*
- man, person, fellow, boy*
- amusing, comical, laughable, jovial*

Sensory Word List

SIGHT	SOUND	TOUCH	TASTE	SMELL
bleary	bellow	balmy	appetizing	acrid
blurred	blare	biting	bitter	ambrosial
brilliant	buzz	bristly	bland	aroma
colorless	cackle	bumpy	creamy	aromatic
dazzling	cheer	chilly	delectable	fetid
dim	clamor	coarse	delicious	foul-smelling
dingy	clang	cold	flavorful	malodorous
faded	crackle	cool	flavorless	fragrant
faint	creak	crawly	gingery	mephitic
flashy	grumble	creepy	luscious	moldy
gaudy	gurgle	cuddly	nauseating	musty
glance	hiss	dusty	palatable	nidorous
gleaming	howl	feathery	peppery	odiferous
glimpse	hush	feverish	piquant	odor
glistening	jabber	fluffy	refreshing	odorless
glittering	mumble	furry	ripe	olid
gloomy	murmur	fuzzy	rotten	perfumed
glossy	mutter	goosey	salty	pungent
glowing	rant	greasy	savory	putrid
grimy	rave	gritty	scrumptious	rancid
hazy	roar	hairy	sharp	rank
indistinct	rumble	hot	sour	redolent
misty	rustle	icy	spicy	reeking
peer	screech	limp	spoiled	scent
radiant	shriek	lumpy	stale	scented
shadowy	shrill	moist	sugary	smell
shimmering	sizzle	oily	sweet	spicy
shiny	snarl	powdery	tangy	stench
smudged	squawk	prickly	tasteless	sweet
sparkling	squeal	scratchy	tasty	waft
streaked	swish	shivery	unappetizing	whiff
striped	thud	silky	unripe	
tarnished	thump	slimy	vinegary	
transparent	whimper	slippery	yummy	
twinkling	yelp	spongy	zesty	
		springy		
		squashy		
		sticky		
		sweaty		
		velvety		

Sentence Structure

*What to think about when it comes to
sentence structure...*

- ☒ correct sentences which contain both subjects and verbs
- ☒ avoiding fragments and run-ons
- ☒ varied sentence structures
- ☒ varied sentence beginnings

Seven Ways to Start a Sentence

- **with an adverb**

Quickly, the outlaw drew his gun.

- **with a prepositional phrase**

In the dusty street, the outlaw drew his gun.

After counting five paces, the outlaw drew his gun.

- **with a participial phrase (*Beware of dangling participles!*)**

Drawing his gun, the outlaw demanded money.

Resigned to his fate, the banker handed him the gold.

- **with an absolute phrase**

His gun drawn, the outlaw demanded money.

Their work finished, the jurors left the courtroom.

- **with an appositive phrase**

An expert shooter since his youth, the outlaw used his speed to stay alive.

- **with an introductory adverb clause**

Since he intended to rob a bank, the outlaw drew his gun.

Although he robbed banks often, the outlaw was never caught.

- **with a noun clause**

That the sheriff had won the duel was obvious.

Where he would hide the outlaw did not know.

Overall Development

*What to think about when it comes to
overall development...*

- ☒ wealth of details and explanation
- ☒ clear awareness of purpose and audience
- ☒ fluency of ideas
- ☒ creative and insightful writing
- ☒ unique voice and sense of the writer's personality

Revising Your Writing

Revision Questions

Read over your draft. Use these questions to help you focus your revision.

Do I sound truly interested in my topic?	Yes	No
Would I enjoy this piece as a reader?	Yes	No
Are all my ideas clearly and sufficiently explained?	Yes	No
Is every main idea supported by details/examples?	Yes	No
Does the beginning draw the reader into the writing?	Yes	No
Have I used transitions to connect ideas?	Yes	No
Is my style right for my audience?	Yes	No
Is my purpose clear?	Yes	No
Do I need to rearrange my work?	Yes	No
Should I cut anything from this piece?	Yes	No
Do I need to add anything?	Yes	No
Have I creatively and uniquely expressed my ideas?	Yes	No
Does this piece of writing reflect me and my personality?	Yes	No
Have I used figurative language and strong word choice?	Yes	No

A Few Helpful Revision Strategies

- ☑ **Support:** Place a check mark in the margin for every specific example or piece of evidence you have. Check to see that you have fully explained each piece of evidence.
- ☑ **Transitions:** Circle transition words and phrases. Transitions should make your paper flow smoothly from one idea to the next.
- ☑ **Sentence Beginnings:** Highlight the first word in each sentence; make sure there is variety.
- ☑ **Sentence Length and Structure:** Check sentence length and structure by highlighting sentences in alternating colors. Make sure that you have varied your sentences in both length and structure.
- ☑ **Verbs:** Highlight the verbs in each sentence. Make sure that you have avoided “be” verbs and used strong, active verbs. Also, make sure your verb tense is consistent.

TAP: Topic-Audience-Purpose

Consider these questions whenever you write!

Topic

- What am I writing about?
- What do I know about my topic?
- What questions do I have about my topic?
- Where can I find the answers to these questions?

Audience

- Who is my audience?
- What does my audience already know about my topic?
- What does my audience need to know?
- What opinions might my audience have about my topic?

Purpose

- What do I want this piece to accomplish?
- What do I want my audience to think or feel after reading this piece?