Name

Date

Subject

Teacher

Your Title Goes Here

This introductory paragraph contains the focus of your entire paper. Be sure that this paragraph presents the main idea(s), point of view, event, or theme. Make your opening sentence interesting or entertaining. Make certain that all paragraphs are fully developed, and NEVER write a one sentence paragraph.

This should be the topic sentence of this paragraph. Be careful to follow the organizational pattern for your ideas established in the introductory paragraph. It is critical that this paragraph contain strong support or elaboration. This is where you put specific details, reasons, or examples.

This sentence should begin with a transitional word or phrase like second, in addition to, or another reason. This paragraph should continue to provide strong support or elaboration using specific details, reasons, or examples.

The organization and content of this paragraph will be similar to the above paragraph. Again, remember to open with a transitional word or phrase and to provide solid support and specificity.

This is your concluding paragraph. This is where you tie all the important points together. Do NOT begin with phrases like in conclusion, as you can see, as I have shown, or now you know. This is where you bring closure to your integrated narrative or essay.

THERE SHOULD BE WORD COUNT AT THE END OF YOUR WRITING ASSIGNMENT.

Notes

•Center your title. Capitalize the first word, last word, and all other words except for COORDINATE CONJUNCTIONS, ARTICLES, and SHORT prepositions. DO NOT UNDERLINE THE TITLE. DO NOT PUT QUOTATION MARKS AROUND THE TITLE.

•Indent the first line of a paragraph five spaces.

•Remember a proper heading..

•Double-space the entire paper.

Sensory Imagery

Imagery paints a picture through sensory words which stir up pictures in the mind. Sensory imagery appeals to the senses-sight, sound, taste, touch, smell.

Figurative language: literary devices and figures of speech are expressions that are not literally true.

-Hyperbole

Exaggeration for the sake of emphasis.

Ex: Jose said his coat was a mile too long.

-Metaphor

A comparison between two unlike things without the use of like or as.

Ex. Pietrov is a big wheel in town.

-Personification

Gives human qualities or characteristics to non-human items.

Example from "Glory, Glory..." by Ray Patterson.

Across Grandmother's knees

A kindly sun

Laid a yellow quilt.

Simile

A comparison between two unlike things, using like or as.

Ex. My love is like a red, red rose. -- Robert Burns

Sound Devices

Sound devices are techniques for producing musical or pleasing effects to the ear.

-Alliteration

The repetition of the same consonant sound at the beginning of words as in funny fishes flew.

-Onomatopoeia

The use of words that imitate real-life sounds such as slash, sizzle, and zap.

***A Baker’s Dozen of Revision Tips***

1) Omit all contractions – spell out words for essays (instead of

“they’re” use “they are”)

2) Omit dead words and phrases such as “nice” and “a lot of.” Find a

substitute. Use active verbs whenever possible.

Ex. He sliced the ball down the fairway.

3) Use the active voice.

The difference between the active and passive voice is the difference

between “Karen read the report” and “The report was read by Karen.”

The passive voice tends to use more words and often lacks the vigor

of the active voice. Changing a sentence from passive to active usually improves it.

**Passive:**

Hazardous chemicals should never be poured into the sink.

**Active:**

Never pour hazardous chemicals into the sink.

**Passive:**

The collision was witnessed by a pedestrian.

**Active:**

A pedestrian witnessed the collision.

4) Stay in one tense – use present tense when writing about literature.

Instead of “Anne tried …” use “Anne tries …”

5) Omit “I” unless you are writing about a personal experience.

6) Omit using “you” and avoid directly addressing your reader.

7) In essays, write numbers below one hundred as words. For example,

instead of “2” use “two.”

8) Use “who” instead of “that” when referring to people.

Ex. John was the player who scored one hundred points in our last

game.

9) Use “occurs” instead of “is when.”

Ex. The first hint of rebellion occurs when John and Laura have a disagreement.

10) Do not use “so” to begin a sentence.

11) Use “like” correctly in formal writing. Use “like” for comparisons. Instead of:

**Incorrect:**

I feel like I have the flu.

**Correct:**

I feel as if I have the flu.

12) Underline titles of books and plays. Use quotation marks for poems, short stories, and movies.

13) Add transition words or phrases to make the writing flow smoothly from idea to idea.

***Rules for Writing Dialogue***

1) Use **no quotation marks with an indirect quotation.**

Dan said that Bob had gone home.

2) Place quotations marks **before and after the direct quotation.**

Dan observed, “I think he went home.”

“I think that he went home,” observed Dan.

Joe asked, “Are you coming with me?”

“Come with me!” exclaimed Joe.

3) Capitalize **the first word of a quotation**

Don complained, “No one asked me to go.”

“No one,” complained Don, “asked me to go.”

4) Use a comma or commas **to separate the exact words of a speaker** from the rest of the sentence.

Jack said, “You may use this pencil.”

“I already have one,” replied Bill.

“Yes,” insisted Jack, “but you need a spare.”

Sometimes the sense of the sentence requires some other mark.

“May I borrow a pencil?” asked Fred.

“What a pretty color!” remarked Alice.

5) When the explanatory words come in the middle, put the quotation marks **around each part of the speaker’s words.**

“I think,” said Dan, “that he went home.”

6) In writing conversation, begin a **new paragraph for each change of speaker.**

Ben and Bud ran into each other after the game. “Bud, who played tonight?” yelled Ben, as he walked across the gym toward the bleachers.

“The sophomores played the freshmen,” answered Bud. “It was a good game because Slim Haas scored twenty points,” he explained further.

“Who won?” asked Ben.

“The freshmen won, 60-56!” shouted Bud. “Yippee!”

***Rules for Using Capital Letters***

1) Capitalize common nouns such as street, lake, river, mountain, school when used as part of a proper noun to **name a particular place or thing.**

I swam in the lake. (The name of the lake is not given.)

I swam in Lake Michigan. (The name of the lake is given.)

Common Proper

river Missouri River

city Sioux City

2) Capitalize the word **I** and contractions formed with it.

Yes, I plan to go, but I’ll have to walk.

3) Capitalize such words as **Mother, Father, Grandmother, and Grandfather** when used instead of that person’s name. Do **not** capitalize them when a word such as **my, your, his, her, our, or their** is used before them.

I think that Mother can come.

I think that my mother can come.

4) Capitalize the first word and all important words in the **titles of books, articles, themes, musical works, poems, and plays.**

*On to Oregon* “The Flag Goes By” *The Prince and the Pauper*

5) Capitalize the name of a school subject when it comes from the name of a country, as English, French, Spanish, Latin. (Latin comes from Latium, a region of central Italy; therefore it needs a capital.)

Do not capitalize names of such subjects as geography, science, history except when used as headings or titles for papers that you hand in.

My brother studies history, science, English, and industrial arts.

6) Capitalize **East, West, North, South** and such words as

Northwest when they indicate a section of the country. Do not capitalize words when they **simply indicate a direction.**

Henry spent last summer in the West and in the Southwest.

Don lives south of school, but we live northeast of it.

7) Do not capitalize seasons of the year.

In the fall we start school for a new year.