

ENGLISH HANDBOOK 2017-18

Mr. Huntley

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huntleywriters.org

*ANAGRAMS are words or phrases
formed by re-arranging letters in a word or phrase.
For example, **huntleywriters.org** can be re-arranged to form...*

**Eerily wrong truths
Let tigers hurry now
Thirteen grow surly
Tree sunlight worry
Trout energy whirls
Worthily resurgent**

*Team 72 – Grade 7
Roslyn Middle School
Room 110*

Name _____

INTRODUCTION

Your English experience this year will be about becoming a better reader and writer.

The following handbook will be your reference guide for reading and writing-related information.

Keep this handbook in the English section of your binder. We will refer to it in class throughout the year.

Should you misplace your copy of this handbook, you can find a *PDF* version on Mr. Huntley's web page, *huntleywriters.org*.

I have looked over the handbook and am aware of its contents.

Student Signature

Parent Signature

Date

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CLASSROOM EXPECTATIONS

BE A GOOD CITIZEN! Be respectful and considerate to everyone at all times • Be enthusiastic about learning while demonstrating maturity and self-control • Be an active participant in the lesson • Work and play well with others.

BE PREPARED! Make necessary stops before class begins • At or before the bell, write down your homework • Read and follow instructions.

CARRY THE FOLLOWING SUPPLIES EVERY DAY: Marble composition book • English binder section • Pocket divider or folder for loose paperwork • Pencils and pens • Post-It notes • Highlighters, color pens/pencils • Loose-leaf paper • USB flash drive

GRADING

WRITING & PROJECTS includes drafts, final submissions, unit projects, and reading projects – usually 50% or more of your quarterly grade

HOMEWORK & DAILY WORK CHECKS assess written effort – elaboration, organization, craft, neatness. Assignments include in-class writing, homework writing, and reading analysis – usually 25% or more of your quarterly grade

OTHER ASSESSMENTS include vocabulary quizzes, reading quizzes, and reading comprehension assessments

YOUR GRADE IS CALCULATED based on points earned out of total points possible

ENRICHMENT WRITING will be offered that may be rewarded with extra points, up to 10 points per quarter

ORGANIZATION

Your **NOTEBOOK** will be the starting place for all writing and the place where you reflect on and analyze the texts you read. Bring it to class every day and take it home every night.

The **ENGLISH SECTION** of your binder is for handouts (such as this handbook), any work that will be collected, and a place to keep returned papers.

We will periodically organize your binder and store papers in your **CLASSROOM FOLDER**.

MR. HUNTLEY'S WEBSITE – huntleywriters.org

MR. HUNTLEY'S WEBSITE will be an indispensable resource this year. All daily notes, instructions, videos, homework, handouts and other information will be posted on the website. If you are absent from class, go to huntleywriters.org to get information about what you missed. In the event you need to contact Mr. Huntley about information posted on the website, contact him at:

jhuntley@roslynschools.org

PREPARATION

SUBMITTED WORK should be ready for collection at the beginning of the period. Poor quality or incomplete work will not be accepted. Every paper submitted should have **A TITLE** and a **PROPER HEADING** in the upper left corner of the page:

First & Last Name
Period
Teacher(s)
Date

IF ABSENT, you are required to submit writing/projects and take tests/quizzes upon returning to school. Handouts and information are available on Mr. Huntley's website, *huntleywriters.org*. You may also visit Mr. Huntley at the next scheduled Extra Help session, or get the details from a classmate.

"TECHNICAL DIFFICULTIES" should not be an excuse. If you have a problem printing an assignment that is due, bring the assignment to school on your USB flash drive and print it in a computer lab or in the library **BEFORE CLASS**. *Do not bring work to class on a USB flash drive, computer, or iPad and expect to receive credit for the assignment. Unless specifically directed to do so, do not email your assignment to Mr. Huntley and expect to receive credit.*

USE A FLASH DRIVE to back up all work and to bring any work in progress to and from school.

REMEMBER, coming to class without your work or notes is coming unprepared – whether you are using technology or a more traditional method.

TECHNOLOGY POLICY

Your use of a computer or tablet in the classroom is subject to the building Guidelines for Technology in the Classroom. You are permitted to keep your notebook and other work on a computer or tablet. It is recommended that you visit Mr. Huntley's extra help to discuss how you plan to organize your files. In order to use a computer/tablet as a notebook:

- You must be able to bring your computer/tablet to class EVERY DAY
- You must organize your files in a way that makes them easily identifiable and accessible
- You understand that if you violate the school's Technology Policy, you will lose your privileges

WRITING – GENERAL INFORMATION

THE WRITING PROCESS: One English goal this year is to write almost every day. This begins with **GATHERING** topics and ideas, **RESEARCHING** topics, and **DEVELOPING** ideas. Later, you will **DRAFT**, **REVISE** and **EDIT** a number of narratives and essays that will be submitted as assignments. Some writing will also be **PUBLISHED**, meaning it will be formally submitted as a major assignment. This is known as the *writing process*. Following this process will ensure your writing represents the full expression of your ability as a writer.

USING YOUR NOTEBOOK: This year, you will spend a great deal of time writing in your notebook. You must bring it to class every day, and take it home with you every day. You will be given writing work both in class and for homework. Typically, you will write ten to fifteen minutes a day in class and/or for homework. For most students, that is about one or two pages of writing. Your notebook is the place where you will develop the writing craft. You will develop stories and narratives. You will research

essays. You will plan your writing. You will reflect on your own beliefs and experiences. When the time is right, you will develop some of your notebook work into submitted narratives or essays.

PEER EDITING/SHARING: On occasion, you will share your writing with other students. During these sessions, you will only receive constructive suggestions. You will never be graded based on peer comments. Peer editing and sharing is an opportunity for you to have a different audience experience your writing. In addition, reading other students' writing helps you to gain a new perspective on your own.

SUBMITTING WRITTEN WORK: TYPED WORK must be neat, double-spaced and printed in black ink. Use a standard font (such as Times or Helvetica) in standard 12-point size. Do not include borders, colors, clip art, or word art. WRITTEN WORK must be neat, double-spaced, and written in black or blue ink. Make proper use of margins and lines. *Remember that submitted work must include a proper heading and title.*

GRADING: Your notebook work will be assessed based on written effort and individual progress. Collected writing will be evaluated using a rubric that accounts for quality of content, organization and use of conventions (grammar). Essays and long-term writing assignments that encompass the entire writing process are considered major assignments for the quarter. For these projects, you will receive multiple grades, based upon multiple drafts and deadlines for submission. Published, final versions of writing projects should clearly indicate that you read Mr. Huntley's comments and then revised and edited accordingly.

WRITING - CRAFT AND CONVENTIONS

LANGUAGE & CRAFT: A major goal for the year is to elevate your writing through incorporation of better vocabulary and sentence construction. You will also work on improving grammar, usage, and mechanics. We will spend time reviewing these skills, and Mr. Huntley will write comments on your work to make you aware of your writing weaknesses. With improved language, your writing voice will become more expressive and you will demonstrate more mastery of the craft of writing.

ABOUT ESSAY WRITING: Essay writing is about expressing ideas. This year we will work on the following ingredients for a solid essay:

- **GATHERING** our own ideas about a literary work
- **DEVELOPING** some of those ideas into more insightful observations or arguments
- **RESEARCHING** to gather evidence in support of our observations or arguments
- **DRAFTING** essays in different forms for different purposes
- **REVISING, EDITING, and PUBLISHING** essays to further develop your craft

ABOUT NARRATIVE WRITING: Narrative writing is about storytelling. This year we will work on the following ingredients for a great story:

- Bringing **CHARACTERS** to life
- Painting a picture of the **SETTING** with words
- Using **DIALOGUE** to develop characters, show their emotions, and reveal their thoughts
- Using **ACTION** to develop characters, develop conflict, and move a story forward
- Using **DESCRIPTION** to show rather than tell about the characters, setting, and conflict
- Using **IMAGERY** appealing to the senses as well as figurative language

TRANSITIONS: Using *TRANSITION WORDS* in your writing can help you **MAKE CONNECTIONS** between ideas. Refer to this list to find ways to make your ideas flow together more smoothly.

- **Concession and/or Emphasis:** *certainly, granted, indeed, in fact, it is true, naturally, of course*
- **Connecting Opposites:** *although, and yet, at the same time, despite that, even so, even though, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, rather, regardless, still, though, yet*
- **Connecting Similar Ideas / Giving Further Information:** *after all, again, also, besides, equally important, for example, for instance, further, furthermore, in addition, in any case, in fact, in other words, in the same way, instead, likewise, moreover, similarly, specifically, such being the case, that is*
- **Example or Illustration:** *as an illustration, for example, for instance, to illustrate*
- **Summarizing Points:** *accordingly, actually, after all, all in all, all things considered, as a result, at any rate, be that as it may, beyond question, consequently, finally, for this reason, hence, in brief, in comparison, in conclusion, in other words, in particular, in short, in simpler terms, obviously, on the whole, that being so, that is to say, therefore, thus, undoubtedly, without doubt, whereas*
- **Time Sequence:** *after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, first/ second/third/fourth, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, previously, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, to begin with, too, until, until now, ultimately*

STYLE guidelines are the particular rules you are instructed to follow by your teacher, school, editor, or publisher. Stylebooks can vary – the guidelines for New York Times writers are different from the MLA style guidelines you follow for college papers. Perhaps the most famous disagreement in style relates to the “Oxford comma” (also called the serial comma): when listing three or more items in a sentence, should you place a comma before the coordinating conjunction (*and, or, but*)? This year, I will let you decide for yourself, but don’t be surprised if you have teachers and editors who one day disagree with you! Here are a few rules you will follow when you write for Mr. Huntley:

- Not words: &, +, b/c, u ...please use “and,” “because,” “you”
- Do not use “etc.” - please use “and more,” “to name a few,” or something similar
- Spell out numbers one through ten, and any number beginning a sentence
- Avoid over-use of exclamation marks (!)
- Avoid beginning a sentence with a coordinating conjunction (and, but, or)
- Avoid short, choppy sentences
- Avoid sentence fragments and run-ons, especially in formal writing
- Always include a title for submitted pieces of writing

CAPITALIZATION

- Capitalize the first word of a sentence
- Capitalize the names of persons, places, days, months, holidays, places of worship, names of deities, religious scriptures, schools, buildings, races, and organizations
- Capitalize the first word of a direct quotation
- Capitalize the title of a book, play, poem, article, or movie
- Always capitalize the pronoun I

COMMA USAGE

- Use commas before the conjunctions *and*, *but*, *or*, *nor*, and *so*, in a compound sentence
- Use commas between three or more items or phrases in a series
- Use commas when writing dates and addresses
- Use a comma after introductory elements in a sentence
- Use commas to separate phrases or expressions in the middle of a sentence
- Use a comma to separate an ending element from the rest of the sentence
- Use a comma after a name followed by titles such as Jr., Sr., or M.D.
- Use a comma after the salutation of a friendly letter and after the closing of any letter
- When including a quotation in a sentence, (a) add commas before quotations begin, and (b) keep punctuation inside the quotation marks

SENTENCE BASICS

1. A **SENTENCE** is a group of words that expresses a complete thought
2. Sentences consist of a subject and predicate: (a) the **SUBJECT** names the person, place, thing, or idea that the sentence is about. In its simplest form, the subject is a noun or pronoun (person, place, thing, or idea) that the sentence is about; (b) the **PREDICATE** tells what the subject is or does. In its simplest form, the predicate is the VERB that tells what the subject is doing or tells something about the subject.
3. **DECLARATIVE** sentences make statements.
4. **INTERROGATIVE** sentences ask questions.
5. **IMPERATIVE** sentences give commands. In imperative sentences, the subject may be implied.
6. **PHRASES** are groups of words that can act like a part of speech, such as a noun or verb.
7. **CLAUSES** are larger groups of words and phrases that are combined to make sentences.
8. An **INDEPENDENT CLAUSE** is a group of words that contains a subject and verb and expresses a complete thought. Standing alone, an independent clause is a sentence.
9. A **DEPENDENT** or **SUBORDINATE CLAUSE** is a group of words that contains a subject and verb but does not express a complete thought. Dependent clauses often begin with words such as *after*, *although*, *as*, *as if*, *because*, *before*, *even if*, *even though*, *if*, *in order to*, *since*, *though*, *unless*, *until*, *whatever*, *when*, *whenever*, *whether*, and *while*. A dependent clause cannot be a sentence.
10. An **APPOSITIVE** is a noun or noun phrase that renames another noun right beside it.
11. **SIMPLE SENTENCES**, also called independent clauses, contain a subject and a verb.
12. **COMPOUND SENTENCES** contain two independent clauses joined by a coordinator such as *and*, *so*, or *for*.
13. **COMPLEX SENTENCES** contain an independent clause joined by one or more dependent/subordinate clauses.
14. **COMPOUND-COMPLEX SENTENCES** contain two independent clauses and one or more dependent/subordinate clauses.
15. **RUN-ONS** are constructions that are too long and should be broken into more than one sentence. Multiple “ands” and “buts” are warning signs of a run-on.
16. **FRAGMENTS** are phrases lacking one or more words needed to complete a sentence.

THE PARTS of SPEECH

1. **NOUNS are people, places, things, or ideas**
 - a) Nouns are often the subject or object of a sentence
 - b) Proper nouns are specific names and are capitalized

TIP: To identify a noun, first find the verb. Then find what is doing the action expressed by the verb
2. **PRONOUNS substitute for nouns**
 - a) Pronouns are often the subject or object of a sentence
 - b) They refer to a noun, or group of nouns, known as the *antecedent*
 - c) Know the common kinds of pronouns – *personal, indefinite, interrogative, demonstrative*

TIP: If you can't find a specific noun representing the subject or object, you should look for a pronoun
3. **VERBS express action or state of being**
 - a) Know the difference between action verbs and linking verbs
 - b) Action verbs tell what someone or something is doing or thinking
 - c) Linking verbs help to link a word to another word it describes or renames
 - d) Understand that helping verbs are not verbs by themselves; they help conjugate an action or linking verb and are part of the verb
 - e) Know: the *forms of be, have, and do*; common *linking verbs*; and common *helping verbs*

TIP: Identify verbs first in a sentence. Then you can determine who or what is doing the action
4. **ADJECTIVES modify nouns or pronouns; they are “describing words”**
 - a) Possessive adjectives help identify ownership
 - b) Proper adjectives are specific names used to describe someone or something
 - c) Nouns and pronouns can be used as adjectives
5. **ADVERBS modify verbs, adjectives, or other adverbs**
 - a) Look for the “-ly” on the end of many adverbs
 - b) Familiarize yourself with common adverbs
 - c) Don't forget that *n't = not* and therefore is an adverb hidden in a contraction
6. **PREPOSITIONS begin phrases expressing direction, position, or location**
 - a) Familiarize yourself with common prepositions
 - b) An adjective phrase is a type of prepositional phrase that modifies nouns or pronouns
 - c) An adverb phrase is a type of prepositional phrase that mainly modifies verbs
 - d) Prepositions always begin a prepositional phrase. If the word stands alone, it's an adverb
7. **CONJUNCTIONS join words, phrases, and clauses**
 - a) Common conjunctions: *and, but, or, yet*
 - b) Be familiar with others: *for, nor, so*
8. **INTERJECTIONS express strong feeling:**
 - a) Interjections are set apart from a sentence by a comma or exclamation mark
 - b) Examples: *Hey! Wow! Hooray! Oh!*

SPELLING DEMONS: Know the words you mean to use!

Homophones are words that sound alike, and many are commonly confused:

The classic troublemakers:

its – belonging to it (possessive pronoun)

it's – it is or it has (contraction)

there – at a certain place (adverb)

their – belonging to them (possessive pronoun)

they're – they are (contraction)

to – in a direction toward (preposition)

too – excessively; also (adverb)

two – a number (adjective)

whose – belonging to whom (possessive pronoun)

who's – who is (contraction)

your – belonging to you (possessive pronoun)

you're – you are (contraction)

Others to look out for:

accept / except

affect / effect

clothes / close

course / coarse

dessert / desert

loose / lose

piece / peace

principal / principle

threw / through

whether / weather

which / witch

wood / would

A Collection of Often-Misspelled Words (add your own to the list!)

ache	continue	existence	necessary	scene
acquaint	convenient	experience	neighbor	seize
address	cooperate	fascinate	neither	separate
appearance	cough	favorite	niece	similar
assistant	deceive	foreign	occasion	straight
awful	decision	fulfill	occur	stretch
bargain	dependent	gradual	opponent	surprise
breathe	difference	grateful	possess	thief
business	disappoint	height	potato	unique
calendar	discuss	immediate	process	unusual
campaign	drought	interrupt	pursue	victim
ceiling	dying	judgment	quiet	weight
committee	embarrass	luxury	receive	weird
condemn	environment	minute	recommend	
conscience	especially	mischief	reference	
conscious	exaggerate	mystery	relief	

Add any words below that you are having difficulty spelling:

REVISING YOUR WRITING: When you revise, look at your writing again and consider the following:

For ALL writing, make sure:

- You use a variety of sentence lengths and constructions
- You use paragraph structure to organize your writing clearly
- You have an intriguing title, or at least one that clearly expresses your idea/theme

For ESSAY writing, make sure:

- Your thesis clearly states your idea
- Your topic sentences focus on specific claims
- You use evidence to support every claim
- Your examples are well-elaborated and fully developed
- Your writing is focused and does not stray from the topic
- You use transitions to help your ideas flow
- Your introduction focuses attention on your idea and/or interests your reader
- Your conclusion reinforces your idea and ties your points together

For NARRATIVE writing, make sure:

- You vividly describe everything you want your reader to imagine
- You include action everywhere you want to bring a scene to life
- You use dialogue to develop characters and express emotion
- You name the important people, places, and things

EDITING YOUR WRITING: When you EDIT, you correct or change the grammar, usage, mechanics, and spelling in your writing to ensure quality and clarity in your writing. Look over your writing to:

- Correct capitalization: beginning sentences, proper nouns, and the pronoun I
- Correct punctuation: commas, end punctuation, use of quotation marks
- Correct spelling: avoid spell check if you are unsure of a word...ask a human
- Improve your choice of words: use a thesaurus to elevate your language
- Eliminate fragments and run-on sentences
- Check verb tenses and subject-verb agreement
- Formatting: indent all paragraphs uniformly
- Formatting: make all spacing, margins, fonts and font sizes uniform

EDITOR'S MARKS →

When your teacher reads your draft, he or she will use the following symbols (or similar ones) to make note of editing that needs to be done. The following marks will always be displayed in the room.

 Insert a word, letter, or phrase.	 Insert quotation marks.
 Delete.	 Insert space.
 Capitalize.	 Close up space.
 Change to lower case.	 Transpose letters or words.
 Insert a period.	 Start a new paragraph.
 Insert a comma.	 Check spelling.
 Insert an apostrophe.	 Move right.
 Insert quotation marks.	 Move left.

PUBLISHING is the final step in the writing process. A published piece is rarely perfect in the eyes of an author. Publishing is a way of formally presenting your writing to your audience. It might mean writing a "final draft" of an essay for a final grade. It may mean posting an essay in a blog. Or, it may mean preparing your writing to read to an audience. Many writers are never satisfied with their published work. Some even refuse to read their writing after it's published! What publishing allows writers to do is to let go of their writing so that they can move on to the joy of writing something new.

READING – GENERAL INFORMATION

THE READING EXPERIENCE: Your goal this year is to read every day. We will read a few select texts as a class, and you will read several books you will choose for yourself. We will spend time reading together, and you will spend time reading independently. Typically, you will be reading fifteen to twenty minutes a day in class and/or for homework. For most students, your pace should be about a page per minute, or 15-20 pages of reading.

USING YOUR NOTEBOOK: When you read in class and at home, you will complete assignments in your notebook to express your understanding of the text. You may raise questions, make observations, develop connections, or make predictions about what you read. You may retell parts of the story to help you infer and interpret. You may uncover themes and symbols. You may write a critique of a scene. You may collect examples of beautiful sentences or new vocabulary. Writing while reading helps you actively engage in the reading process. One useful tool for writing about your book is a Post-It pad, which allows you to ANNOTATE (take notes in) your book as you read. These Post-Its can be affixed to pages in your notebook. Your notebook can also include charts, illustrations, and maps to help you analyze what you read.

Questions you might ask...

- *I wonder...*
- *Who is...*
- *Why did...*
- *Where is...*
- *How can...*
- *I'd like to know...*

Observations you can make...

- *I notice...*
- *I am shocked by...*
- *I'm fascinated by...*
- *I'm surprised that...*
- *Discuss the plot/action*
- *Discuss character qualities*
- *Discuss character development*

Connections you can make...

- *I now realize...*
- *This part made me feel...*
- *A theme that I am noticing now is...*
- *I really enjoyed this scene because...*
- *This book is similar to another book...*
- *Let me try to explain what I just read...*
- *A character/scene/setting reminds me of...*

Predictions you can make...

- *I bet the character will...*
- *Later in the story, I predict...*
- *I hope that ____ will happen because...*

Thoughtful retelling you can do...

- *This is what I know so far...*
- *An issue that has come up is...*
- *This moment happened because...*
- *What I think is happening now is...*
- *The character is changing because...*
- *What's happening now is the result of...*
- *I've changed my mind about something...*

Charts or illustrations you can create...

- *Setting map*
- *Event timeline*
- *Quote analysis chart*
- *Topic and detail web*
- *Cause and effect chart*
- *Character pressure chart*
- *Compare/contrast T-chart*
- *Character conflict/connection web*
- *Character, setting, or symbol illustration*
- *Graph changes in story intensity or emotion*

READER'S and WRITER'S GLOSSARY

Alliteration – the use of repeated consonant sounds to create melody, establish mood, call attention to important words, and point out similarities and contrasts

Allusion – calling an idea, event, place, or person to mind without mentioning it explicitly; “hinting at” something

Analogy – a comparison between two things based on similar components or structure

Anecdote – a brief interesting story, usually used to gain the attention and interest of a reader or audience

Annotate – add notes to a text giving explanation, comment, or insight

Anticlimax – a disappointing end to an exciting or impressive series of events

Autobiography – a life story told in first person (by the person who lived it)

Cause & Effect – the relationship and influence between events

Characterization – acquainting the reader with characters by describing physical traits and personality, showing speech and behavior, giving opinions and reactions to the character, or revealing the character’s thoughts and feelings

Chronological Order – the order of events through time

Citation – a quotation from or reference to a book, paper, or author in an essay or research paper

Claim – a point that a writer uses in support of a thesis statement; a claim is the topic of a body paragraph in an essay

Cliché – an overused or predictable phrase

Climax/Turning Point – the most exciting moment in a story leading to the resolution

Conflict – the struggle experienced by the main character in a story (Man vs. Man, Man vs. Himself, Man vs. Nature, Man vs. Technology, etc.)

Connotation – the idea or feeling a word invokes in addition to its literal meaning

Conventions of writing – the accepted way in which writing is done with regard to spelling, word usage, sentence structure, grammar, punctuation, and capitalization

Craft – (v) to exercise skill in making something; (n) an activity involving skillful creation

Denotation – the literal or primary meaning of a word

Dialogue – conversation between characters used to provide background information, reveal character and character relationships, or to advance the story

Drafting – writing the first version of a narrative or essay, with more attention to the ideas and major themes, and less attention to the mechanics and structure

Dramatic Irony – a technique in which the full meaning of a character’s words or actions are clear to the audience or reader but not to the character

Editing – looking at written work to correct mechanical errors in punctuation, spelling, usage, sentence structure, and formatting

Elaboration – the act of adding more evidence, detail, and discussion to a piece of writing

Evidence – specific information in support of a writer’s claim; evidence can be paraphrased or directly quoted from a source; in a research paper or literary essay, evidence should cite a specific source according to established style guidelines

- Exposition** – the part of a story in which the background to the main conflict is introduced
- Fiction** – narrative that is not factual (true) which involves a conflict or emotional connection to the reader with the purpose to entertain rather than to perform
- Figurative Language** – language that describes something through comparison to something else (see metaphor, simile, hyperbole, onomatopoeia, and personification)
- Flashback** – a scene jumping to a time earlier than the main story
- Folk Literature** – the traditional stories of cultures originally passed down by word of mouth
- Foreshadowing** – a warning or indication of a future event
- Genre** – a category of artistic composition characterized by similarities in form, style, or subject matter (ex: drama, fiction, literary nonfiction, poetry); the term applies also to sub-categories as well – fiction can be divided into subgenres such as science fiction, historical fiction, and mystery, to name a few
- Hyperbole** – exaggerated, often entertaining statements or claims not to be taken literally
- Imagery** – descriptive or figurative language intended to appeal to the senses
- Inference** – a conclusion based on information and ideas presented
- Inner Dialogue** – the thoughts of a character expressed through a dialogue with himself or herself
- Irony** – expression of meaning contrary to what is expected
- Literary Nonfiction** – stories about actual events and real people written in the style of literary fiction
- Memoir** – an autobiographical story that includes reflection and carefully chosen moments in someone's life
- Mentor Text** – a literary work that models writing craft for a writer
- Metaphor** – a figure of speech in which two unlike things are compared; often an abstract subject is made clearer through comparison to something more concrete
- Meter** – in poetry, meter is the rhythm of the words measured by the “beats” of the syllables
- Mood** – the prevailing feeling expressed by a work of art
- Narrative** – a spoken or written account of events
- Narrator** – the person who tells the story
- Nonfiction** – factual writing that is about history, people, or other real topics
- Notebook** – a writer's tool; a place where a writer gathers ideas to write about and explores those ideas through reflection or elaboration; also, a place for writing thoughts that help in reading comprehension
- Onomatopoeia** – words invented to represent sounds (*zap, meow, crunch*)
- Paraphrase** – to express the meaning of an author more briefly and concisely
- Parody** – a version or imitation of something created for humorous effect
- Personification** – a figure of speech in which human qualities are given to other things
- Plot** – the main events of a story
- Point of View** – the perspective from which a story is told: *first person*; *second person* (rarely); *third person limited* (showing the limited point of view of a character); *third person omniscient* (from the point of view of an all-knowing narrator outside the story)
- Prose** – written or spoken language in ordinary form, without metrical (poetic) structure
- Publishing** – the act of producing a formal version of a piece of written work

Realistic Fiction – fiction written to portray situations and conflicts that may happen in real life, or are inspired by real life

Repertoire – the whole collection of skills a person uses in his or her craft

Repetition – repeating of a word or phrase to create a sense of rhythm

Researching – the process of investigating a topic, gathering evidence, and coming to understand a topic before writing or presenting about it

Resolution – the point in a story when the conflict has been resolved

Revising – literally “looking at again” in order to identify areas for improvement and then making improvements

Rhyme – when words have the same sound at the end of lines in a poem

Rhyme Scheme – the pattern of rhymes in the lines of a poem (can be labeled *aabb*, *abab*, for ex.)

Rhythm – the measured flow of words and phrases, especially in poetry or music

Rising & Falling Action – *rising action* is the actions and interactions of characters that complicates a narrative and leads to the climax; *falling action* is the events that follow and result from the climax

Rounded Character – a character that has been fully developed by an author to be more human, complex, and interesting to the reader

Satire – the use of humor, irony, exaggeration, or ridicule to expose and criticize people’s stupidity or vices, particularly in context of contemporary politics or current events

Setting – the place and time of a story; also, the overall mood of that place or time

Simile – a figure of speech in which two unlike things are compared; often an abstract subject is made clearer through comparison to something more concrete; similar to a metaphor, but using the words “like” or “as” with the result of achieving a weaker comparison

Stanza – a group of lines in a poem with connected meaning, comparable to paragraphs in prose (*couplet* – two-line stanza; *triplet* – three-line stanza; *quatrain* – four-line stanza, etc.)

Story-within-a-story – a device used by an author when a story is told within a larger, main narrative

Storyboard – a sequence of drawings, typically with directions and dialogue, representing the scenes planned for a story (usually for film or television)

Summary – a brief account of the main points or ideas of something experienced, read, or viewed

Suspense – a state or feeling of excited, anxious uncertainty created by a story

Symbol – a material object used to represent an abstract idea

Theme – the main point or idea being expressed by a piece of writing

Thesis – the controlling idea of an essay; the main point a writer is trying to prove

Timeline – a graphic representation of the passage of events through time

Tone – the general attitude of a piece of writing, as expressed by the author or narrator

Verse – a group of lines in a poem, or lines written in poetic forms. (*rhymed verse* is poetry that has an end rhyme and a regular meter; *free verse* is poetry that does not have a regular meter or rhyme scheme)

Works Cited – a page at the end of a research paper listing the books and other sources used in writing the paper

ELA GUIDE

The New York State English Language Arts Assessment (NYSELA) will be administered on April 11-13, 2018. Updated information can be found at: <http://www.p12.nysed.gov/assessment/>

Most of your preparation for this assessment will involve regular close (analytical) reading of text and writing about what you have read. We will spend part of the month leading up to the assessment reading "ELA-style" text selections and answering multiple choice questions. We will also spend part of that month practicing the particular writing formats expected in the ELA assessment described below:

SHORT RESPONSES ("paragraph" responses)

- a) Your topic sentence should make an **INFERENCE** (draw a conclusion) based on the question or prompt.
- b) Then, support your inference with **TWO SUPPORTING DETAILS** in the form of paraphrased or quoted evidence from the text.

EXTENDED RESPONSES ("essay" responses)

- a) First, **THINK** about the prompt. Make sure you understand what you are being asked to write about. Make sure you know what needs to be included in your essay.
- b) Outline or organize your extended response before you write it. **BOX** your answer to the question. Write a clear, focused statement that answers the prompt you have been given. This is your thesis.
- c) Below the box in your outline, answer the **BULLETS**. Each bullet in the prompt will be a bullet in your outline. Before writing your extended response, research each bullet to gather the evidence needed to support your points.
- d) **WRITE**. Use your boxes and bullets to create a quick, focused introduction. Expand each bullet into a body paragraph. Provide evidence and elaboration for each bullet.
- e) If you have time, add a quick **CONCLUSION**.

WRITING RUBRIC for the ELA

Quality	Proficient	Proficient	Not Proficient	Not Proficient
ALL RESPONSES				
MEANING Understanding Interpretation	Insightful	Literal	Gaps in understanding	<i>No understanding</i>
DEVELOPMENT Elaboration, Evidence	Relevant, Accurate	Sufficient	Poor, Inaccurate	<i>Irrelevant</i>
EXTENDED RESPONSES				
ORGANIZATION	Coherent, Flows	Readable	Disorganized	<i>Incoherent</i>
LANGUAGE Words, Sentences Structure	Engaging, Sophisticated	Clear	Elementary	<i>Confusing</i>
MECHANICS Spelling, Grammar Capitalization Punctuation	Considerable mastery	Some mastery	Little mastery	<i>Incomprehensible</i>

EDITING & REVISION CHECKLIST

Write assignment name and date in the column below

Use this checklist to maintain a record of teacher comments on your English writing assignments. First, write the name of the assignment in the box at the top of the column. Then, for each of the categories below, tally the number of problems identified. If necessary, add categories in the empty rows at bottom.

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CRAFT

For each assignment, write YES or NO in boxes below.

LEAD (Essays) <i>Do I create a sense of larger significance in the presentation of my claim/thesis?</i>									
ORGANIZATION (Essays) <i>Does my writing have a logical, compelling structure?</i>									
NARRATIVE <i>Is my storytelling (and retelling) vivid and engaging?</i>									
TRANSITIONS <i>Do I create an elegant, cohesive flow in my writing?</i>									
ELABORATION <i>Is there insight and sophistication in the expression of my ideas?</i>									
DESCRIPTION <i>Do I create mood and tone with my word choices?</i>									
VOCABULARY <i>Do I include words that expand my vocabulary?</i>									
<i>Other:</i>									
<i>Other:</i>									

CONVENTIONS

FORMATTING <i>Do I use proper heading, margins, title, font/size? (pp. 5-6)</i>									
SENTENCES <i>Did I avoid run-ons or fragments? (p. 8)</i>									
SPELLING <i>Do I spell challenging words correctly? (p. 10)</i>									
WORD CHOICE <i>Do I avoid common word choice errors? (p. 10)</i>									
CAPITALIZATION <i>Do I capitalize all nouns and first words in sentences? (p. 7)</i>									
PUNCTUATION <i>Do I include all necessary periods and commas, and avoid overusing commas? (p. 7-8)</i>									
QUOTATION MARKS <i>Do I use quotation marks correctly, especially in dialogue and citations?</i>									
VERB TENSE <i>Do I consistently use the proper verb tenses?</i>									
NUMBER AGREEMENT <i>Do I consistently use the correct pronoun to refer to singular and plural nouns?</i>									
<i>Other:</i>									
<i>Other:</i>									

NOTES

Use this page to write down additional useful and important information about reading or writing.

WRITING TOPICS for PERSONAL REFLECTION

GROUPS Everyone makes connections to people around him or her. While family is usually our “inner circle,” we also interact with circles of friends, teammates, campers, performers, gamers, and others. Write about a group you belong to.

MEMORABLE MOMENTS Select one or more of the most interesting, most memorable moments from your life so far. Tell a story other people should hear about...a story that doesn't include everyday moments.

SPECIAL PLACES Describe a place that has special meaning to you.

LOOKING BACK Someday you will be my age. No, it's not that old. Write this piece in the form of a news report, a story, a letter to yourself, or a song. It just can't be a telepathic stream, or modern dance performance, even if those are the main forms of communication in the future.

CHARACTER BUILDING At some point in your life, you have accomplished something beyond what you thought was possible. You impressed yourself and others. As a result, you gained something...confidence, optimism, empathy, courage...something that made you a better person. Tell the story of that experience and how it transformed you.

SECOND CHANCES We all make mistakes in life. It can be a poor choice of action, or not taking action when we should have. It can involve saying the wrong thing, or not speaking up when we should have. Sometimes these mistakes are useful in reminding us what is most important in life. We realize who we truly care about and what principles we believe in. The mistake corrects our course and is an invaluable learning experience. However, wouldn't it be interesting to re-live that moment? To get it right the first time? Write about a life experience for which you would like a second chance.

NO REGRETS Tell about an experience that involved taking risk. It may or may not have resulted in a way that made you happy, but you are willing to live with the choice you made.

SOMEONE TO ADMIRE Award someone with the high honor of your admiration and gratitude. Be creative if you want, and come up with an award to give them.

RECIPE FOR ME Write a symbolic recipe for yourself. This means your ingredients are not blood, muscle, bone, and a tuft of hair, but abstract qualities and personality traits like patience, friendliness, and humor. What are the essential ingredients that create you?

PERSONAL SOUNDTRACK Create a soundtrack or playlist that tells the story of your 7th grade year, or your entire life so far. Explain your choices.

NEW EXPERIENCE Tell us about a new experience you have had this year. Try to bring your reader into the adventure with you.

PERSONAL SYMBOL What one thing represents who you are? Strip away the complex details. What is the essence of who you are? Tell us about this thing that says so much about you. Tell about how you connect with this thing. Show us everything about you with just one thing.

ENRICHMENT WRITING TOPICS

People I feel close to. *A time I felt intense emotion.* What am I proud of? *What am I embarrassed about?* Am I a participant or an observer? *How the weather affects me.* What terrifies me? *How I would describe myself to someone who cannot see me.* Some television commercials I really love or hate. *What do I consider truly beautiful?* The hardest part about growing up. *The perfect birthday celebration.* A person with a disability whom I know. *Something I have made/done that I am proud of.* My hero/role model. *A award of appreciation for someone who has helped me.* My favorite place in the world. *Physical strength vs. mental toughness.* If I had to choose to give up one important thing in my life, it would be... *A wonderful dream/terrible nightmare I have had.* What an amazing thing!. *A description of my favorite meal.* A time I was most proud of myself. *Things that I admire about myself.* If I could be voted "most something," it would be... *My favorite songs right now.* I will know that I have grown up when... *What makes me laugh?* The last time that I cried. *Playing detective.* An unusual ability that I wish I had. *How I feel about my religion.* What the world needs now is... *What I like to do to cheer up someone who's feeling down.* Who makes my decisions for me? *A personal struggle of mine.* A childhood memory that I cherish. *What brings me peace?* Ways I have changed as a person in the past year. *If I had the chance to trade places with someone.* How I feel about war. *How I feel about poverty.* Laws that need to change. *What important lessons take place outside of school?* Can two opposite things be true? *Where would I most like to live?* A time I hurt someone's feelings. *A time someone hurt my feelings.* If I had magic powers for one day. *How I would spend one million dollars in one day.* The things I could never live without. *Reasons to always strive to be a better person.* A time someone was able to cheer me up when I was down. *My favorite time of year.* The greatest vacation I ever had. *What I enjoy/dislike about being alone.* A loss I have experienced. *What will be remembered from the present time in 100 years?* Will it ever be possible for a machine to love and care for a person? *Someone I admire.* My extraordinary pet. *The strangest/most amazing/most beautiful place I've ever been.* A story using vocabulary words from book I am reading. *A tale of victory.* A tale of terror. *My future: a prediction.* My life as a movie: which actors would I cast; what stories would be told. *The sense am I willing to give up first.* Awards for people whom I admire. *An unbelievable true story I've heard.* A love story. *The importance of having no regrets in life.* The funniest story I've ever heard. *My greatest accomplishment this year, in or out of school.* Predictions about ports, about myself, about the country, about anything. *A great story about my parent's childhood.* How responsible are children for their actions? *Something I've learned from a movie, book, or television show.* What do I know about the meaning and/or history of my first and last name? *A book or movie that dissatisfied me because of the way it ended.* A day in the life of my pet, as told by my pet. *The importance of friends.* The rules I have to follow. *The importance of second chances.* A quotation I like and why it has special meaning to me. *An interview with a friend or family member.* The ultimate party – describe the event and the attendees. *A letter to or from someone famous whom I admire.* The importance of family. *My earliest memory.* My most prized possession. *Three wishes I would like to make, and reasons why.* Will computers ever be as intelligent as humans? *What's on my mind today?* What am I really excited or upset about? *My favorite story.* What I did today/last night/over the weekend/during my vacation... *What I love about my home.* A recipe for a perfect friendship. My motto. *A story appropriate to a recent holiday or one coming up.* A new idea for a museum, store, or park. *A letter to my future self.* The recipe to make me! *What terrifies me?* A real-life adventure I had. *A weird but true experience I've had.* If I could time travel, this is where (and "when") I would go. *The sports I am fanatical about.* Talents I have. *The soundtrack/playlist of my year (or life).* A place that is special to me. **Or any topic of your choice; let your imagination go to work!**