



THE WRITE RIGHT QUICK KIT

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The Write Right Quick Kit

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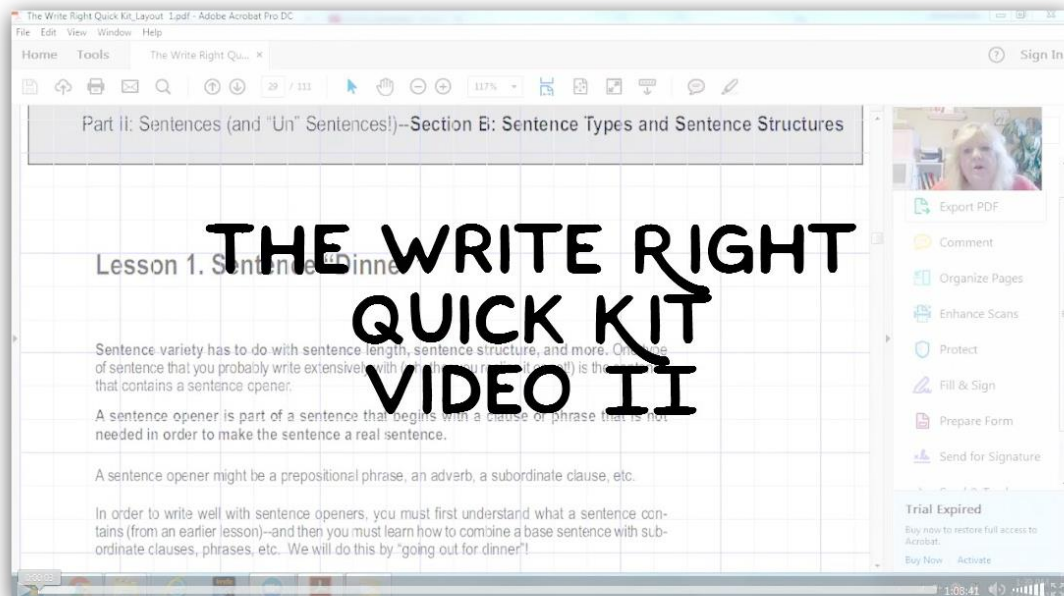
The Write Right Quick Kit Videos

Click on the links and/or images below to view a detailed three-part series where I take you by the hand and show you how you can use The Write Right Quick Kit!

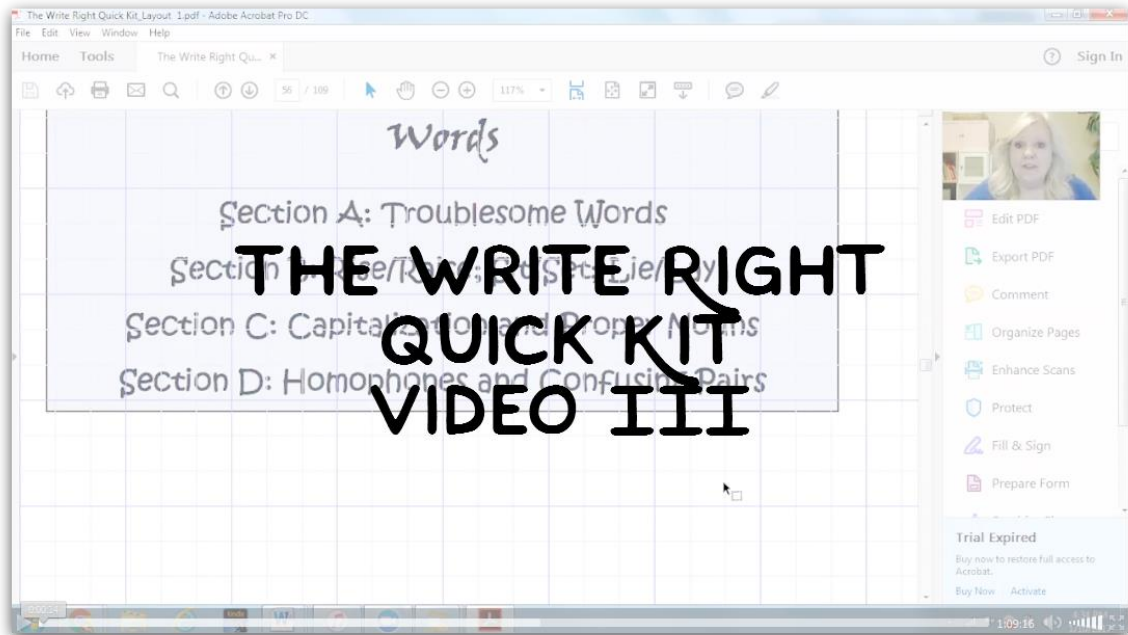
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Part I

Paragraphs

Section A: Paragraphs, Sentences, Words

Section B: Understanding Paragraph Breaks

Part I: Paragraphs--Section A: Paragraphs, Sentences, Words

Lesson 1. Writings Start With Paragraphs

Writings are made with paragraphs.

Paragraphs are made with **sentences**.

Sentences are made with words.

Words are made with **letters**.

Remember This!

Thinking about writing a one-hundred-**word** paper is like thinking about writing an eight-hundred-**letter** paper. **Essays are made up of content--** which means paragraphs.

Tricky Trick to Help It Stick

Five parts of a paragraph: OCCTI

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

Lesson 2. Five Parts of a Paragraph: OCCTI

A paragraph is said to be a “**real**,” **complete paragraph** when it has the **five elements of OCCTI**:

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

If a paragraph is dialogue, it may not contain three or more sentences.

Remember, in **dialogue** each time the speaker changes, a new paragraph is begun-- regardless of how many sentences were spoken.

Part I: Paragraphs--Section B: Understanding Paragraph Breaks

Lesson 1. “Train” Paragraphs

If you have done any paragraph writing before, with CI books or other sources, I hope that you have learned the most important aspect of paragraph writing: **a paragraph is a unit of thought.**

If you have used materials that had you write “100 words about X,” that is okay. It is a benchmark for knowing when you are done writing. However, it doesn't help you learn *how* to write.

Remember this progression about writing:

1. **Words are made up of letters.**
2. **Sentences are made up of words.**
3. **Paragraphs are made up of sentences.**
4. **Reports, essays, letters, stories are made up of paragraphs.**

Guess what you should focus on? If you guessed the paragraph--**a unit of thought**—you are right.

So let's start again with what this lesson began with: **a paragraph is a unit of thought.**

That means that **every paragraph will be about a topic.**

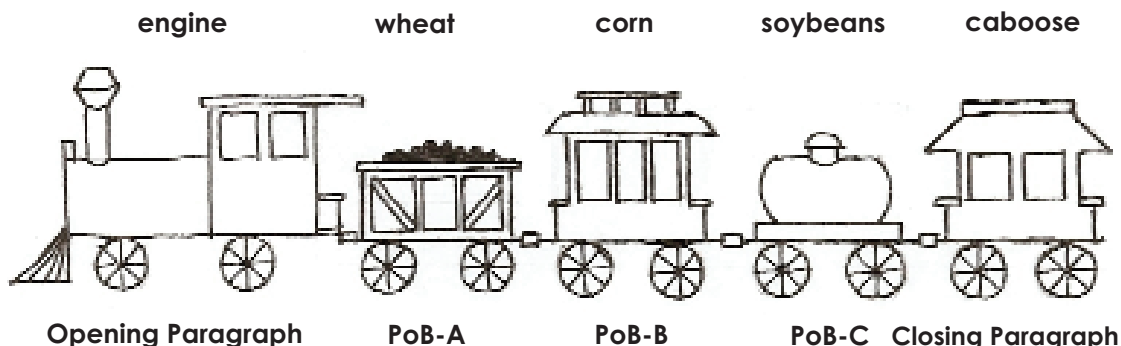
First of all, you need to understand about Paragraphs of the Body (P'soB) and Opening Paragraphs and Closing Paragraphs.

Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph). P'soB stands for Paragraphs of Body (more than one PoB).

Remember This!

PoB stands for **Paragraph of the Body** (referring to a non-opening or non-closing paragraph). P'soB stands for Paragraphs of Body (more than one PoB).

Example 1



What does this have to do with writing?

Think of your **paper's paragraphs as parts of a train:**

1. **The three paragraphs in the middle of a 5 Paragraph Essay (Paragraphs of Body A, B, & C) are the body of the train--the cars in the middle.**
 - a. You do not have wheat, corn, and soybeans in your "cars."
 - b. You have **three different topics** (three quotes or three colors) or three aspects of a topic/three REASONS).
 - c. By itself, each paragraph of a post is just a paragraph--maybe a one paragraph essay (if you added an opening sentence and a closing sentence).
2. Now that you have the cars in your train, **you need an engine**
 - a. The **engine is the Opening Paragraph** of the paper.
 - b. It **tells your reader that a report or essay is coming.**
 - c. It tells your reader **what the paper is going to be about.**
 - d. Yes, your **Opening Paragraph will be your train's engine.**
3. What else do you need? The **caboose**, of course!
 - a. The caboose of your paper will be a Closing Paragraph.
 - b. It **will tell your readers that your paper ("train") is ending.**
 - c. It **will tell your readers what your paper was about.**
 - d. It will leave your reader interested and satisfied.

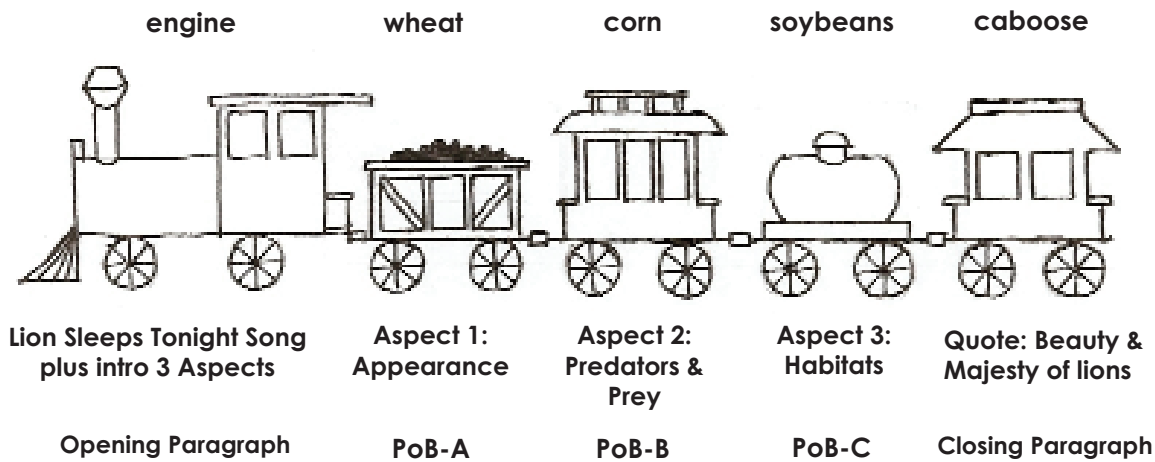
Long Train/Short Train.....Long Post/Short Paper

Just like a train, a paper can be long or short.

- (1) It can have **one engine** and **two cars** = **1 Opening Paragraph + 2 P'soB.**
- (2) It can have **one engine, one car, and one caboose** = **1 Opening Paragraph + 1 PoB + 1 Closing Paragraph.**
- (3) It can **have five cars -- one engine, three cars, and one caboose** = **1 Opening Paragraph + 3 P'soB + 1 Closing Paragraph.**
- (4) It can have many, many train cars--each one a car by itself, but all put together to create one long train--one long paper.

Note: If your paper does not contain an Opening Paragraph and/or a Closing Paragraph, you will want to add a Thesis Statement to the beginning of your paper and what I call a "Thesis Statement Reloaded" (or "Title Reloaded") to the end of your paper.

Example 2



Lesson 2. Paragraph Writing Help

Do You Need to Change Your Pre-Writing Strategies?

Questions to Ask Yourself

1. Do I tend to ramble in my writings?
2. Do I often get off subject?
3. Do I frequently wonder when to end a paragraph and start a new one?
4. Do I have trouble determining how to open or close a writing?
5. Do I have trouble finding interesting ways to introduce/start my writings?
6. Do I not do a good job of "linking" one paragraph to the next?
7. Do I run into blocks as I am writing--because I am not sure of what to write next?
8. Do I know when something is "done," or do I always wonder if a paper should end here or there?

Effective Order for Writing

- (1) Thesis Statement--statement of what your paper will be about
- (2) PoB TOPICS
- (3) PoB OUTLINE
- (4) PoB PARAGRAPHS (writing body)
- (5) Opening Paragraph (outlining and writing)
- (6) Closing Paragraph (outlining and writing)

Topics of P'soB

PoB-A _____

PoB-B _____

PoB-C _____

PoB-D _____

Sentence-by-Sentence Outlining

The Sentence-by-Sentence (S-by-S) Outlining Method is one in which you outline each Sentence of each Paragraph (using key words, symbols, phrases, or sentences--whatever works for you). This method helps you know ahead of time what each paragraph will contain, where you are short on information, when another paragraph needs started, etc.

Paragraph Outlining Lines

All--Paragraph A of Body

Topic of PoB-A _____

LINK/Transition (+)--Sentence _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

All--Paragraph B of Body

Topic of PoB-B _____

LINK/Transition (+)--Sentence _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

All--Paragraph C of Body

Topic of PoB-C _____

LINK/Transition (+)--Sentence _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

Remember This!

Use transition words and phrases at the beginning of each paragraph as needed for the **LINK/Transition** to go from one paragraph to another.

Remember This!

The paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph eighty percent of the time. Don't make your reader wait too long to determine what your paper is about!

Remember This!

There are **two primary benchmarks** you may use to determine whether or not your outline is adequate--for any type of writing:

(1) You can **write directly from it** without looking back in your source.

(2) **You like it!** If you can write from it, but you don't like it or it is extremely difficult for you to create/write from or it is not your "style," that outlining method might not be the best for you.

Lesson 3. Using Transitions Well

Transition Words and Phrases

For transition sentences, you will often use transition words. Consider the following words and phrases for introducing continuing paragraphs--as well as for showing **chronology, comparisons, contrasts, cause/effect**, and more in sentences within paragraphs.

To Indicate Time or Order

- | | | | | |
|------------------|----------------------|------------------|---------------|--------------------|
| • after | • afterward | • before | • then | • once |
| • next | • last | • at last | • at length | • first |
| • second, etc., | • at first | • formerly | • rarely | • usually |
| • another | • finally | • soon | • meanwhile | • at the same time |
| • for a minute | • during the morning | • most important | • later | • ordinarily |
| • to begin with | • afterwards | • generally | • in order to | • subsequently |
| • previously | • in the meantime | • immediately | • eventually | • concurrently |
| • simultaneously | | | | |

To Show Addition or More

- | | | | | |
|---------------------|-------------------|---------------------|----------------|-----------------------|
| • and | • in addition to | • furthermore | • moreover | • besides |
| • than | • too | • also | • both-and | • another |
| • equally important | • first | • second, etc., | • again | • further |
| • last | • finally | • not only-but also | • as well as | • in the second place |
| • next | • likewise | • similarly | • in fact | • as a result |
| • consequently | • in the same way | • for example | • for instance | • however |
| • thus | • therefore | • otherwise | | |

To Indicate Space or Directions

- | | | | | |
|---------------|--------------------|---------------------|----------------|---------------------|
| • at the left | • at the right | • in the center | • on the side | • along the edge |
| • on top | • below | • beneath | • under | • around |
| • above | • over | • straight ahead | • at the top | • at the bottom |
| • surrounding | • opposite | • at the rear | • at the front | • in front of |
| • beside | • behind | • next to | • nearby | • in the distance |
| • beyond | • in the forefront | • in the foreground | • within sight | • out of sight |
| • across | • under | • nearer | • adjacent | • in the background |

To Introduce an Illustration or Example

- | | | | | |
|------------------|-----------------|----------------|-----------|-----------------|
| • thus | • for example | • for instance | • namely | • to illustrate |
| • in other words | • in particular | • specifically | • such as | |

(continued on next page)

Transition Words and Phrases (continued)

To Contrast

- | | | | | |
|---------------------|--------------------------|-------------------|-------|---------------|
| • on the contrary | • contrarily | • notwithstanding | • but | • however |
| • nevertheless | • in spite of | • in contrast | • yet | • on one hand |
| • on the other hand | • rather | • or | • nor | • conversely |
| • at the same time | • while this may be true | | | |

To Compare or Show Similarities

- | | | | | |
|-------------|------------|-------------------|------------------|----------------|
| • similarly | • likewise | • in like fashion | • in like manner | • analogous to |
|-------------|------------|-------------------|------------------|----------------|

To Show Concession or Exceptions

- | | | | | |
|---------------|----------------|------------------------|---------------|-------------|
| • although | • at any rate | • at least | • still | • thought |
| • even though | • granted that | • while it may be true | • in spite of | • of course |

To Emphasize

- | | | | | |
|-------------|---------------|---------------|-------------|-------------|
| • above all | • indeed | • truly | • of course | • certainly |
| • surely | • in fact | • in truth | • again | • besides |
| • also | • furthermore | • in addition | | |

To Give an Example or Illustration

- | | | | | |
|----------------------|-----------------|-----------------|--------|------------------|
| • for example | • for instance | • to illustrate | • thus | • in other words |
| • as an illustration | • in particular | | | |

To Give Details or Specific Example(s)

- | | | | | |
|----------------|--------------|-----------------|--------------|-----------|
| • specifically | • especially | • in particular | • to explain | • to list |
| • to enumerate | • in detail | • namely | • including | |

To Summarize

- | | | | | |
|-----------------|------------|----------------|---------------|------------|
| • therefore | • finally | • consequently | • thus | • in short |
| • in conclusion | • in brief | • as a result | • accordingly | |

To Give Suggestions or Challenges

- | | | | |
|--------------------|---------------|---------------------|-----------------------------|
| • for this purpose | • to this end | • with this in mind | • with this purpose in mind |
| • therefore | | | |

To Show the Results of or Consequences of Something

- | | | | | |
|---------------|------------------------|---------------|------------------|-----------|
| • so that | • with the result that | • thus | • consequently | • hence |
| • accordingly | • for this reason | • therefore | • so | • because |
| • since | • due to | • as a result | • in other words | • then |

Part II

Sentences (and “Un” Sentences!)

Section A: Sentences vs. Clauses vs. Phrases

Section B: Sentence Types and Sentence Structures

Section C: Conciseness Techniques

Section D: Quotations

Lesson 1. Five Parts of a Sentence: CAVES

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

Remember This!

You need to study and understand **Part II: Sentences (and “Un” Sentences)** if you find yourself with any of the following challenges:

(1) You sometimes **question whether your sentence is really a sentence.**

(2) You write **run-on sentences sometimes** and do not always know how to fix them--and often put a comma here and there!

(3) You are **unsure of how to combine two sentences into one to create a compound sentence**--and find yourself haphazardly using semicolons and/or dashes.

(4) You **do not consistently know where to put a comma in** when you begin a sentence with the words *since, when, because, though*, etc.

(5) You are **unsure of which pronoun to use in various scenarios**, such as “**We/Us** writers enjoy writing” or “give this to Ray, Donna, and **me/I**.”

(6) You are **unsure of how to punctuate sentence openers.**

(7) **Internal commas elude you** (not allude you!).

(8) You are **not confident when you include quotations** in your writings.

Lesson 2. A Subordinate Clause or a Sentence?

*When you start a sentence with a subordinate clause,
Put the comma in when you hear the pause!*

That is a cute rhyme (don't you think?)--but unless you know what a subordinate clause is (and prior to that, what a subordinator is), it will not do you much good to recite it. So this lesson will go back to what subordinators are first.

Maybe you were taught that **subordinators** (words that make the part of the sentence that they are in be “subordinate” to the rest of the sentence) **are called other things, like conjunctives or subordinate conjunctions.**

Some grammar handbooks do not even classify subordinators at all but call them whatever other class they fall under (i.e. the preposition *before* might always be called a preposition, even though it is a subordinator when it has a subject and verb following it and can sometimes even be an adverb).

Regardless of what you were taught about **subordinators**, they are extremely important to good writing. Why?

It is important to learn to recognize subordinators because they signal to the writer that special punctuation is required.

Subordinators and Subordinate Clauses

Remember This!

It is the “All makes sense” part of CAVES that most writers mess up on. The best antidote for this is to **read your sentences aloud and “listen” for fragments, run on sentences, and dependent clauses.**

1. A subordinator is a word that **falls at the beginning of a subordinate clause.**
2. A **subordinate clause is a group of words that begins with a subordinator and has a subject and verb following it.**
3. A **subordinate clause is subordinate to the rest of the sentence**--that is, it is “less than” the real sentence.
4. A **subordinate clause may not stand alone** as it is not a real sentence.
5. A **subordinate clause sounds as though something is missing** when it is read--because something is (the real sentence!).
6. A **subordinate clause may be joined with a complete sentence** to create a complex sentence, but the subordinate clause may never stand alone.

Remember This!

A **subordinate clause** is called that because

- (1) It **begins with a word called a subordinator.**
- (2) It is “**subordinate” to the rest of the sentence** that it is in--that is, it is “less than” the rest of the sentence.

Learning Subordinators

Let's start with the first six that I teach my youngest language arts students in my books:

Since, when, though
Because, if, although.

Yeah, it's a rhyme! Cute, huh?

It helps to learn subordinators with a **Subordinator-Check Sentence** that most subordinators fit into. In a nutshell, if a word fits in the check sentence and the word is not an adverb, it is likely a subordinator:

_____ *the submarine went down, we could no longer/still see it.*

It helps to learn subordinators with my **Subordinator-Check Sentence** for a few reasons:

1. Many subordinators fit well into it.
2. One of the key words in it (**submarine**) has the prefix *sub*, just like the word **subordinator** does.
3. **A submarine goes down**--just like a **subordinator** makes the part of the sentence it is in **go down** (or be less important).

Since the submarine went down, we could no longer see it.

When the submarine went down, we could no longer see it.

Though the submarine went down, we could still see it.

Because the submarine went down, we could no longer see it.

If the submarine went down, we could no longer see it.

Although the submarine went down, we could still see it.

In as much as the submarine went down, we could no longer see it.

Until the submarine went down, we could still see it.

While the submarine went down, we could no longer see it.

Note: A nearly-complete list of subordinators is provided in Appendix A, Lesson 2

Remember This!

Why learn subordinators?

(1) In order to **distinguish between a real sentence and a non-sentence**.

(2) In order to **punctuate sentences containing them**.

(3) In order to **use the correct pronouns** (subjective vs. objective) in sentences.

(4) In order to **write more advanced sentence structures**.

Tricky Trick to
Help It Stick

**First Six Subordinators
in Rhyme**

Since, when, though
Because, if, although.

Tricky Trick to
Help It Stick

In a nutshell, if a word fits in the Check Sentence and the word is not an adverb, it is likely a subordinator:

_____ *the submarine went down, we could no longer/still see it.*

What Is a Subordinate Clause?

Once you can recognize subordinators quickly, you are ready to write **well** with them.

Do you remember what I said a subordinate clause is?

1. A subordinator is a word that **falls at the beginning of a subordinate clause**.
2. A **subordinate clause** is a group of words that begins with a subordinator and has a **subject and verb following it**.

**Remember
This!**

- (1) A sentence **can** stand alone.
- (2) A subordinate clause **cannot** stand alone!

Subordinate Clause = Subordinator + Subject + Verb

When she drove,
As he said,
After she left,
When they arrived,
Because he smiled,

Did you notice anything about those subordinate clauses? If you noticed that **each one would be a sentence if the subordinator were removed**, you are correct!

A subordinate clause is a sentence (subject + verb) that has a subordinator at the beginning of it!

**Remember
This!**

A **subordinate clause** is sometimes called a **dependent clause**—because it is **dependent upon something else** in order to be used.

Sentence

She drove.
 He said.
 She left.
 They arrived.
 He smiled.

Subordinate Clause

When she drove,
As he said,
After she left,
When they arrived,
Because he smiled,

So....a **subordinate clause is a sentence** (independent clause--can stand alone) **that has a subordinator added to the beginning of it** (which makes it a dependent clause--is dependent upon something else in order to be used [has to have a real sentence put with it in order to be used]).

**Remember
This!**

Independent clause = sentence
Dependent clause = subordinate clause

<i>Sentence vs. Subordinate Clause</i>	
<i>Sentence (Independent Clause)</i>	<i>Subordinate Clause (Dependent Clause)</i>
(1) <i>Contains a subject and a verb</i> -----	(1) <i>Contains a subject and a verb</i> -----
(2) <i>Can stand alone</i> -----	(2) <i>Can <u>not</u> stand alone</i> -----
(3) <i>Also called an independent clause (because it can stand alone).</i>	(3) <i>Also called a dependent clause because it is dependent on a real sentence in order to be used.</i>

Lesson 3. Prepositional Phrases

Just like subordinate clauses, prepositional phrases require special punctuation--part of the time. This kit will get into punctuation prepositional phrases used as sentence openers later.

Here is the sequence of "reasoning" for learning prepositions:

1. Prepositions are words that are **found at the beginning of prepositional phrases**.
2. The prepositional phrase
 - a. A **phrase—a group of words** that does not contain a subject and a verb
 - b. **Prepositional phrase—a phrase** (group of words) that begins with a word known as a preposition
3. The subject of a sentence is seldom found within a prepositional phrase.
4. Subjects in a sentence (anywhere in a sentence) must match their verbs in tense, number, etc.
5. Since the subjects of a sentence are not found in a prepositional phrase, if you learn to recognize prepositional phrases easily, you can eliminate them (mentally) and easily find your sentence's subject(s) and verb(s) to be sure they match.

Consider the sentences below that have the prepositional phrases isolated with parentheses. Once you mentally eliminate these prepositional phrases, you can easily match the sentences' subjects with their verbs.

1. The **boy** (in the stories) was lost.
 - a. Isolating *in the stories* with parentheses keeps the writer from thinking that the sentence's subject is *stories*—and keeps the writer from writing *stories were*, which is not correct in this sentence.
 - b. The sentence's real subject is *boy* and needs the singular verb *was*.
2. (On the outskirts) (of town,) a **little house** fell down.
 - a. This sentence contains a double prepositional phrase.
 - b. This double prepositional phrase is used as a **sentence opener**—coming before the sentence's real subject and real verb.
 - c. By isolating both prepositional phrase openers with parentheses, we find that the sentence's real subject is *house* (or a *little house*—some grammarians consider the one word subject and some consider the entire subject with its descriptors) and the sentence's verb is *fell*.
3. The **blonde girl** (out of all the girls) was (on key).
 - a. This sentence contains two prepositional phrases
 - i. Out of all the girls
 - ii. On key
 - b. By isolating them with parentheses (and thus, not considering them when we find our sentence's main subject and verb), we can see that the sentence's subject is *girl* and verb is *was*.
 - c. If we did not isolate *out of all the girls*, we might be tempted to think that *girls* is our main subject and use the plural verb *were*.

Remember This!

- Why learn prepositions?
- (1) In order to **distinguish between a real sentence and a non-sentence**.
 - (2) In order to **punctuate sentences containing them**.
 - (3) In order to **use the correct pronouns** in sentences.
 - (4) In order to match your sentence's subjects with their verbs in tense and number.
 - (5) In order to **write more advanced sentence structures**.

Remember This!

Prepositional phrase—a phrase (group of words) that begins with a word known as a preposition

Remember This!

The subject of a sentence is seldom found within a prepositional phrase.

Tricky Trick to Help It Stick

Prepositions show position!

Tricky Trick to
Help It Stick

For very young students, I use a technique I call the Preposition Practice Pal (PPP). If you are a visual or hands-on learner, the PPP technique might help you too!

With the PPP technique, my young students and curricula users gather a bathroom tissue tube, little toy/character, and Zip-type bag (for storage later).

Consider if my PPP were Birdie (though it could be Polly, Kitty, Joe, Superman, etc.), and I held it up in relation to my bathroom tissue tube. See how many prepositions fit in the sentence using the two objects:

**Birdie flew _____
the tube.**

Practice prepositions with the PPP and bathroom tissue tube—and see how many prepositions you can name.

Note: If you are stuck, think Birdie flew **above** the tube; Birdie flew **around** the tube...get creative with your PPP and tube! It helps to actually move your PPP in positions with your bathroom tissue tube.

Re-read the sample sentences carefully. Without isolating the prepositional phrases, would you have been tempted to use the wrong verbs?

Isolating prepositional phrases is one of the most helpful beginning writing skills that a writer can learn. It helps eliminate one of the most common sentence writing errors—that of mismatched subjects and verbs.

Just like many other grammar aspects, I have tricks to learn prepositions quickly!

Our first “**Preposition-Check Sentence**” is a spatial one. That is, it works for prepositions that show positions.

The plane flew _____ the clouds.

This check sentence actually “fits” with about ninety percent of the “position” prepositions. It is a valuable tool for learning and memorizing dozens of prepositions. So, which prepositions fit into our “plane” sentence?

Try the following in my **Preposition-Check Sentence**, and you will see how simple learning prepositions can be.

The plane flew **aboard** the clouds.
The plane flew **about** the clouds.
The plane flew **above** the clouds.
The plane flew **aboard** the clouds.
The plane flew **across** the clouds.
The plane flew **across from** the clouds.
The plane flew **after** the clouds.
The plane flew **against** the clouds.
The plane flew **ahead of** the clouds.
The plane flew **along** the clouds.
The plane flew **alongside** the clouds.
The plane flew **alongside of** the clouds.
The plane flew **along with** the clouds.
The plane flew **amid** the clouds.
The plane flew **amidst** the clouds.
The plane flew **among** the clouds.
The plane flew **amongst** the clouds.
The plane flew **around** the clouds.
The plane flew **as far as** the clouds.
The plane flew **aside** the clouds.
The plane flew **aside of** the clouds.
The plane flew **aside from** the clouds.
The plane flew **astride** the clouds.
The plane flew **atop** the clouds.
The plane flew **atop of** the clouds.
The plane flew **away from** the clouds.
The plane flew **before** the clouds.
The plane flew **behind** the clouds.
The plane flew **below** the clouds.
The plane flew **beneath** the clouds.
The plane flew **beside** the clouds.
The plane flew **beside of** the clouds.
The plane flew **between** the clouds.
The plane flew **betwixt** the clouds.
The plane flew **beyond** the clouds.
The plane flew **by** the clouds.
The plane flew **by means of** the clouds.
The plane flew **close to** the clouds.
The plane flew **down** the clouds.
The plane flew **far from** the clouds.
The plane flew **following** the clouds.
The plane flew **from** the clouds.
The plane flew **in** the clouds.
The plane flew **in addition to** the clouds.

The plane flew **inside of** the clouds.
The plane flew **inbetween** the clouds.
The plane flew **in place of** the clouds.
The plane flew **in front of** the clouds.
The plane flew **in addition to** the clouds.
The plane flew **in back of** the clouds.
The plane flew **into** the clouds.
The plane flew **like** the clouds.
The plane flew **minus** the clouds.
The plane flew **near** the clouds.
The plane flew **near to** the clouds.
The plane flew **next to** the clouds.
The plane flew **off** the clouds.
The plane flew **off of** the clouds.
The plane flew **off the top of** the clouds.
The plane flew **on** the clouds.
The plane flew **onto** the clouds.
The plane flew **on top** the clouds.
The plane flew **on top of** the clouds.
The plane flew **opposite** the clouds.
The plane flew **opposite of** the clouds.
The plane flew **out** the clouds.
The plane flew **out from** the clouds.
The plane flew **out of** the clouds.
The plane flew **outside** the clouds.
The plane flew **outside of** the clouds.
The plane flew **over** the clouds.
The plane flew **past** the clouds.
The plane flew **round** the clouds.
The plane flew **through** the clouds.
The plane flew **throughout** the clouds.
The plane flew **to** the clouds.
The plane flew **towards** the clouds.
The plane flew **under** the clouds.
The plane flew **underneath** the clouds.
The plane flew **unto** the clouds.
The plane flew **up** the clouds.
The plane flew **up to** the clouds.
The plane flew **upon** the clouds.
The plane flew **via** the clouds.
The plane flew **with** the clouds.
The plane flew **within** the clouds.
The plane flew **without** the clouds.

Tricky Trick to
Help It Stick

Preposition-Check Sen-
tence

The plane flew _____
the clouds.

About eighty percent of prepositions are spatial (positional) in nature. The other prepositions are time-based for the most part. Of course, I have another trick!

The boy played _____ the classes.

The boy played **after** the classes.

The boy played **amid** the classes.

The boy played **amidst** the classes.

The boy played **among** the classes.

The boy played **amongst** the classes.

The boy played **along with** the classes.

The boy played **apart from** the classes.

The boy played **around** the classes.

The boy played **at** the classes.

The boy played **away from** the classes.

The boy played **because** the classes.

The boy played **before** the classes.

The boy played **behind** the classes.

The boy played **between** the classes.

The boy played **close to** the classes.

The boy played **despite** the classes.

The boy played **during** the classes.

The boy played **following** the classes.

The boy played **in between** the classes.

The boy played **prior to** the classes.

The boy played **regardless of** the classes.

The boy played **until** the classes.

The boy played **through** the classes.

The boy played **throughout** the classes.

The boy played **until** the classes.

Once you have memorized dozens (or two hundred!) of prepositions, it is easier to spot prepositional phrases. A prepositional phrase (PP) is a phrase (group of words that does not contain a subject and a verb) that begins with a preposition and ends with the object of the preposition.

Lesson 4. A Subordinate Clause or a Phrase?

One of the important reasons for learning the differences among sentences, subordinate clauses, and phrases (besides knowing when you have written a real sentence and when you have not) is that of **using pronouns correctly**.

That is, **pronouns used as subjects** in sentences and subordinate clauses **need the subjective forms** of pronouns (*I, he, she, we*) while **phrases have objects** that **use the objective forms** of pronouns (*me, him, her, us*).

Additionally, the punctuation of a sentence is heavily dependent upon understanding the differences and uses of subordinate clauses and phrases (as we will learn in Section B).

<i>Sentence and Subordinate Clause</i>	<i>Phrase</i>
(1) <i>Has a subject and a verb</i> -----	(1) <i>Does NOT have a subject and a verb</i> -----
(2) <i>Sentence can stand alone; sub clause cannot</i> -----	(2) <i>Never stands alone</i> -----
(3) <i>Has a subject near the beginning of it</i>	(3) <i>Has an object near the end of it</i>

Tricky Trick to
Help It Stick

When trying to get into the habit of recognizing subordinate clauses and prepositional phrases, it is helpful to isolate them in your sentence for practice. I like to have my students isolate subordinate clauses with brackets and prepositional phrases with parentheses:

[When a person is learning sentence structures,] **it helps to isolate parts** (of sentences.)

*Bold font indicates the bare bones/base of the sentence.

Lesson 5. Using Pronouns in Sentences, Subordinate Clauses, and Phrases

Pronouns Used in Writing

Subjective

I

***I** tried to have a special time with each child each week.

*When our kids were little, **I** had special times with them.

*Our kids were thrilled when **I** had special times with them.

he/she

*As a matter of fact, **he** loved his new little chore when **he** was five years old.

*When **he** was five years old, **he** got the job of unloading the dishwasher.

we

*When **we** had several small children, Ray and I loved reading them bedtime stories.

*Happily reading, **we** often fell asleep before the children did!

they

*At first, **they** were slow on their morning chores, but eventually they got really great at completing each task!

*I have such fond memories of when **they** were little!

who

***Who** will make sure our children become literate, responsible adults if we do not do our part?

*I just keep asking myself **who** my children will become.

Objective

me

*My husband, along with **me**, reads aloud to the kids.

*I loved it when our kids gave **me** their big, happy smiles every morning.

*I was happy when they gave their dad and **me** their undivided attention.

him/her

*The chore chart was for Cami, Kayla, and **him**.

*He always gave **her** little notes and gifts.

us

*They loved listening to **us** during story time.

*They would wake **us** up and ask us to keep reading.

them

*Of course, we taught **them** how to do each task.

*I often worked with **them** on their chores.

whom

*To **whom** will we give our free time during our children's formative years?

*I asked my children **whom** they would like to spend time with.

Other Subjective and Objective Pronoun Situations

Situation	Subjective	Objective
With a pronoun subject or noun object	<i>We</i> bloggers write.	Give it to <i>us</i> bloggers.
With serial pronouns	<i>She, he, and I</i> write.	Give it to <i>him, her, and me</i> .
With nouns and pronouns mixed	<i>Joshua, Lisa, Jonathan, and I</i> write.	Give it to <i>Cami, Joseph, and me</i> .

Challenging Pronouns Commonly Misused

its	it's
(1) pronoun	(1) contraction
(2) never use apostrophe to show possession to a pronoun	(2) say contractions uncontracted it is
(3) The dog lost its collar. (Not it is collar!)	(3) It's going to be a good day. (Yes, it is going to be a good day)
whose	who's
(1) pronoun/subordinator	(1) contraction (squeezed)
(2) never use an apostrophe to show possession to a pronoun (who)	(2) say contractions uncontracted who is
(3) The boy whose shoes were lost is here. (Not who is shoes!)	(3) Who's coming to dinner? (Yes, who is coming!)
who	whom
(1) subjective pronoun	(1) objective pronoun
(2) I know people who go there.	(2) I didn't know whom to call.

Tricky Trick to Help It Stick

• **Always** use an apostrophe to show possession to a noun:

dog's collar

• **Never** use an apostrophe to show possession to a pronoun:
its collar

Tricky Trick to Help It Stick

When you are about to write a contraction, say the word uncontracted to be sure it is the word you want. (For example, as you write *it's*, don't say *it's*; say *it is* in order to be sure you really want the contraction.)

Me, Myself, and I

I want to continue with the pronoun theme but discuss the use of *myself*. This actually trips me up more often than I care to admit, and I study grammar and writing on a daily basis!

First of all, *myself*, *yourself*, and *ourselves* are pronouns known as reflexive pronouns. That is, they reflect back to the antecedent (a noun or pronoun earlier in the sentence).

When we say that *Donna* is the antecedent to herself in the sentence “*Donna* gave *herself* a pat on the back,” we are saying that *herself* is a pronoun and *Donna* is the antecedent (the word that *herself* refers back to).

So, reflexive pronouns reflect or refer back to another word. They cannot be used alone (i.e. myself can not be used without a noun or pronoun earlier in the sentence [as its antecedent]).

1. I bought **myself** some candy. (*Myself* refers back to/is reflexive of *I*.)
2. Donna bought **herself** some candy. (*Herself* refers back to/is reflexive of *Donna*.)
3. He looked at **himself** in the mirror. (*Himself* refers back to/is reflexive of *He*.)

The key to understanding and using reflexive pronouns is to not use them by themselves!

Thus, you wouldn't say the following:

1. Ray and myself went to town. (There is no noun for *myself* to refer back to. You need the subjective *I* in this sentence...*Ray and I*.)
2. They gave it to him and myself. (Same thing—no noun or pronoun for *myself* to refer back to. You need the objective pronoun *me*...*him and me*.)

Lesson 1. Sentence “Dinner”

Sentence variety has to do with sentence length, sentence structure, and more. One type of sentence that you probably write extensively with (whether you realize it or not!) is the sentence that contains a sentence opener.

A sentence opener is part of a sentence that begins with a clause or phrase that is not needed in order to make the sentence a real sentence.

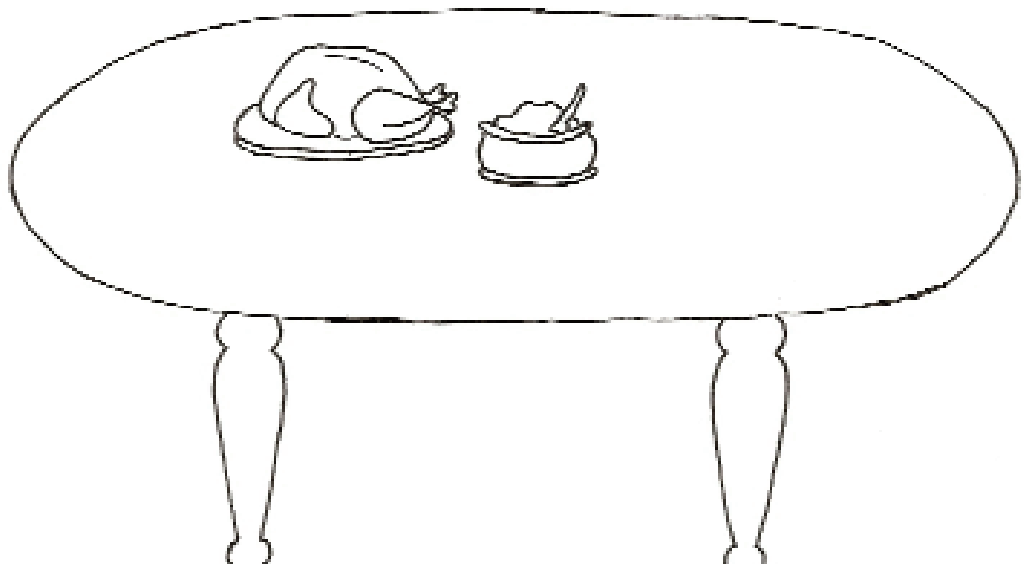
A sentence opener might be a prepositional phrase, an adverb, a subordinate clause, etc.

In order to write well with sentence openers, you must first understand what a sentence contains (from an earlier lesson)--and then you must learn how to combine a base sentence with subordinate clauses, phrases, etc. We will do this by “going out for dinner”!

When you sit down to eat a meal, you often want the main parts—the meat and starch (for instance, meatloaf and mashed potatoes or chicken and rice). **This is the “bare bones” of the sentence.** It is what is needed to make a sentence a real sentence—and what is needed, in most cases, to make a meal a real meal.

“Main Meal” = Starch & Meat: Subject and Verb

In the meat and starch example, your meat might be your main subject (what the sentence is about), and your starch might be your main verb (what the main subject did, does, or is doing).

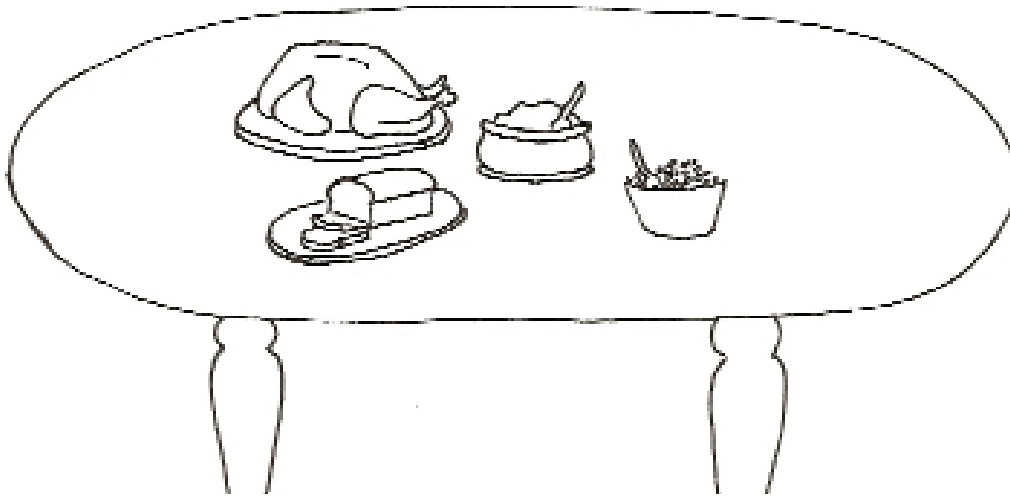


(meat--subject) (starch--verb)

The bison ran.

Main Meal Plus = Subject, Verb, and More

Of course, most people like to add bread, vegetables, salad, etc., to the meat and starch—to make the meal more filling and enjoyable. **You do this to your sentence when you add adverbs, adjectives, prepositional phrases in the middle, etc.** You make your “bare bones” meal sentence—the subject and verb (the meat and potatoes)—into a more detailed sentence by adding these other items to your “menu.”



(meat--subject) (starch--verb) (bread--adverb) (vegetables--prepositional phrase)

The bison ran quickly over the cliff.

Appetizer & Main Meal Plus = Sentence Opener Plus Subject, Verb, and More

Now, that is definitely a meal—meat, starch, bread, veggies. However, some people like to order an appetizer when they go out to eat. Of course, a person doesn't always want an appetizer—if the meal is a big one, an appetizer often makes the person too full—it's just too much.

However, sometimes a person will order an appetizer to eat before his real meal arrives. The appetizer is like a sentence opener. It is a phrase or words that come before the real sentence. The sentence opener (appetizer) adds interest to the sentence just like an appetizer adds interest to the real meal. It adds more details, just like the appetizer adds more details to the meal. Sometimes it even makes the sentence more satisfying, just like an appetizer might make a meal more satisfying.

And, just like an appetizer is not needed to make a meal a real and complete meal, a sentence opener is not needed to make a sentence a real and complete sentence.

A meal of meat and starch is a real meal—just like a sentence with a subject and verb is a real sentence. However, an appetizer can be put at the beginning of the meal for special occasions. And **the sentence opener can be added to the beginning of a sentence to create a special sentence, too.**



(appetizer--sentence opener)
Without thinking,

(meat--subject)
the bison

(starch--verb)
ran

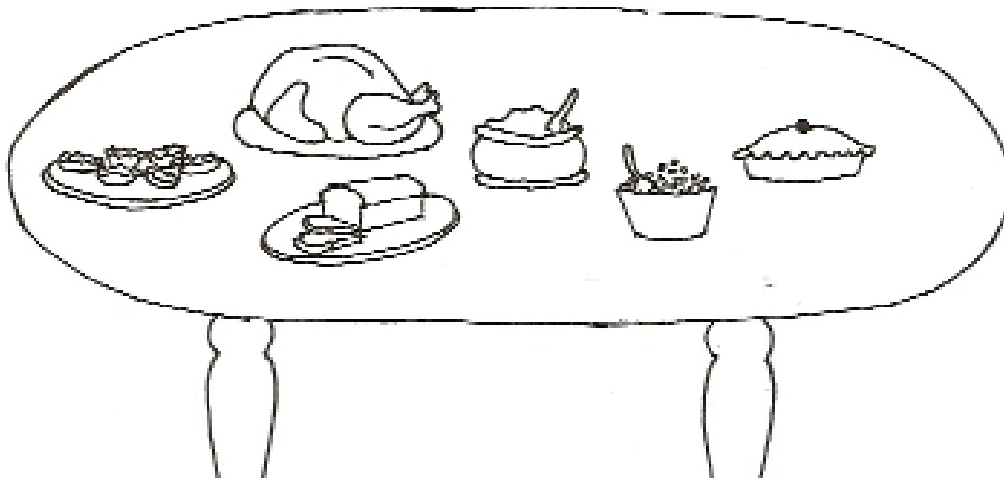
(bread--adverb)
quickly

(vegetable--prepositional phrase)
over the cliff.

Appetizer & Main Meal & Dessert = Sentence Opener Plus Subject, Verb, and More... Plus Endings

Some people are not satisfied with a regular meal. A person might have a sweet tooth—and want dessert after the regular meal. Now, obviously, he doesn't have to have a dessert—the meal is still enjoyable and is still a real meal without dessert, but a special piece of pie at his favorite restaurant just seems to be a perfect ending to a delicious meal.

So it is with phrases and clauses at the end of a sentence. **A sentence is a sentence with the subject and verb.** But sometimes a person will add information to the end of his sentence—clauses and phrases at the end. Then his sentence is even more detailed and lengthy.



(appetizer--sentence opener)
(Without thinking,)

(meat--subject)
the bison

(starch--verb)
ran

(bread--adverb)
quickly

(vegetable--prepositional phrase)
(over the cliff)

(dessert--another prepositional phrase or two----ending prepositional phrases)
(to the ground) (in a heap).

Lesson 2. Introducing Sentence Openers

Remember This!

Base the inclusion of a comma on the sound of your voice when you read the opener. If your voice goes up, you probably need a comma following the PP opener: *With the cleaning of refrigerators, it isn't the amount of time spent but rather the frequency.* Remember, the main subject of a sentence is not in a prepositional phrase or a subordinate clause within a sentence--or in any sentence opener.

A sentence opener is a powerful writing tool for many reasons:

1. It **gives a sentence more information**.
2. It **comes at the beginning of a sentence**, which gives your paragraph a different rhythm than if it included all subject-verb pattern sentences.
3. It is often **set off with a comma**—again, adding to the rhythm of your sentences.
4. It is **usually non-essential**, meaning that the sentence is still a sentence without the addition of the opener.
5. It **shows advanced writing skills** because a writer who has a handle on the many varieties of sentence openers has a large toolbox of sentence structures at his disposal.

If you remember your grammar lessons, you will likely recall that **a sentence is a sentence even without a sentence opener**. That is one of the interesting things about sentence openers: **they are attached to the front of real sentences**.

In a sentence that contains a sentence opener, you can **remove the sentence opener and a complete sentence would still stand**.

The key to writing well with sentence openers is to recognize when the sentence opener ends and when the “real” sentence begins. This will only happen if you have gotten good at recognizing when a sentence is a sentence and when it is not. In other words, **you have to be able to “hear” the “realness” of a sentence**.

That is, you must be able to hear that a group of words is a real sentence. You must be able to see and hear that a sentence is a sentence because it has the three aspects of CAVES:

1. Subject
2. Verb
3. Makes sense all by itself (with nothing else added to it)

When you get to the point that you can recognize and hear a real sentence when you see it (or hear it), then adding sentence openers to sentences will be easy for you.

Sentence Opener Tips

1. Keep your eyes open for sentence openers that are added to the beginning of a real sentence.
2. Pay close attention to how the **rest of the sentence is a real sentence without the opener**.
3. Notice how most sentence openers are followed with commas (since you hear a pause when reading a sentence opener aloud)--and since a sentence opener is added to an existing sentence.

After the sentence opener ends, the real sentence begins. Once the appetizer is eaten, the real meal is brought out.

For example, in the sentences below, notice how the real sentence begins after the comma—after the sentence opener ends. (The “real” sentence is in bold font.)

1. Like a shock wave, **panic snaked through the herd.**
2. Soon, **the entire herd was moving in a thundering, massive stampede.**
(Comma following soon is optional.)
3. Yelling and waving wildly, **the carefully-positioned hunters directed the ubiquitous bison in the direction they wanted the animals to go.**
4. Suddenly, **terror flashed through the female leader.**
5. Before she could change her course, **she ran off a sheer cliff, tumbled through the air, and with a hideous thud, crashed to the ground.**
6. As quickly as it began, **the hunt ended.**

Do you see how these are all real sentences without the openers? Do you see how the openers add detail and variety? Do you see how a comma follows each sentence opener?

Remember This!

A sentence opener may be called by many things:
(1) Introductory material
(2) Non-essential information
(3) Opening phrase or clause

Checklist Challenge Task

- ☐ Add different sentence openers (also known as **introductory material or non-essential information**). *If you have already done these, you should still “code” the CC check boxes and the sentence openers in your paper as directed by your teacher.*

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions,** these critters are dinner for sure! (Sub Clause + Subordinator + subject + verb)
- A prepositional phrase opener: **From these traps and snares,** their prey seldom escape.
- An *ing* opener: **Acting via traps and snares,** spiders trap prey easily.
- An *ed* opener: **Designed individually for each family of spider,** a web is truly a work of art.
- A short PP that requires a comma: **From this,** the prey cannot get loose.
- A transition word or phrase: **Next,** the spider designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly,** the spider produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking,** the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth,** the victim cannot escape.
- An interjection: **Yes,** the spider is a stealthy creature.
- Other non-essential material of your choice: **Once there,** the “dinner” has no way of escape.

☞ Upper level students should choose various ones – preferably without much repeating.

Lesson 3. Subordinate Clause Openers

So...if a subordinate clause is a group of words that contains a subordinator+subject+verb, then **a subordinate clause opener is a subordinate clause that is used as a sentence opener.** Simple enough, huh?

Tricky Subordinate Clause Openers

- (1) Be sure that you **never use a subordinate clause opener by itself**, thinking it is a sentence. (It will sound like something is missing--because it is--the real sentence!)

When she drove,
As he said,
After she left,
When they arrived,
Because he smiled,

- (2) Be sure that you **put a comma following a subordinate clause opener.**

***When you start a sentence with a subordinate clause,
Put the comma in when you hear the pause!***

Checklist Challenge Task

- ☐ Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box and the subordinate clause opener in your paper as directed by your teacher.***

Examples

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

- ☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**

Since, When, Though
Because, If, Although

- ☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web*, it uses an original design.** (Subordinator [When] + subject [spider] + verb [creates].)

- ☞ **Remember how to punctuate a subordinate clause opener:**

When you start a sentence with a subordinate clause,
Put the comma in when you hear the pause.

Lesson 4. Prepositional Phrase Openers

Prepositional phrase openers are some of the easiest openers to use. Prepositions are some of the first parts of speech learned by school aged children, and, thus, prepositional phrases are easy to spot.

If you have not **learned to recognize prepositions easily**, you might want to use some of Character Ink's strategies for learning them:

1. If it fits into the following **Preposition-Check Sentence**, it is likely a preposition that shows position:

The plane flew _____ the clouds.

over the clouds
under the clouds
at the clouds
around the clouds

2. If it fits into the following **Preposition-Check Sentence**, it is likely a preposition that shows time:

The boys played _____ the classes.

before the classes
during the classes
after the classes
in the middle of the classes

With those two check sentences, **you can learn about eighty percent of the nearly two hundred prepositions that are classified as such.**

Of course, you probably remember from your grammar studies that **a prepositional phrase is a phrase (group of words) that contains an object.** (Note that a preposition that is followed by a subject and a verb is being used as a subordinator [from the last lesson], not a preposition.)

Then you can write with prepositional phrases! Of course, **prepositional phrases fall many places in sentences--at the beginning, in the middle, and at the end.** They give more information to a sentence.

Also, when they are used as openers, you have to be careful of the punctuation of them.

A prepositional phrase opener does the same thing as any other opener does.

The rules for **punctuating prepositional phrase** openers are a little subjective:

1. If a **prepositional phrase opener is five words or longer, follow it with a comma.**

In her middle school and high school “book-testing” classes, Donna watches her students carefully to see if her methods are effective.

2. If a **prepositional phrase is followed by another prepositional phrase** (two PP's in a row), **follow** the two or more PP's with a comma.

In her classes for elementary students, Donna watches for the light of learning in the kids' eyes.

3. If a **prepositional phrase is short, but omitting a comma causes confusion**, such as in a date or name as the preposition's object, **place a comma after the short PP.**

a. In 1492, Columbus sailed the ocean blue.

b. To Tyler, Taylor was the perfect girl.

Checklist Challenge Task

- ☐ Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. ***If you have already done this, you should still “code” the CC check box(es) and the PP opener in your paper as directed by your teacher.***

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

- ☞ Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.

Lesson 5. Adverb Openers

One common sentence opener is that of the adverb opener. There are two ways to handle adverb openers:

1. **One word adverb opener:** *Coincidentally, the two of them were both buying the same gift for the same person.*
2. **Adverb phrase or clause opener:** *Coincidentally buying the same gift for the same person, the two of them laughed at the check out counter.*

It is important to pay close attention when you are using an adverb opener. **You must read the entire sentence and “listen” carefully for where the opener ends and the real sentence begins.**

If you remember your grammar lessons, you will likely recall that **a sentence is a sentence even without a sentence opener.** That is one of the interesting things about **sentence openers: they are attached to the front of real sentences.** And—you can remove the sentence opener and a complete sentence would still stand.

With the adverb opener, if you are not careful, you can end up with a phrase or clause rather than a real sentence.

For example, in the sample provided (#2), if you do not read the whole sentence as you write, you could write a clause rather than a real sentence after the opener: *Coincidentally, buying the same gift for the same person.*

Do you see what happens if you do not read it slowly and listen for the “realness” of the sentence? **That entire “sentence” is really just an adverb clause opener—you still need a real sentence.** And you need the comma following the adverb clause: *Coincidentally buying the same gift for the same person,...*

Checklist Challenge Task

- ☐ Start one or more of your sentences with an **adverb** (/y word or other adverb) (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box and the adverb in your paper as directed by your teacher.***

Examples

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it. Do not use a comma if the adverb phrase or clause is actually a subject *Directly assailing their victims is what they do* (no comma).**

Lesson 1. The Compound Sentence Created With a Semicolon

A compound sentence is two sentences joined together (correctly!) as one sentence.

When two sentences are joined together incorrectly, the sentence is often referred to as a run-on sentence. (Sometimes if two sentences are joined [incorrectly] with a comma by itself, the error is called a comma splice.)

Creating compound sentences correctly is a hallmark of a mature writer. Additionally, a compound sentence is a great conciseness technique.

Use of a semicolon is a way to combine two sentences into one in order to create a compound sentence. A semicolon indicates that the second half of the sentence is also a sentence in itself.

You need to remember that you cannot combine two sentences into one with a comma (unless you use a comma-coordinating conjunction). You can only combine two sentences into one with a semicolon alone (or a comma and a coordinating conjunction).

When you are instructed concerning this compound sentence creation in CI materials, you may see this combination as CS ; CS (Complete Sentence semicolon Complete Sentence).

Remember This!

Conciseness techniques are methods of sentence creating and combining that result in tight, poignant writing--and writing that contains varied rhythm patterns.

Checklist Challenge Task

- ☐ **Combine two related complete, sentences (CS) with a semicolon. *If you have already done this, you should still “code” the CC check box(es) and the CS ; CS in your paper as directed by your teacher.***

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods. (CS; CS)
- They act via traps and snares; they put their victims in challenging positions. (CS; CS)

☞ **A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS ; CS (Complete Sentence semicolon Complete Sentence).**

Lesson 2. The Compound Sentence Created With a Comma-Coordinating Conjunction (FANBOYS)

You probably already combine two sentences into one when you write. The above CC item tells you one method for doing this.

When you have two sentences you want to combine into one, you may do so by putting a comma-coordinating conjunction in between them. This will result in a compound sentence—two sentences joined into one.

Remember This!

CC stands for Checklist Challenge; cc stands for coordinating conjunction.

You need to know the seven coordinating conjunctions in order to be able to do this. You will remember them better if you remember this acronym taught by a wise grammar teacher: FANBOYS.

FANBOYS are cc's!

For
And
Nor
But
Or
Yet
So

Tricky Trick to Help It Stick

Coordinating conjunctions are FANBOYS

For
And
Nor
But
Or
Yet
So

You may use any of the FANBOYS to combine two sentences into one. Just put a comma before the coordinating conjunction, and be sure you begin the second half of the sentence with a lower case letter. (Like the sentence you just read!)

When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence “comma coordinating conjunction” Complete Sentence).

Checklist Challenge Task

- ☐ Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. ***If you have already done this, you should still “code” the CC check box(es) and the CS, cc CS in your paper as directed by your teacher.***

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods. (CS , cc CS)
- It steps into the trap, **for** the trap was hidden from view. (CS , cc CS)

☞ A “comma cc” in the middle of two complete sentences (CS) is one way of creating a compound sentence—two sentences joined together as one —CS , cc CS). When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence “comma coordinating conjunction” Complete Sentence).

Lesson 3. The Dash

A dash is a useful punctuation mark to use. Since it is not one of the basic punctuation marks (period, comma, etc.), it can help you show readers that you are an advanced writer.

The first important thing to learn is what a dash looks like. This might seem obvious, but many writers confuse a dash with another punctuation mark, the hyphen. **A hyphen is a single short line that is used to combine hyphenated words such as *mother-in-law*.**

A dash is a longer line and is used to set off words, phrases, or clauses. Usually, when you are typing, you will press the hyphen key twice to make a dash. Most word processing programs will automatically turn that into dash. When you are writing by hand, you will just write a line about the length of the letter *m* (which is why typesetters call this an *m*-dash).

A dash is used to set off information (such as a phrase) in a sentence like in the following example.

He trudged into the store—accompanied by his dog—and walked directly to the canned goods aisle.

A dash is used to set off a complete sentence:

He trudged into the store—he was accompanied by his dog—and walked directly to the canned goods aisle.

A dash can even be used **to set off a single word:**

He trudged into the store with his best friend—Fido—and walked directly to the canned goods aisle.

You can also put the information contained in the dash at the end of the sentence:

He trudged into the store and walked directly to the canned goods aisle followed by his companion—his dog.

Dashes are actually easy to use because there are so few rules you have to remember.

But there is one important rule: **If you were to take the words set off by a dash out of the sentence, a complete sentence must remain.**

Remember This!

Hyphen vs. Dash

1. A hyphen is a single short line that is used to combine hyphenated words such as *mother-in-law*.
2. A dash is a longer line and is used to set off words, phrases, or clauses.

To Dash or Not to Dash

Look at the examples provided to see what the sentence would be without the information in the dashes. Note that the sentence is complete (real, could stand alone) without the words set off with the dash.

1. **With** a dash:

He trudged into the store and walked directly to the canned goods aisle followed by his companion—his dog.

2. **Without** a dash:

He trudged into the store and walked directly to the canned goods aisle followed by his companion.

1. **With** a dash:

He trudged into the store—accompanied by his dog—and walked directly to the canned goods aisle.

2. **Without** a dash:

He trudged into the store and walked directly to the canned goods aisle.

1. **With** a dash:

He trudged into the store—he was accompanied by his dog—and walked directly to the canned goods aisle.

2. **Without** a dash:

He trudged into the store and walked directly to the canned goods aisle.

1. **With** a dash:

He trudged into to the store with his best friend—Fido—and walked directly to the canned goods aisle.

2. **Without** a dash:

He trudged into to the store with his best friend and walked directly to the canned goods aisle.

Notice how each of the sentences in the previous box is still a complete sentence with its own subject and verb even without the dashes. Even though the sentences aren't nearly as interesting without the dog in it, **they are still grammatically-correct** sentences.

When you use a dash, **always read the sentence carefully to make sure a complete sentence would remain even if the dash and its following information were taken out.**

There are actually a lot of reasons a writer might want to use a dash, but **the most important is to set off information that you want to call attention to.** Dashes are abrupt pauses (sharper than parentheses or a comma), so they automatically call attention to whatever is contained in the dashes.

In some ways, a dash can be used almost like a highlighter—it tells the reader “**this is important.**”

Remember our example.

He trudged into the store—accompanied by his dog—and walked directly to the canned goods aisle.

What is the most important part of the sentence—the dog. (Notice how I used the dash instead of a question mark there. Dashes are incredibly versatile!)

When you are using a dash to set off information, **read the sentence carefully to make sure it is really important information you are setting off.** Remember, by using a dash you are saying, “this is important.” Make sure it really is important.

Also, be sure not to overuse dashes. **Not everything you write is really that important, and dashes have the side effect of breaking up the flow of your writing since they invite the reader to pause.**

Remember This!

Dash vs. Parentheses

(1) A dash is used to **emphasize** additional information.

(2) Parentheses are used to **de-emphasize** additional information.

Checklist Challenge Task

- ☐ Add one piece of non-essential information (or more than one, according to your level), set off with a **dash**. You may choose to use a dash to add a complete sentence instead, if desired. **If you have already done this, you should still “code” the CC check box(es) and the non-essential information and the dash in your paper as directed by your teacher.**

Example:

- Non-essential information—a phrase: A trap like this is hidden from the unknowing prey--**until it steps into the device and triggers it.**
- Complete sentence: It steps into the device and triggers it--**its dinner is ready.**

☞ **Non-essential information is information added to a sentence to give more information...but it is not needed in order to make the sentence be a real sentence. A dash is used when you want to *emphasize* non-essential information or a sentence of information.**

Lesson 4. Advanced Conciseness Techniques

Checklist Challenge Task

- ☐ Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. *If you have already done this, you should still “code” the CC check box(es) and the sentence in your paper as directed by your teacher.*

- **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

- ☞ **An appositive is a phrase dropped into a sentence--and surrounded by commas--that renames or restates the words before it.**

- **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.
One sentence: It **traps and ensnares** its victims.

- ☞ **Subject + verb + verb**

- **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand. Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

- ☞ **Sub Clause opener (subordinator + sub + verb) + CS**

- **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

- ☞ **Phrase + CS**

- **Subordinate clause placement mid sentence:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

- ☞ **A subordinate clause (subordinator + Sub + verb) dropped into a sentence--and surrounded by commas--that gives more information.**

- **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

☞ **CS; CA, CS**

- **Conjunctive adverb within a sentence:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **They are far more subtle, however, acting via traps and snares**

☞ **CS, CA, CS**

- **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

☞ **CS--CS**

- **Coordinating conjunction (cc) between two complete sentences (CS):**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

☞ **CS , cc CS**

- **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

☞ **CS ; CS**

- **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

☞ **CS : CS**

Part II: Sentences (and “Un” Sentences!)--Section D: Quotations

Lesson 1. Introducing Quotations

Punctuating Quotes

1. Always put periods and commas **inside** a closing quotation mark.
 - a. He said, “Old soldiers never die; they just fade away.”
 - b. “Old soldiers never die; they just fade away,” he said.
2. Put a question mark or exclamation point inside the closing quotation mark only if **it is part of a quotation**; otherwise, the question mark or exclamation point should be placed outside the closing quotation mark:
 - a. “Is he coming over?” they asked. (Place the question mark **inside** the closing quotation mark since the question mark is part of the quotation.)
 - b. “Watch out!” he exclaimed. (Place the exclamation point **inside** the closing quotation mark since the exclamation point is part of the quotation.)
 - c. Did you read the article titled “Baby Games”? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation. It is not part of the minor work [that is shown with quotation marks] but is the end mark for the entire sentence.)
3. When quotation marks show a partial quotation or a minor work and a comma follows the quoted material (for any reason), **place the comma inside the closing quotation mark**:
 - We should read the article titled “Baby Games,” and we should plan the activities.
4. When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period should be placed inside the closing quotation mark--but not exclamation points or question marks**:
 - a. I read the article entitled “Daily Devotional.”
 - b. Did you read the article entitled “Daily Devotional”? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation--not part of the minor work [that is shown with quotation marks] but punctuation for the entire sentence.)

Remember This!

Quotation Rules*

- Always put commas and periods **inside** the closing quotation marks.
- Always put semicolons and colons **outside** the quotation marks.
- Only put question marks and exclamation points inside quotation marks **if they are part of the quotation**.
- A **speech tag** in front of the quotation should be **followed by a comma**.

*In the U.S.

Speech Tags

1. A speech tag (words showing who the speaker is) can come before or after the quotation. (Speech tags are **not** surrounded by quotation marks.)
 - **She said**, “He is kind.”
 - “He is kind,” **she said**.
2. When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag:
 - Father **said**, “Get all of your jobs done.”
3. Use a comma at the end of a declarative quotation instead of a period even if a complete sentence (in quotation marks) comes before the speech tag: “I read it,” he said.
 - a. A sentence may only have one period.
 - b. You must use a comma inside closing quotation marks in a sentence with an ending speech tag--not a period (since your sentence already contains a period at the end of it--after the ending speech tag).
4. When a speech tag comes at the end of a question or exclamatory quotation, a question mark or exclamation point should be placed before the speech tag, inside the closing quotation mark (assuming that the question mark or exclamation point is part of the quote). A sentence with a quote **may** contain both a question mark or exclamation point (in the quote) and a period at the end of the sentence--just not two end mark periods.
 - a. “Have you read it?” asked Donna.
 - b. “Watch out!” Ray shouted.

Lesson 2. Indirect Thoughts and Quotes

Indirect Quotes and Thoughts

1. Do not use quotation marks for indirect quotes. An indirect quote is a sentence in which the writer says what the person said, but says it in the writer’s words: Example: She said **that** he was born in Missouri. (Instead of *She said, “He was born in Missouri.”*)
 - a. Indirect quotes are those **using the word *that* to indicate that the words are not quoted word-for-word.**
 - b. Indirect quotes are good for new or inexperienced writers since speech tags and quotation marks are not needed.
 - c. Indirect quotes are also good for instances in which dialogue would make a piece too lengthy.
 - d. In short stories, it is often beneficial to use regular quotes (dialogue) some places and indirect quotes other places.
2. Quotation marks are used for dialogue, minor works, special words, and partial quotations.
 - a. Generally speaking, do not use quotation marks for thoughts.
 - b. Thoughts are usually written in italics.

Lesson 3. Types of Quotations and Speech Tags

Basic Quotes With Beginning Speech Tag and Ending Speech Tag in Your Essay or Report

When you write a quotation, you will include a speech tag. The **speech tag is the group of words that tells who said the quoted words**. You may either put the speech tag before your quote or after your quote. Either way, just be sure you punctuate it correctly. You might want to get help from your teacher for this.

1. When you get to the place in your outline that contains your quote, you will **write your quote in your paper--right within the paragraph you are writing**.
2. You will either put your information about where you got your quote (the person who said it or the book from which you got it) before or after the quote itself. **These words are called the speech tag**.

Details of Quote Rule -- With Beginning Speech Tag:

Helen Keller said, "Although the world is full of suffering, it is full also of the overcoming of it."

- * said.--A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)
- * "Although—Most of the time, a quote begins with a capital letter.
- * it." —Be sure the sentence's **ending period goes inside the closing quotation mark**.

Details of Quote Rule -- With Ending Speech Tag:

"Although the world is full of suffering, it is full also of the overcoming of it," said Helen Keller.

- * "Although—Most of the time, a quote begins with a capital letter.
- * it," —Be sure to **end your statement quote with a comma** (rather than a period) when you have an ending speech tag since your complete sentence will end in a period. Also be sure that your **comma is inside the closing quotation mark**. (You place a comma at the end of your quote when you have an ending speech tag because your sentence will have a period at the end of it. **A sentence should only have one period used as an end mark**.)
- * said Helen Keller. --A speech tag found at the end of the quote begins with a **lower case letter** (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself (the whole sentence--containing the quote) is a statement.

Rule # 1: Basic Quote With Speech Tag at the Beginning

A wise person once said, “If at first you don’t succeed, try, try again.”

Tips:

1. Write the **speech tag** (showing who said the words you are quoting), **then a comma, then the quote.**
2. An ending period always goes **inside** the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc).

Details of Quote Rule #1:

A wise person once said, “If at first you don't succeed, try, try again.”

*said.--A comma should follow most speech tags. (Only use a colon if the speech tag is a complete sentence.)

*“If—Most of the time, a quote begins with a capital letter.

* again.”—Be sure your ending period goes inside the closing quotation mark.

Rule # 2: Basic Quote With Speech Tag at the End

“If at first you don’t succeed, try, try again,” said a wise person.

Tips:

1. Write the quote first, beginning with a capital letter.
2. At the end of the quote, **do not put a period**, but rather **put a comma**. (You may only have one period per sentence. If your quotation-with-ending-speech-tag-is a statement, you must put a comma at the end of the quote rather than a period since your sentence will end with a period.)
3. The **comma** at the end of the quotation **must be inside the closing quotation mark**. (Ending periods and commas always go inside the closing quotation mark.)
4. This type of quote inclusion is best if you are just assigned a quote (no parenthetical book citation in parentheses, etc.).
5. Put a period at the end of the entire sentence.

Details of Quote Rule # 2:

“If at first you don’t succeed, try, try again,” said a wise person.

*“If—Most of the time, a quote begins with a capital letter.

* again,”—Be sure to end your quote with a comma when you have an ending speech tag (rather than a period) since your complete sentence will end in a period. Also be sure that your comma is inside the closing quotation mark.

* said a wise person.—A speech tag found at the end of the quote begins with a lower case letter (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself is a statement.

Rule # 3: Question Quote With Speech Tag at the Beginning

Charlie Brown asked, "Where have I gone wrong?"

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. **Follow the speech tag with a comma**, just like always.
3. Begin the quote with a capital letter, just like always.
4. Put the **question mark inside the closing quotation mark since the question mark itself is part of the quote**. Question marks and exclamation points go inside the closing quotation mark **when they are part of the quoted material**.

Details of Quote Rule # 3:

Charlie Brown asked, **"Where** have I gone **wrong?"**

- * **"Where** —Most of the time, a quote begins with a capital letter.
- * **wrong?"** —A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.
- * asked, — A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 4: Question Quote With Speech Tag at the End

“Where have I gone wrong?” asked Charlie Brown.

Tips:

1. Start your quote with a capital letter (assuming it is a complete sentence).
2. Put your **question mark inside your closing quotation mark if the question mark is part of the quote**. Question marks and exclamation points go inside the closing quotation mark **when they are part of the quoted material**.
3. **Begin the speech tag with a lower case letter** (*asked Charlie Brown*) unless your speech tag starts with a proper noun (Charlie Brown): “Where have I gone wrong?” **C** harlie Brown asked.
4. End the entire sentence (following the speech tag) with a period.

Details of Quote Rule # 4:

“**Where** have I gone **wrong?**” asked Charlie Brown.

*“**Where** —Most of the time, a quote begins with a capital letter.

* **wrong?** —A question mark or exclamation point goes **inside** the closing quotation mark only if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

Note: A quote sentence may contain both a question mark (at the end of the quote question) and a period (at the end of the whole sentence).

* Charlie Brown.—Place a period at the end of the entire sentence. This is the punctuation for the whole sentence.

Note: If speech tag at the end does not begin with a proper noun, do not capitalize the first word of it:

- (1) “Where have I gone wrong?” **he** asked.
- (2) “Where have I gone wrong?” **a**s ked Charlie Brown.
- (3) “Where have I gone wrong?” **C**harlie Brown asked.

Rule # 5: Exclamatory Quote With Speech Tag at the Beginning

He exclaimed, “Watch out!”

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. Follow the speech tag with a comma, just like always.
3. Begin the quote with a capital letter, just like always.
4. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote. Question marks and exclamation points go inside the closing quotation mark when they are part of the quoted material.**

Details of Quote Rule # 5:

He exclaimed, “**Watch out!**”

- * **“Watch** —Most of the time, a quote begins with a capital letter.
- * **out!”** --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.
- * exclaimed, – A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 6: Exclamatory Quote With Speech Tag at the End

“Watch out!” he exclaimed.

Tips:

1. Write your quote beginning with a capital letter just like always.
2. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote. Question marks and exclamation points go inside the closing quotation mark only when they are part of the quoted material.**
3. Begin the speech tag with a lower case letter (unless its first word is a proper noun).
4. Follow the entire sentence (after the speech tag) with a period.

Details of Quote Rule # 6:

“**Watch out!**” he exclaimed.

- * **“Watch** —Most of the time, a quote begins with a capital letter.
 - * **out!”** --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.
- Note: A quote sentence may contain both an exclamation mark (at the end of the exclamatory quote) and a period (at the end of the whole sentence).**
- * exclaimed. – A period should follow the entire sentence.

Rule # 7: Quote With Complete Sentence(CS) as Speech Tag at Beginning

A wise person left us with advice that is repeated over and over again today:
"If at first you don't succeed, try, try again."

Tips:

1. Write the speech tag (showing who said the words you are quoting), then a colon. A beginning **speech tag is followed by a colon only when the speech tag is a complete sentence** that could stand alone.
2. An ending period always goes inside the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc.).

Details of Quote Rule # 7:

A wise person left us with advice that is repeated over and over again today: "If at first you don't succeed, try, try again."

* today:--A colon should follow a speech tag at the beginning of a quote when the speech tag is a complete sentence.

* "If—Most of the time, a quote begins with a capital letter.

* again."—Ending periods always go inside closing quotation marks.

Notes:

1. Generally speaking, in order to use a colon, you must have a complete sentence (CS) on the left side of the colon.
2. In order to have a complete sentence (CS) before the colon, you may not have either of the following just before the colon:
 - a. No transitive verb:
 - i. A transitive verb is one that needs an object (usually a direct object) in order to be used, such as *give* (We need to give money, time, and prayers) or *lift* (He lifts equipment, small vehicles, and stone.).
 - ii. A transitive verb is one in which the action is transferred to the object.
 - b. No preposition:
 - i. A colon may not follow a preposition used as a preposition.
 - ii. In order for a preposition to be used as a preposition, it must have an object following it.
 - (1) to Donna, Ray, and Will
 - (2) for Jason, Joseph, and Cami
 - (3) except for Kayla, Cami, and Kara

Lesson 4. Quotation Samples

Quotation Examples--Various Speech Tags

Eleanor Roosevelt once said, "It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it."

Peace, like charity, begins at home," said Franklin D. Roosevelt.

I will prepare and some day my chance will come," said Abraham Lincoln.

General MacArthur summed up his belief in the lasting impact soldiers make in the world when he said, "Old soldiers never die; they just fade away."

Churchill stressed the importance of this battle and the soldiers who fought in it when he said, "The Battle of Britain is about to begin. Upon this battle depends the future of Christian civilization."

Churchill encapsulated the importance of what those soldiers had done when he said, "Before Alamein, we had no victories. After Alamein, we had no defeats."

****Albert Einstein taught that peace (an aspect of reconciliation) comes through understanding: "Peace cannot be kept by force. It can only be achieved by understanding."**

****We should do whatever we can to achieve reconciliation. Anything we do is better than nothing at all, according to Helen Keller: "I am only one, but still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do."**

***Note: Unless your "speech tag" (words that introduce your quote) contains a complete sentence by itself, do not follow it with a colon. Use a comma instead. (See bold font, underlined portions above.)**

****The ** examples have beginning speech tags that are complete sentences and, thus, are followed with colons rather than commas.**

Part III

Words

Section A: Troublesome Words

Section B: Rise/Raise; Sit/Set; Lie/Lay

Section C: Capitalization and Proper Nouns

Section D: Homophones and Confusing Pairs

Part III: Words--Section A: Troublesome Words

Lesson 1. Using Noun Markers (Articles) Correctly

Noun marker--marks a noun; tells the reader a noun is coming

1. **Word before a noun that "marks" the noun**
2. Word that shows a noun is coming: **a**, **an**, and **the**
3. Rules for **a** and **an**:
 - a. Use **a** when the word directly following the article begins with a consonant **sound**: **a** Bible, **a** unique dog, **a** horse
 - b. Use **an** when the word directly following the article begins with a vowel **sound**: **an** honor, **an** elephant, **an** enthusiastic person
4. It does not matter what **letter** the word following the article begins with; the **sound** of the next letter determines which marker to use.

**Remember
This!**

A vs. An

Whether to use *a* or *an* is **not based on the letter** that follows the article, but **is based on the sound** of that letter. For example: an honor but a happy feeling.

**Remember
This!**

A vs. An

(1) Use **a** when the word directly following the noun marker / article begins with a consonant **sound**: **a** Bible, **a** unique dog, **a** horse

(2) Use **an** when the word directly following the noun marker / article begins with a vowel **sound**: **an** honor, **an** elephant, **an** enthusiastic person

Lesson 2. Tricky Past Participles

A Past Participle

1. A verb that happened in the past
2. **Preceded by a helping verb: was, were, has, had, or have**
3. Uses the **final (past participle) verb case**: done, seen, spoken, written, proven, lain, etc.
4. Most times, when the helping verb *has*, *had*, or *have* is used, the past participle tense of the main verb must be used:
 - He has written several letters of recommendation.
 - She had spoken to several friends about her trip.

Past Participles Ending in N

- a. Today I **am**. Yesterday I **was**. In the past, I had **been**.
- b. Today I **choose**. Yesterday I **chose**. In the past, I had **chosen**.
- c. Today I **did**. Yesterday I **do**. In the past, I had **done**.
- d. Today I **get**. Yesterday I **got**. In the past, I had **gotten**.
- e. Today I **go**. Yesterday I **went**. In the past, I had **gone**.
- f. Today I **take**. Yesterday I **took**. In the past, I had **taken**.
- g. Today I **write**. Yesterday I **wrote**. In the past, I had **written**.
- h. Today I **prove**. Yesterday I **proved**. In the past, I had **proven**.

**Tricky Trick to
Help It Stick**

A, an, the -- noun markers here

Three little words tell a noun is very near.

Past Participles With a Short U Sound

- a. Today I **become**. Yesterday I **became**. In the past, I had **become**.
- b. Today I **begin**. Yesterday I **began**. In the past, I had **begun**.
- c. Today I **come**. Yesterday I **came**. In the past, I had **come**.
- d. Today I **sink**. Yesterday I **sunk**. In the past, I had **sunk**.
- e. Today I **swim**. Yesterday I **swam**. In the past, I had **swum**.
- f. Today I **sing**. Yesterday I **sang**. In the past, I had **sung**.
- g. Today I **swing**. Yesterday I **swung**. In the past, I had **swung**.

Past Participles With the Same Past Form

- a. Today I **bring**. Yesterday I **brought**. In the past, I had **brought**.
- b. Today I **catch**. Yesterday I **caught**. In the past, I had **caught**.
- c. Today I **costs**. Yesterday I **cost**. In the past, I had **cost**.
- d. Today I **dive**. Yesterday I **dived**. In the past, I had **dived**.
- e. Today I **dream**. Yesterday I **dreamed**. In the past, I had **dreamed**. (or dreamt both places)
- f. Today I **hang**. Yesterday I **hanged**. In the past, I had **hanged**. (to execute)
- g. Today I **hang**. Yesterday I **hung**. In the past, I had **hung**. (to suspend)
- h. Today I **kneel**. Yesterday I **kneeled**. In the past, I had **kneeled**. (or knelt both places)
- i. Today I **leap**. Yesterday I **leaped**. In the past, I had **leaped**. (or leapt both places--**not** short e [lept])
- j. Today I **shine**. Yesterday I **shined**. In the past, I had **shined**. (or shone both places)
- k. Today I **sneak**. Yesterday I **sneaked**. In the past, I had **sneaked**. (no snuck)

Part III Words--Section B: Rise/Raise; Sit/Set; Lie/Lay

Lesson 1. Overview of Rise/Raise; Sit/Set; Lie/Lay

First, an overview!

Rise and sit have I's--and lie does too.
"Coz these are things that I, all by myself, can do.
Raise, set, and lay are words that you choose
When each one has an object after it to use.

What does that mean? It means that I can rise, I can sit, and I can lie without any object.

But....

She raises something

He sets something

She lays something

...all with objects! (The objects above are something.)

Use key words / clue words to help you remember confusing things!

(1) Use one word to replace all three "I" ones (rise, sit, lie)--**stretch**:

- a. I lie down. (I **stretch** down.)
- b. I sit on the couch. (I **stretch** on the couch.)
- c. I rise up from the couch. (I **stretch** up from the couch.)

(2) Use one word to replace all three other ones (raise, set, lay)--**place**:

- a. I raise the book from the table. (I **place** the book from the table.)
- b. I set the book on the table. (I **place** the book on the table.)
- c. I lay the book on the table. (I **place** the book on the table.)

Tricky Trick to
Help It Stick

Lie vs. Lay

People lie.

Things get laid (or
placed).

Tricky Trick to
Help It Stick

Place/Put

Use *raise*, *set*, or *lay*
when you could substitute
place for the
word.

Tricky Trick to
Help It Stick

Stretch

Use *rise*, *sit*, or *lie*
when you could substitute
stretch for the
word.

Tricky Trick to
Help It Stick

Rhyme

Sit and rise have I's--
and lie does too.

Coz these are things that
I, all by myself, can do.

Set, raise, and lay are
words that you choose

When each one has an
object after it to use.

Lesson 2. Rise/Raise

Tricky Trick to
Help It Stick

Place/Put

Use *raise*, *set*, or *lay* when you could substitute **place** for the word.

Tricky Trick to
Help It Stick

Stretch

Use *rise*, *sit*, or *lie* when you could substitute **stretch** for the word.

Remember these rise and raise tips:

- Rise has an I—and I alone can do it** (it is not done TO something else).
 - I **rise** around seven a.m.
 - Yesterday I **rose** at dawn. (Not really!)
 - Before that I **had risen** when the cat jumped on me.
- Rise means to **come up to a higher position**—anybody or anything can rise, as long as it does it by itself (i.e. it is NOT raised)
 - She **rose** to greet us.
 - The sun is **rising** late.
 - The queen **has risen** from her throne.
- Raise does have an i—but not only an / like *rise* (it has a long a)—**raise is done to something**.
- Raise must have an object** following it—something that it is being raised.
 - Raise **your glass** for a toast.
 - He raised **his children** well.
 - The children are raising **their hands** in class now.

Forms of Rise & Raise

	Base form:	Past simple:	Past participle:	Third person singular:	Present participle/gerund:
Rise	rise	rose	risen	raises	rising
	Tomorrow I will rise early. (Remember—no object; early is an adverb here, not an object.)	Yesterday I rose late.	They have risen to the task.	The sun raises early now.	The sun was rising later in the day before.
	Base form:	Past simple:	Past participle:	Third person singular:	Present participle/gerund:
Raise	raise	raised	raised	raises	raising
	Today we raise our glasses in a toast. (Object--glasses)	Yesterday he raised the log and found a mole.	Before he put the binoculars down, he raised them up and looked through them in the distance.	He always raises his voice when he is angry.	He is raising the bar in that class!

Lesson 3. Sit/Set

Remember these sit and set tips:

- Sit has an I—and I alone can do it** (it is not done TO something else).
 - I **sit** down.
 - Yesterday I **sat** down.
 - Before that I **had sat** down.
- Sit means to **recline or lower down to a sitting position**—anybody or anything can sit, as long as it does it by itself (i.e. it is NOT set or placed).
 - The chair **sits** in the corner empty, missing its owner.
 - She **sat** there and pouted all afternoon.
 - They **are sitting** down in protest.
 - She **has sat** there in tears all day.
 - They **are sitting** in the parlor.
- Set does not have an I—it is done TO something.
- Set must have an object** following it*—something that it is setting (or being placed).
 - Set **the table**.
 - Set **the baby** down in her seat.
 - God set **the stars** in the sky.
 - Set **the book** on the counter.
 - We will be setting up **decorations** at noon.
 - She sets **the table** as though a king is coming.
- Set is the same base word for all of its tenses: set; set; set; sets; setting! Yay--something easy to remember

***The exception to this is that the sun sets (even though it does it by itself):
The sun sets in the evening.**

Tricky Trick to
Help It Stick

Place/Put

Use *raise, set, or lay* when you could substitute **place** for the word.

Tricky Trick to
Help It Stick

Rhyme

Sit and rise have I's--
and lie does too.

Coz these are things
that I, all by myself,
can do.

Set, raise, and lay are
words that you
choose

When each one has an
object after it to
use.

Tricky Trick to
Help It Stick

Set = Place

Set is the same base
word for all of its
tenses: *set; set; set;
sets; setting!*

Forms of Sit & Set

S i t	Base form: sit	Past simple: sat	Past participle: sat	Third person singular: sits	Present participle/ gerund: sitting
	Today I sit down. <small>(Remember—no object; down is an adverb here, not an object.)</small>	Yesterday I sat down.	Before that, I had sat down.	The dog sits in the corner.	I was sitting down.
S e t	Base form: set	Past simple: set	Past participle: set	Third person singular: sets	Present participle/ gerund: setting
	Today she set the vase on the table. <small>(Object--vase)</small>	Yesterday she set the vase on the table.	Before that she set the vase on the table.	She sets the vase on the table.	She is setting the vase on the table.

Tricky Trick to
Help It Stick
Place/Put

Use *raise*, *set*, or *lay* when you could substitute **place** for the word.

Tricky Trick to
Help It Stick
Stretch

Use *rise*, *sit*, or *lie* when you could substitute **stretch** for the word.

Lesson 4: Lie/Lay

Here we are at the end of our Wacky Word pair—lie and lay.

Lie means to stretch out in a flat position—anybody or anything can lie, as long as it does it by itself (i.e. it is NOT laid). Remember these lie and lay tips:

1. **Lie has an I—and I alone can do it** (it is not done TO something else).
 - a. I **lie** in bed at midnight wide awake.
 - b. Yesterday I **lay** awake half the night.
 - c. Before that I **had lain** down when the cat jumped on me.
2. Lay must have **an object following it**—something that it is being laid down.
 - a. **Lay** your book on the table.
 - b. He **laid** his money down.
 - c. She **has laid** the towels in the sun.

Forms of Lie & Lay

	Base form: lie	Past simple: lay	Past participle: lain	Third person singular: lies	Present participle/ gerund: lying
L i e	Tomorrow I will lie down early. <small>(Remember—no object; down is an adverb here, not an object.)</small>	Yesterday I lay in the sun. <small>(Tricky part: past tense of lie is lay; lay is also the present tense of lay)</small>	They have lain low ever since then.	The dog just lies under the tree all day long.	The sun was lying on the horizon for so long today.
	Base form: lay	Past simple: laid	Past participle: laid	Third person singular: lays	Present participle/ gerund: laying
L a y	I lay the kids' clothes out every day. <small>(Tricky: lay is the base form of lay (to put something down; it is also the past tense of lie--to stretch out by your self or itself.)</small>	Yesterday I laid the pink pants out for Jon.	Before the dog came in, I had already laid his bones out.	He lays the book down every night at ten.	I am laying the swim suits out to dry.

Tricky Trick to
Help It Stick
Rhyme

Sit and rise have I's--
and lie does too.

Coz these are things
that I, all by myself,
can do.

Set, raise, and lay are
words that you
choose

When each one has an
object after it to
use.

Tricky Trick to
Help It Stick

Use *raise*, *set*, or *lay*
when you could substitute
place for the
word.

Lesson 5: Two Memorizing Plans for Rise/Raise; Sit/Set; Lie/Lay

There is no simple way to learn all of the rules and conjugations for these tricky words. However, they are used often enough that it is worth it to take the time to learn them. It is hard work--but hopefully one of the methods below will work for you!

Memorization Method 1*

Tricky Trick to
Help It Stick

Use *rise*, *sit*, or *lie*
when you could substitute
stretch for the
word.

(1) Memorize the Overview Rhyme.

Rise and sit have I's--and lie does too.
"Coz these are things that I, all by myself, can do.
Raise, set, and lay are words that you choose
When each one has an object after it to use.

(2) Learn the conjugations of *rise* and *raise* (with a couple of days between the two).

a. Rise

- i. Base form: **rise** -- Tomorrow I will **rise** early.
- ii. Past simple: **rose** -- Yesterday I **rose** late.
- iii. Past participle: **risen** -- They have **risen** to the task.
- iv. Third person singular: **raises** -- The sun **raises** early now.
- v. Present participle/gerund: **rising** -- The sun was **rising** later in the day before.

b. Raise

- i. Base form: **raise** -- Today we **raise** a toast.
- ii. Past simple: **raised** -- Yesterday he **raised** the log and found a mole.
- iii. Past participle: **raised** -- Before he put the binoculars down, he **raised** them up and looked through them in the distance.
- iv. Third person singular: **raises** -- He always **raises** his voice when he is angry.
- v. Present participle/gerund: **raising** -- He is **raising** the bar in that class!

(3) Learn the conjugations of *sit* and *set* (with a couple of days between the two).

a. Sit

- i. Base form: **sit** -- Today I **sit** down.
- ii. Past simple: **sat** -- Yesterday I **sat** down.
- iii. Past participle: **sat** -- Before that, I had **sat** down.
- iv. Third person singular: **sits** -- The dog **sits** in the corner.
- v. Present participle/gerund: **sitting** -- I was **sitting** down.

b. Set

- i. Base form: **set** -- Today she **set** the vase on the table.
- ii. Past simple: **set** -- Yesterday she **set** the vase on the table.
- iii. Past participle: **set** -- Before that she **set** the vase on the table.
- iv. Third person singular: **sets** -- She **sets** the vase on the table.
- v. Present participle/gerund: **setting** -- She is **setting** the vase on the table.

(4) Learn the conjugations of *lie* and *lay* (with a couple of days between the two).

a. Lie

- i. Base form: **lie** -- Today I will **lie** down early.
- ii. Past simple: **lay** -- Yesterday I **lay** in the sun.
- iii. Past participle: **lain** -- They have **lain** low ever since then.
- iv. Third person singular: **lies** -- The dog just **lies** under the tree all day long.
- v. Present participle/gerund: **lying** -- The sun was **lying** on the horizon for so long today.

b. Lay

- i. Base form: **lay** -- I **lay** the kids clothes out every day.
- ii. Past simple: **laid** -- Yesterday I **laid** the pink pants out for Jon.
- iii. Past participle: **laid** -- Before the dog came in, I had already **laid** his bones out.
- iv. Third person singular: **lays** -- He **lays** the book down every night at ten.
- v. Present participle/gerund: **laying** -- I am **laying** the swim suits out to dry.

***Do each step for one week for a total of one month.**

Memorization Method 2*

(1) Memorize the Overview Rhyme.

Rise and sit have I's--and lie does too.
"Coz these are things that I, all by myself, can do.
Raise, set, and lay are words that you choose
When each one has an object after it to use.

(2) Learn the conjugation of all of the "i" ones (the "stretch" or "recline" ones).

a. Rise

- i. Base form: **rise** -- Tomorrow I will **rise** early.
- ii. Past simple: **rose** -- Yesterday I **rose** late.
- iii. Past participle: **risen** -- They have **risen** to the task.
- iv. Third person singular: **rises** -- The sun **rises** early now.
- v. Present participle/gerund: **rising** -- The sun was **rising** later in the day before.

b. Sit

- i. Base form: **sit** -- Today I **sit** down.
- ii. Past simple: **sat** -- Yesterday I **sat** down.
- iii. Past participle: **sat** -- Before that, I had **sat** down.
- iv. Third person singular: **sits** -- The dog **sits** in the corner.
- v. Present participle/gerund: **sitting** -- I was **sitting** down.

c. Lie

- i. Base form: **lie** -- Today I will **lie** down early.
- ii. Past simple: **lay** -- Yesterday I **lay** in the sun.
- iii. Past participle: **lain** -- They have **lain** low ever since then.
- iv. Third person singular: **lies** -- The dog just **lies** under the tree all day long.
- v. Present participle/gerund: **lying** -- The sun was **lying** on the horizon for so long today.

(3) Learn the conjugations of all of the “place” ones.

a. Raise

- i. Base form: **raise** -- Today he **raises** his voice in song.
- ii. Past simple: **raised** -- Yesterday he **raised** the log and found a mole.
- iii. Past participle: **raised** -- Before he put the binoculars down, he **raised** them up and looked through them in the distance.
- iv. Third person singular: **raises** -- He always **raises** his voice when he is angry.
- v. Present participle/gerund: **raising** -- He is **raising** the bar in that class!

b. Set

- i. Base form: **set** -- Today she **set** the vase on the table.
- ii. Past simple: **set** -- Yesterday she **set** the vase on the table.
- iii. Past participle: **set** -- Before that she **set** the vase on the table.
- iv. Third person singular: **sets** -- She **sets** the vase on the table.
- v. Present participle/gerund: **setting** -- She is **setting** the vase on the table.

c. Lay

- i. Base form: **lay** -- I **lay** the kids clothes out every day.
- ii. Past simple: **laid** -- Yesterday I **laid** the pink pants out for Jon.
- iii. Past participle: **laid** -- Before the dog came in, I had already **laid** his bones out.
- iv. Third person singular: **lays** -- He **lays** the book down every night at ten.
- v. Present participle/gerund: **laying** -- I am **laying** the swim suits out to dry.

(4) Practice all conjugations together.

***Do each step for one week for a total of one month.**

Part III: Words--Section C: Capitalization and Proper Nouns

Lesson 1. Proper Nouns

1. A proper noun is a noun that **names a specific person, place, or thing--the proper name of a common noun.**
2. All first words, last words, and important words are capitalized in proper nouns: *Raising Kids With Character*
3. Generally, words that are not at the beginning or end of a title that are prepositions, articles, or pronouns of three letters or fewer are **not** capitalized.
4. Proper nouns include:
 - a. Names of **groups of people or nationalities**: Irish
 - b. A person's **name**: Donna
 - c. Names of **battles/wars**: World War II
 - d. **Days, months, holidays**: Monday. June, Christmas
 - e. **Titles**—songs, books, movies, etc.: *God's Smuggler*
 - f. Names of **organizations**: Character Ink
 - g. **Names of God**: Lord
 - h. Names of **places**: Indiana
 - i. Names of **bodies of water**: Ohio River
 - j. Names of **mountains**: Pike's Peak
 - k. Names of **landmarks**: Washington Monument
 - l. Names of **ships**: *Titanic*
 - m. Names of **memorials**: Jefferson Memorial
 - n. Names of **buildings**: White House
 - o. Names of **cities**: Fort Wayne
 - p. Names of **states**: Indiana
 - q. Names of **streets**: Aboite Center Road
 - r. Names of **countries**: Canada

Lesson 2. Major and Minor Works

Major Works and Minor Works

Major Works/Minor Works Overview

- **Major works** are the **names of big works**, like books, magazines, movies, CD's, etc.
- **Minor works** are the **sub-works within major works**.
- **Words of three letters or fewer** not found at the beginning or end of the title and not verbs are **not capitalized** if they are not important to the title.
Example: "Home **on the** Range" but "Climb, Climb **Up** Sunshine Mountain"
- Usually **when a preposition is used as an adverb** (up, down, etc.) in a title, **it is capitalized** even if it is a short word ("Climb, Climb **Up** Sunshine Mountain").

Minor works are found within major works:

- (1) The article title is the minor work; the magazine title is the major work.
- (2) The chapter title is the minor work; the book title is the major work.
- (3) The song title is the minor work; the cd title is the major work, etc.

If you always think of the "minor" being within the "major," you will grasp these concepts better.

- **Minor works** are names of any of the following and are written **surrounded by quotation marks**:

- | | |
|---|--|
| – Chapters of books: "Reaching Out to Your Teen" | – Magazine articles: "Expectation Explanations: Talking to Your Kids" |
| – Song titles: "My Country Tis of Thee" | – Encyclopedia entries: "Mammals" |

☞ Ask yourself if it is within a bigger work. If so, it is probably a minor work.

- **Major works** are names of any of the following and are **italicized** when keyed and **underlined** when written by hand:

- | | |
|--|--|
| – Books: <i>The Well-Trained Heart</i> | – Magazines: <i>Taste of Home</i> |
| – Encyclopedias: <i>World Book</i> | – Movie titles: <i>The Last Juror</i> |
| – Music collection titles*: <i>America, the Beautiful</i> | |

* Music collection titles may be the names of CD's, cassettes, DVD's, song books, instrumental music books, hymnals, etc.

☞ Ask yourself if your source has smaller works within it. If it does, your source is probably a major work.

☞ Ask yourself if your source is found inside another (bigger) work. If it is, your source is probably a minor work.

Lesson 3. To Capitalize or Not to Capitalize

Surprising Capitalization Rules

1. Capitalize the first and last word in all proper nouns (titles)

Character Ink
Learn to Blog

The Write Right Quick Kit
“Feel Great and Live Well”

2. Capitalize internal words in a proper noun (title) if they are four letters or longer

Sugar-Free, Flour-Free

“It’s a Small World”

Raising Kids With Character

3. Capitalize internal words in a proper noun (title) that are three letters or fewer if they are important to the title*

“Old McDonald Had a Farm”

“Over the River and Through the Woods”

*This excludes most short prepositions (*of, on, in*), short articles/noun markers (*a, an, the*), and most short pronouns (*his, her, my*) ...again, those that are three letters or fewer).

4. Capitalize titles of people in two instances:

a. When used with the person's name: Dr. Landrigan, Uncle Leonard

Yes: Dr. Landrigan, Uncle Leonard, Pastor McGuire

No: the doctor, my uncle, our pastor

b. When used in place of the person's name

Yes: After dinner, Mom is taking us for dessert.

No: After dinner, my mom is taking us for dessert.

Yes: Later on, Dad is going to join us.

No: Later on, our dad is going to join us.

5. Capitalize names of animals, plants, foods, trees, flowers, fish, insects, etc., only when part of the name has a proper noun element already in it--and then only capitalize that proper noun element.

a. Alaskan husky

b. black-eyed Susan

c. Georgia peaches

d. Jack Russell terrier

e. Wisconsin cheese

Remember This!

Capitalizing Titles

When it comes to capitalizing internal words in a proper noun/title, there are two main schools of thought:

(1) **Strictly letter count** and/or type of word (never cap three words or fewer and never cap preps)

(2) **Aesthetics and letter count for certain types of words** (preps & pronouns are capped if important to title or to make title look better)

Tricky Trick to Help It Stick

1. **Cap:** If you could put the person's name in place of the common noun

Mom--Donna

Dad--Ray

2. **Don't cap:** If the title has an article/noun marker in front of it

the dad,

a mom

3. **Don't cap:** If the title has a possessive in front of it

my mom, her dad,

Cami's dad

6. Capitalize compass directions only when they refer to a part of the country--not when they are used as directions.
Yes: We are going out East for vacation.
No: Turn east at the next light.
Yes: We are moving to the Midwest.
No: Florida is south of Georgia.
7. Capitalize planets. Only capitalize earth and sun when given in a writing that contains the planets (or in a list with the planets).
Yes: They were looking at Saturn, Jupiter, and the Sun through the telescope.
No: The earth is round.
Yes: People like to study Earth, Mars, and the Sun.
No: The sun is hot on the earth today.
8. Capitalize proper nouns when they are used as adjectives--sometimes called proper adjectives.
a. Herculean effort
b. Dickens holiday
c. Spanish-speaking
9. Do not capitalize seasons
a. It is time for summer!
b. It seems that winter is upon us.

Capitalization Do's and Don't's

Type	Yes --Capitalization	No --Capitalization
Titles of Major Works and Minor Works	Cap first & last words Cap internal words of four letters or more •The S pelling Notebook •Raising K ids W ith Character	Do not cap internal words of three letters or fewer that are unimportant (short prepositions, pronouns, noun markers) •Meet t he Robinsons •“Dance t he Night Away”
Titles of Major Works and Minor Works	Internal words of three letters or fewer that <u>are</u> important to title •The Write O n Quick Kit •“Climb U p Sunshine Mountain”	
Titles of People	Cap when with the person's name • A unt Tami • G randma Marge	Cap when without the person's name •My a unt is here! •Her g randma is nice.
Animals, plants, foods, trees, flowers, fish, insects	Cap only proper noun elements •French fries •Costa Rican tarantula	Do not cap without proper noun elements •home fries •zebra tarantula
Directions	Cap when referring to a region •Living in the S outh is an experience. •We are going out W est this summer.	Do not cap when it is a direction •Turn s outh at the gas station. •You must go w est for five miles.

Capitalization Do's and Don't's (Continued)

Type	Yes --Capitalization	No --Capitalization
Planets	<p>Cap all but sun & earth BUT Cap sun & earth when used with other planets</p> <ul style="list-style-type: none"> •They were looking at <u>S</u>aturn, <u>J</u>upiter, and the <u>S</u>un through the telescope. •People like to study <u>E</u>arth, <u>M</u>ars, and the <u>S</u>un. 	<p>Do not cap sun or earth by itself or when just two of them</p> <ul style="list-style-type: none"> •The <u>e</u>arth is round. •The <u>s</u>un is hot on the <u>e</u>arth today. •The <u>s</u>un and the <u>e</u>arth are smiling.
Proper Adjectives	<p>Cap the proper noun element only</p> <ul style="list-style-type: none"> •<u>H</u>erculean effort •<u>D</u>ickens holiday •<u>S</u>panish speaking 	<p>Do not cap non-proper noun elements</p> <ul style="list-style-type: none"> •wonderful holiday •native speaker
Days, months, holidays, seasons	<p>Cap days, months, and holidays</p> <ul style="list-style-type: none"> •<u>S</u>aturday •<u>J</u>anuary •<u>C</u>hristmas 	<p>Do not cap seasons</p> <ul style="list-style-type: none"> •fall •spring
Positions--president, king, governor	<p>Cap when with the name</p> <ul style="list-style-type: none"> •Governor Smith <p>Cap when it refers to a specific individual who is the highest rank</p> <ul style="list-style-type: none"> •The President signed the bill. •The Queen has arrived. 	<p>Do not cap without the name</p> <ul style="list-style-type: none"> •The governor is here. <p>No cap for highest rank in general</p> <ul style="list-style-type: none"> •I wrote a report about the presidents. •They do not vote on their queens.

Part III: Words--Section D: Homophones and Confusing Pairs

Lesson 1. Homophones

(1) Alter vs. Altar

- a. Altar--ends with **ar**--pray has an **a**; altar has an **a**
 - b. Alter--ends with **er**--change has an **e**; alter has an **e**
- Also: alteration is a sewing change; **alter** comes from **alteration**

(2) Principal vs. Principle

- a. Principal
 - i. The principal of the school is our **pal**. **He is the FIRST person.**
 - ii. The principal thing is the FIRST thing. (Remember, the principal is the first person in the school.)
 - iii. The principal is what you hope you FIRST pay down on your loan!
- b. Principle--Guidelines or ideals (does not have PAL in it, so it isn't the person who runs the school; since it doesn't have PAL in it, it doesn't mean any of the FIRSTs from above.).

(3) Peek vs. Peak vs. Pique

- a. Peek
 - i. Verb meaning a "secretive look"--And then I am going to *peek* into the package.
 - ii. Noun meaning a "small glance"--She took a *peek* into the package.
 - iii. Thus, there are two EYES in the middle of the word *peek*.
- b. Peak
 - i. Verb meaning "to reach the highest point"---They said that the dancer was going to *peak* at just the right time.
 - ii. Noun meaning "the highest point"---They reached the mountain's *peak*.
 - iii. Adjective meaning "highest point"---They were at their *peak* performance.
- c. Pique'
 - i. Verb meaning "to arouse curiosity"--They really tried to *pique*' our attention with those pictures.
 - ii. Noun meaning "resentment"--He slammed the door in a fit of *pique*'. (Use it interchangeably with "quick anger.")
 - iii. Noun or adjective meaning "nubby fabric"--He wore his *pique*' bright yellow polo shirt.

Remember This!

I tell my students all the time that you know more than *you think* you know!

And if you take what you already know and apply it to what you do not know, you will soon know even more!

Take the word **homophone**, for instance.

Homo—means **same**
Phone—means **sound**

Thus, **homophones sound the same when you hear them**. Homophones are words like *their*, *they're*, and *there* and *to*, *too*, and *two*—words that sound the same when they are spoken but only look different when written. (They are pronounced the same as their counterparts—but they are spelled differently.)

Tricky Tricks to Help It Stick

1. **Hear**--There is an ear in hear.
2. **Here**--There is not an ear in here.
3. **There**--It is here and there. There is a here in there!
4. **Their**--The word heir, which can mean ownership, is in the word their, and their is a pronoun that shows ownership!
5. **See**--Do you see two eyes in the word see?
6. **Boar**--Boar has an a and is an animal.
7. **Then**--Then has an e and means next. According to one of my students (Isaac!), then means when.
8. **Isle** -- Isle is like the word island.
9. **Chord**--Chord has an h like chorus (both musical).
10. **Compliment**--Compliment has an i--I like compliments.
11. **Complement**--Complement has an e--Each one complements the other (or goes together).
12. **Sensor** -- Sensor relates to the senses.
13. **Herd** -- Herd of deer -- almost the same letters in a different order!
14. **Heard** -- Heard has the word ear in it.
15. **Through** -- It is rough when you go through hard times.

In a nutshell, here are three tricks:

1. Peek--**has two e's**, and we have two eyes and **peek with our eyes**
2. Peak---not two e's OR They have a **IEAK** in the **pEAK** of their roof.
3. Pique'--Ends with **que**---**question** begins with **que**

(4) Write vs. Right vs. Rite vs. Wright

- a. Write--"to pen or scribe the written word"
- b. Right--"correct;" opposite of wrong; from the *fight, might, light* family, phonetically speaking
- c. Rite--"a ritual or ceremony;" a rite of passage (This makes the Rite-Aid stores all spelled wrong--unless they mean "aid" for a ceremony or a rite of passage, which I don't think they mean. I think they want to say that their stores give the "right" kind of aid/assistance.)
- d. Wright--"a crafter, especially of wooden creations"

Though the word "wright" is most commonly associated with crafting with wood (wheelwright), the word "wright" is used in other contexts to indicate crafting or creating as well:

playwright
wheelwright
shipwright
millwright
wainwright

In that way, a playwright is not simply "writing" a play, but he or she is "crafting" something--perhaps he or she is even meticulously creating the script, like a wheelwright meticulously creates wheels.

(5) Lightning vs. Lightening

- a. Lightning
 - i. This is "electricity in the sky"!
 - ii. It's light + ning
- b. Lightening
 - i. This is when something is "lightened or made lighter."
 - ii. It comes from the base word **lighten**--This will lighten my load.
 - iii. Lighten+ing = tense of the word lighten

If you think of the base word of each, you will not mistake them for each other so easily--**light** (for lightning) and **lighten** (for lightening).

(6) Capitol vs. Capital

The **Only** use for the word capit**Ol** with an **O** is when referring to the capit**Ol** building/buildings!

Yep, you read that caption correctly! Contrary to what many people believe, capit**Ol** does not refer to the head city, a good idea, or money invested. Capit**Ol** **Only** refers to the capit**Ol** building.

Here is the rundown:

- a. Capitol
 - i. Only has one use that we widely implement.
 - ii. Means *the building or group of buildings in which the functions of government are carried out*.
 - iii. Think: Capit**Ol** Only means Office buildings for g**O**vernment--that is the **Only** meaning.
- b. Capital
 - i. **A**ll other uses of **cap**ital are the **a** one--capital is for **a**ll other uses.
 - ii. ALL other uses of capitol/capital are the word capit**AL**.
 - iii. Adjectives
 - a) Upper case letter: capital letter
 - b) Chief or primary: *capital idea or the capital* (most important) thing for us to remember
 - c) *Die by the court*: capital punishment
 - d) *Primary city*: the capital city
 - iv. Nouns
 - a) *Stock of goods or income*: to have capital in the bank
 - b) Capital is used by itself for the city: go to the capital of the state (i.e. the city that is the capital; not the building--the capitol building)

(7) Stationary vs. Stationery

- a. Stationery--paper used to write notes:
 - I wrote a note to **Sherry**
 - On my pretty station**ery**.
- b. Stationary--not moveable:
 - You won't drive oh so **far**
 - In a station**ary** car.

Tricky Tricks to
Help It Stick (cont'd)

- 16. **Threw** -- He threw a new screw.
- 17. **Pair**--Love is in the air for this special pair.
- 18. **Pare** -- He was going to pare the hare and eat it.
- 19. **Pear**--A pear half looks like an ear--and has the word ear in it.
- 20. **Desert**--has one s and you only want to be stuck in the desert one time!
- 21. **Dessert**--has two s--and you want two desserts!
- 22. **Main**--The main (for first) murderer was Cain-- both spelled ain.
- 23. **Mane** -- The lion has a mane and is not tame!
- 24. **Its** -- pronoun that shows ownership--nev-er use an apostrophe to show ownership to a pronoun; that makes a contraction (it's = it is).
- 25. **It's** -- always say the two words uncontracted---if you say it is when you see this word, you will never use it's for possession--the dog lost it's (it is?) collar--**WRONG**.
- 26. **Sense** -- He was tense, so he lost his sense.
- 27. **Cents** -- There are one hundred cents in a dollar and one hundred years in a century.
- 28. **Since** -- Since the prince was tense he began to wince.

Tricky Trick to
Help It Stick (cont'd)

29. **Present** -- have you ever heard the saying that "the present is a true present"?

30. **Presents** -- more than one present.

31. **Presence** -- state of existing.

32. **Altar**--ends with ar-pray has an a; you pray at an altar.

33. **Alter** -- a change; alteration is a change

34. **Principal** -- he is our **pal**.

35. **Principle**--ideas or guidelines.

36. **Capitol** -- the only use for capitol is a building.

37. **Capital** -- All other uses of the word capital are spelled capital with an a.

38. **vein**--I have **veins** in my **being**.

39. **Vain**--

a. You have nothing to **gain** when you become **vain**.

b. She had a shot for the pain but it was in vain.

40. **Lightning** -Two syllables; root is light; electricity in the sky

41. **Lightening** -- Three syllables; root is lighten

42. **Stationery**--"I wrote a note to **Sherry** on my pretty **stationery**."

43. **Stationary** -- "You won't drive oh so **far** in a **stationary** car."

(8) Vein vs. Vain vs. Vane

a. Vein

- i. *Tubes running throughout your body that carry blood*
- ii. *I have veins in my being.*

b. Vain

- i. Adjective meaning *someone thinks a lot of himself or herself*
- ii. *You have nothing to gain when you become vain.*
- iii. Also an adjective meaning *useless or not needed.*
- iv. *She had a shot for the pain, but it was all in vain.*

c. Vane

- i. Noun meaning *a movable object attached to an elevated object that shows the direction in which the wind is blowing*
- ii. *I looked out the window pane to see the weather vane.*

(9) There vs. Their vs. They're

a. There

- i. Has the word here in it.
- ii. Remember, here and there.
- iii. Used when you say *There are....or There is.*

b. Their

- i. Their has the word heir in it.
- ii. Remember heir is the owner of the throne.
- iii. Their is a pronoun that shows ownership.
- iv. We call this a possessive pronoun.
- v. *The heirs are the owners of the throne. The throne is theirs.*

c. They're

- i. They're is a contraction.
- ii. If you get into the habit of always saying the two words of a contraction (rather than the one word contraction), you will know when to use they're.
- iii. For example, do not say *They're coming to dinner. Say, they are coming to dinner.*
- iv. Then you will know not to use *Their coming to dinner* or *There coming to dinner.*

(10) Its vs. It's

a. Its

- i. Possessive pronoun
- ii. Never use apostrophe to show possession to a pronoun
- iii. *Its collar, its dish, its foginess*

b. It's

- i. Contraction
- ii. *Always say any contraction uncontracted to be sure that is the word you want to use: it is*

Lesson 2. Confusing Word Pairs and Sets

(1) Wander vs. Wonder

- a. **Wonder**--spelled like **ponder**--both mean to think
- b. **Wander**--contains **and**--you wander on **land**

(2) Then vs. Than

Then--Then has an e and means next. According to one of my students (Isaac!), then means when.

(3) Antidote vs. Anecdote

- a. **antidote**--has anti in it, like an antibiotic--so it is a treatment, like an antibiotic
- b. **anecdote**--a little tidbit of info (an/ec/dote---not ECT....just EC...I often misspelled this one!)

(4) Advice vs. Advise

Generally speaking, when you have two word choices with C and S as their options for spelling, it is because you need two completely different sounds:

- a. **adviCe**---The c is here because this word needs the **soft sound** of C (*suh*); noun--give **sound advice**
- b. **adviSe**--The s is here because this word needs the **hard sound** of S (*zuh*); verb--zoom in to **advise** someone

Tips

1. Remember: When a c is followed by an e, i, or y, it usually says its soft sound--*suh*.
2. Also remember that when a multi-syllable word has se in it as the end of a syllable, it often makes the *zuh* sound: *please, wise, fuse, close*, etc., (though certainly not always).
3. The real key is that there ARE two spellings--and one is the noun and is soft (**adviCe**) and one is the verb and is hard (**adviSe**).
4. When you **zoom** in to **adviSe** somebody, be sure you have enough wisdom to give **sound adviCe**..... :)

(5) Conscience vs. Conscious

- a. **Conscience** (pronounced *con-shence*)
 - i. Has the word science in it--science is a thing and conscience is a thing (nouns)
 - ii. A conscience is "the part of you that feels guilt"
 - iii. Did you remember that *ence* words are *things* (nouns)---*science, ambience, coincidence, evidence*?
 - iv. Spelling tip--**conscience** is just **con** and **science**!

Tricky Trick to Help It Stick

If you get into the habit of always saying the two words of a contraction (rather than the one word contraction), you will know when to use *they're*.

(1) **They're**--think "they are" when you write *they're*.

(2) **It's**--think "it is" when you write *it's*.

(3) **Who's**--think "who is" when you write *who's*.

(4) **We're**--think "we are" when you write *we're*.

(5) **There's**--think "there is" when you write *there's*.

Tricky Trick to
Help It Stick

A wise grammarian recommends "testing" your words by seeing if you could put the word "single" in between every and day. (EACH single day):

1. If you can put "single" in between the two words, then you want the two separate words meaning EACH day...every single day:

- a. I went to the mail box every SINGLE day. I went to the mail box every day.
- b. She wrote him a letter every SINGLE day. She wrote him a letter every day.

2. If you cannot put "single" in between the two words, then you want the one word meaning typical or normal:

- a. I wanted to use the every SINGLE day dishes. NO. I wanted to use the everyday dishes.
- b. She is the every SINGLE day kind of gal. NO. She is the everyday kind of gal.

v. Tricky Trick to Help it Stick:

The boy's **conscience** bothered him because he had tried to **con** the **science** teacher.

b. Conscious (pronounced *con-shuss*)

- i. Conscious means aware or awake
- ii. *Ous* words are often adjectives or describers
 - (a) delicious
 - (b) rambunctious
- iii. Conscious is an adjective (describer) that describes someone as being awake or alert.

In a recent assignment, my students had to write sentences using *conscience* and *conscious* (one sentence each). My amazingly clever students had fun with this! Three of them used both words in one sentence and included the "trick" in the sentence!

- a. I **conned** the **science** teacher while I was **conscious** (awake), and my **conscience** bothered me.
- b. He wasn't **conscious** (aware) of the fact that he **conned** the **science** teacher; once he realized he had, his **conscience** bothered him.
- c. He had a guilty **conscience** after he **consciously** (as he was aware) **conned** and the **science** teacher.

(6) Every Day vs. Everyday

- a. Every day
 - i. Two words
 - ii. An adjective (every) describing a noun (day)
 - iii. Used when you want to say EACH day or ALL days.
- b. Everyday
 - i. One word
 - ii. Usually an adjective together (the entire word is an adjective--everyday)
 - iii. Used when you want to say something is NORMAL or TYPICAL.

Tips:

1. Every day is an adjective and noun together already--do not use these two words to describe another noun! (NO: Those are our every day dishes.)
2. Everyday is an adjective alone--use it to describe another noun. (YES: Those are our everyday dishes.)

(7) Breath vs. Breathe

Another Wacky Word pair that trips people up is that of *breathe* and *breath*. (The latest sign I saw of this had to do with helping people to "breath clean air"!)

This pair is tricky, along with all of the *ea* pairs, because *ea* says short *e* sometimes and long *e*

For example:

1. Today I will **read** the book.
2. The **leaf** fell to the ground.
3. The thief is going to **steal** the diamond.

The key to knowing whether to use **breath** or **breathe** is to consider the pairs that do have *e* at the end--it is there to show that, that word is the long *e* one (not the short *e* one).

For example:

1. Take a deep **breath** (*breth*--short *e*).
2. **Breathe** deeply (long *e*).
3. He took great **pleasure** in it (short *e*--plezz).
4. They want to **please** him (long *e*).

While there isn't a foolproof trick (like *their/there* and *affect/effect*), it does help to keep in mind that if one of the set has an *e* at the end of it, it is there for a reason--in these cases, to make the first vowel say its long sound--**breathe** (long *e*) vs. **breath** (short *e*).

(8) Weary vs. Wary

- a. Weary is a word that means "tired or overwhelmed" from something, such as too much work, no rest, difficult circumstances, etc.
- b. Wary is a word that means "to be paranoid or suspicious."

Both words are adjectives, meaning they describe nouns (or they sometimes describe pronouns, in the case of predicate adjectives: I am weary.).

So, what can we use for a Tricky Trick?

1. The day was dreary, so she grew weary—just remember that the spellings are the same--dreary and weary (dreary weather makes you tired or weary!).
2. The salesman was scary, so the buyers were wary--just remember that the spellings are the same--scary and wary (a scary salesperson makes you wary or suspicious/paranoid).

Tricky Trick to Help It Stick

1. **Wonder**--spelled like **ponder**--both mean to think
2. **Wander**--contains **and**--you wander on **land**
3. **Then** means when
4. **Than** = compare
5. **AdviCe** -- noun--give sound **advice**
6. **AdviSe** -- verb--zoom in to advise someone
7. **Conscience** -- The boy's **conscience** bothered him because he had tried to **con** the **science** teacher.
8. **Conscious** --
 - a. means aware or awake
 - b. *Ous* words are often adjectives or describers
9. **Every day** --
 - a. Two words
 - b. *Used* when you want to say **EACH** day or **ALL** days.
10. **Everyday**
 - a. One word
 - b. *Used* when you want to say something is **NORMAL** or **TYPICAL**.
11. **Weary** -- The day was dreary, so she grew weary.
12. **Wary**--The salesman was scary, so the buyers were wary.
13. **fArther**--has an **A** in it and is for **Area** ... distances

Tricky Trick to
Help It Stick (cont'd)

14. fUrther--has a U in it and is for Under-
standing (you further
your thinking or go
further in college or
make your point fur-
ther..)

15. Dessert

- a. There are two s'
in this word.
- b. You want two
desserts!
(Pronounced
dee/zerts.)

16. Desert

- a. There is one s in
this word.
- b. You only want to
be stuck in the
desert one time!
(Pronounced
dez/ert.)

(9) Farther vs. Further

Do you know when to use further? How about when to use farther? Most people do not--I know I didn't know until I began writing language arts books!

Here's the scoop:

1. Farther is for going distances: I ran farther than he did OR He drove farther than I did.
2. Further is for other uses, such as thinking or understanding: Let me explain this further.

Of course, I have a trick for you!

1. fArther--has an A in it and is for Area...distances
2. fUrther--has a U in it and is for Understanding (you further your thinking or go further in college or make your point further.)

(10) Affect vs. Effect

- a. The word affect has the following characteristics
 - i. It is a verb that means to influence or alter something.
 - ii. Example: The illness is going to affect the attendance this week.
- b. The word effect has the following characteristics
 - i. It is a noun—a thing—that means an influence or having a bearing on the outcome of something.
 - ii. Example: The effect of the illness on the attendance is not yet known.

Tricky Trick to
Help It Stick

You don't say, "We
need to go fur down
the road," so don't say,
"We need to go further
down the road"!

I have two tricks for you!

1. The **effect**....since *effect* is a noun, it will often have the noun marker *the* before it.
2. Tricky Trick to Help It Stick

Remember
Affect
Verb
Effect
Noun

Tricky Trick to
Help It Stick

Remember
Affect
Verb
Effect
Noun

(11) Lead vs. Led vs. Lead

- a. Lead (pronounced *lead*):
 - i. Future or present tense of the verb *lead*
 - ii. Pronounced *lead*
 - iii. Used to mean "to have people follow you":
 - (a) They will **lead** us up the mountain.
 - (b) They **lead** (*lead*) us safely.
 - (c) He **leads** us into paths of righteousness.

- b. Led (pronounced *ledd*)
 - i. Past tense of verb *lead* (*leed*)
 - ii. Tells that *someone or something has led you somewhere*
 - (a) They **led** us into the mountain.
 - (b) He **led** us into paths of righteousness
- c. Lead (pronounced *ledd*)
 - i. An “element that things are made of”
 - ii. NOT the past tense of *lead* (*leed*), like *read* (pronounced *reed*) and *read* (pronounced *redd*)
 - iii. Used to describe “what something is made of”
 - (a) The pencil **lead** broke in the middle of his test.
 - (b) The **lead** pipe dropped with a clang.

Tricky Trick to
Help It Stick

One of my students came up with this trick. See if it helps you:

The capital **A** **LED**
the pencil **LEAD**
across the page.

(12) Dessert vs. Desert

- a. Dessert
 - i. There are two s' in this word.
 - ii. You want two desserts! (Pronounced *dee/zerts*.)
- b. Desert
 - i. There is one s in this word.
 - ii. You only want to be stuck in the desert one time! (Pronounced *dez/ert*.)

(13) Perimeter vs. Parameter

- a. Perimeter
 - i. “Outer edge of an enclosed shape or area”
 - ii. You may have learned this in math to measure the outside of a shape.
 - iii. The prefix *peri* means “around or about”:
 - (a) **p**erimeter
 - (b) **p**eriodontics
 - (c) **p**eripheral
 - (d) **p**eriphery
 - iv. ...as he walked the perimeter of the room--as he walked around the edge of the room
- b. Parameter
 - i. “Characteristic or feature”; “limit or boundary”
 - ii. Often used “to indicate a set of guidelines or ‘boundaries’”--a child needs to know his parameters (boundaries) when he goes to someone’s house
 - iii. A student needs to know the parameters of the assignment.
 - iv. The prefix **para** means “beside” or “beyond”
 - (a) **p**aragon
 - (b) **p**aralegal
 - (c) **p**arallel

(14) Through vs. Thought vs. Though

a **Through** (*throo*) has an *r*

b **Thought** (*thott*) has a *t*

c **Though** has neither

Lesson 3. Countables and Non-Countables

Countables vs. Non-Countables/Units vs. Mass	
Countables vs. Non-Countables/Units vs. Mass	Non-Countables/Mass/Non-Individual
<p>Words to Indicate Countables</p> <p>fewer number (more) many</p> <p>*Usually plural with plural verb</p>	<p>Words to Indicate Non-Countables</p> <p>less amount (more) much</p> <p>*Usually singular with singular verb</p>
<ol style="list-style-type: none"> fewer pounds (fewer pounds were) a number of dollars (a number of dollars were)* (more) milk (more milk were) many gallons (many gallons were) fewer items (fewer items were) a number of strands (a number of strands were)* (more) steps (more steps were) many earrings (many earrings were) fewer coins (fewer coins were) a large number of tears (a large number of tears were)* (more) Skittles (more Skittles were) many M and M's (many M and M's were) fewer potatoes (fewer potatoes were) a small number of trash bags (a small number of trash bags were)* (more) desserts (more desserts were) many smiles (many smiles were) fewer cans (fewer cans were) a small number of vegetables (a small number of vegetables were)* fewer songs (fewer songs were) a number of groceries (a number of groceries were)* many lights (many lights were) fewer pills (fewer pills were) a large number of cupcakes (a large number of cupcakes were)* many trees (many trees were) fewer than twelve items (fewer than twelve items were) <p>* "Number of" almost always indicates a plural subject and requires a plural verb (were).</p>	<ol style="list-style-type: none"> less weight (less weight was) a large amount of money (a large amount of money was) (more) milk (more milk was) much gas (much gas was) less bulk (less bulk was) a small amount of hair (a small amount of hair was) (more) cha cha (more cha cha was) much jewelry (much jewelry was) less money (less money was) a large amount of sorrow (a large amount of sorrow was) (more) candy (more candy was) much candy (much candy was) less food (less food was) a large amount of trash (a large amount of trash was) (more) food (more food was) much happiness (much happiness was) less soda (less soda was) a small amount of garden space (a small amount of garden space was) less music (less music was) a large amount of produce (a large amount of produce was) much lighting (much lighting was) less medication (less medication was) a large amount of cake (a large amount of cake was) much greenery (much greenery was) less groceries (less groceries was)

Part IV

Appendix

Section A: Parts of Speech Lists and Tricks

Section B: Homophones and Confusing Word Sets--“Complete” List

Section C: Proofreader’s Marks

Section D: Editor Duty

Part IV: Appendix--Section A: Parts of Speech Lists and Tricks

Lesson 1. Prepositions

Prepositions That Fit Into “Space” Check Sentence:
The plane flew _____ the clouds.

- | | | | |
|------------------|--------------------|---------------------|----------------------|
| 1. aboard | 34. below | 66. into | 99. past |
| 2. about | 35. beneath | 67. irrespective of | 100. regardless of |
| 3. above | 36. beside | 68. like | 101. round |
| 4. across | 37. beside of | 69. mid | 102. save |
| 5. across from | 38. between | 70. midst | 103. save for |
| 6. afore | 39. betwixt | 71. minus | 104. thro’ |
| 7. after | 40. beyond | 72. near | 105. through |
| 8. against | 41. by | 73. near to | 106. throughout |
| 9. agin | 42. by means of | 74. nearer to | 107. thru |
| 10. ahead of | 43. by way of | 75. neath | 108. to |
| 11. all over | 44. close to | 76. next to | 109. together with |
| 12. along | 45. devoid of | 77. nigh | 110. touching |
| 13. along with | 46. down | 78. notwithstanding | 111. toward |
| 14. alongside | 47. due to | 79. o’er | 112. towards |
| 15. alongside of | 48. excluding | 80. off | 113. tween |
| 16. amid | 49. exclusive of | 81. off of | 114. twixt |
| 17. amidst | 50. far from | 82. off the top of | 115. under |
| 18. among | 51. following | 83. on | 116. underneath |
| 19. amongst | 52. for | 84. on account of | 117. unto |
| 20. apart from | 53. from | 85. on behalf of | 118. up |
| 21. around | 54. in | 86. on board | 119. up to |
| 22. aside | 55. in accordance | 87. on to | 120. up until |
| 23. aside from | with | 88. on top | 121. upon |
| 24. aside of | 56. in addition to | 89. on top of | 122. upwards of |
| 25. astride | 57. in back of | 90. onto | 123. via |
| 26. at | 58. in between | 91. opposite | 124. with |
| 27. atop | 59. in front of | 92. opposite of | 125. with regard to |
| 28. atop of | 60. in place of | 93. opposite to | 126. with regards to |
| 29. away from | 61. in spite of | 94. out from | 127. with respect to |
| 30. back of | 62. in to | 95. out of | 128. within |
| 31. because of | 63. in view of | 96. outside | 129. without |
| 32. before | 64. inside | 97. outside of | |
| 33. behind | 65. inside of | 98. over | |

Prepositions That Fit Into “Time-Plus” Check Sentence:

The boy played_____ the classes.

- | | | | |
|--------------------|---------------------|-------------------|---------------------|
| 1. about | 20. considering | 39. near | 58. thro' |
| 2. according to | 21. despite | 40. near to | 59. through |
| 3. afore | 22. due to | 41. nearer to | 60. throughout |
| 4. after | 23. during | 42. o'er | 61. thru |
| 5. ahead of | 24. far from | 43. on account of | 62. till |
| 6. along | 25. following | 44. on behalf of | 63. together with |
| 7. along with | 26. in | 45. out of | 64. touching |
| 8. alongside | 27. in between | 46. outside | 65. toward |
| 9. alongside of | 28. in lieu of | 47. outside of | 66. towards |
| 10. as to | 29. in regard to | 48. over | 67. tween |
| 11. aside | 30. in regards to | 49. past | 68. twixt |
| 12. aside from | 31. in spite of | 50. previous to | 69. until |
| 13. aside of | 32. in view of | 51. prior to | 70. up to |
| 14. at | 33. including | 52. pursuant to | 71. up until |
| 15. because of | 34. inside | 53. regarding | 72. with |
| 16. before | 35. inside of | 54. regardless of | 73. with regard to |
| 17. by the time of | 36. irrespective of | 55. respecting | 74. with regards to |
| 18. close to | 37. mid | 56. since | 75. with respect to |
| 19. concerning | 38. midst | 57. subsequent to | 76. within |

Prepositions in Alphabetical Order

- | | | | |
|------------------|--------------------|------------------------|---------------------|
| 1. abaft | 45. away | 89. following | 133. off of |
| 2. aboard | 46. away from | 90. for | 134. off the top of |
| 3. about | 47. back of | 91. forward of | 135. on |
| 4. above | 48. bar | 92. from | 136. on account of |
| 5. according to | 49. barring | 93. given | 137. on addition to |
| 6. across | 50. because of | 94. in | 138. on behalf of |
| 7. across from | 51. before | 95. in accordance with | 139. on board |
| 8. afore | 52. behind | 96. in addition to | 140. on to |
| 9. after | 53. behither | 97. inasmuch as | 141. on top |
| 10. against | 54. below | 98. in back of | 142. on top of |
| 11. agin | 55. beneath | 99. in between | 143. onto |
| 12. ahead | 56. beside | 100. in case of | 144. opposite |
| 13. ahead of | 57. beside of | 101. in front of | 145. opposite of |
| 14. all over | 58. besides | 102. in lieu of | 146. opposite to |
| 15. along | 59. between | 103. in place of | 147. other than |
| 16. along with | 60. betwixt | 104. in regard to | 148. out |
| 17. alongside | 61. beyond | 105. in regards to | 149. out from |
| 18. alongside of | 62. but | 106. in spite of | 150. out of |
| 19. amid | 63. but for | 107. into | 151. outside |
| 20. amidst | 64. by | 108. in view of | 152. outside of |
| 21. among | 65. by dint of | 109. including | 153. over |
| 22. amongst | 66. by means of | 110. inside | 154. owing to |
| 23. anent | 67. by the time of | 111. inside of | 155. past |
| 24. anti | 68. by way of | 112. instead of | 156. pending |
| 25. apart from | 69. circa | 113. into | 157. per |
| 26. around | 70. close to | 114. irrespective of | 158. plus |
| 27. as | 71. concerning | 115. less | 159. preparatory to |
| 28. as far as | 72. considering | 116. like | 160. previous to |
| 29. as for | 73. contrary to | 117. mid | 161. prior to |
| 30. as from | 74. cum | 118. midst | 162. pro |
| 31. as of | 75. depending on | 119. minus | 163. pursuant to |
| 32. as per | 76. despite | 120. near | 164. qua |
| 33. as regards | 77. devoid of | 121. near to | 165. re |
| 34. as to | 78. down | 122. nearer to | 166. regarding |
| 35. as well as | 79. due to | 123. neath | 167. regardless of |
| 36. aside | 80. during | 124. next | 168. respecting |
| 37. aside from | 81. ere | 125. next to | 169. round |
| 38. aside of | 82. except | 126. nigh | 170. sans |
| 39. aslant | 83. except for | 127. nigher | 171. save |
| 40. astride | 84. excepting | 128. highest | 172. save for |
| 41. at | 85. excluding | 129. notwithstanding | 173. saving |
| 42. athwart | 86. exclusive of | 130. o'er | 174. similar to |
| 43. atop | 87. failing | 131. of | 175. since |
| 44. atop of | 88. far from | 132. off | 176. subsequent to |

Prepositions in Alphabetical Order (continued)

177. than	187. to	197. until	207. vis-à-vis
178. thanks to	188. together with	198. unto	208. void of
179. that of	189. touching	199. up	209. wanting
180. then	190. toward	200. up to	210. with
181. though	191. towards	201. up until	211. with regard to
182. thro'	192. tween	202. upon	212. with regards to
183. through	193. twixt	203. upwards of	213. with respect to
184. throughout	194. under	204. versus	214. within
185. thru	195. underneath	205. via	215. without
186. till	196. unlike	206. vice	216. worth

Lesson 2. Subordinators

First Subordinators Learned in Rhyme

Since, When, Though,
Because, If, Although.

Subordinators That Fit Into the Subordinate Check Sentence:

_____ *the submarine went down, we could no longer/still see it.*

- | | | | |
|---------------|-----------------|-------------------|--------------|
| 1. after | 10. before | 19. now that | 28. until |
| 2. although | 11. even if | 20. once | 29. when |
| 3. as | 12. even though | 21. provided that | 30. whenever |
| 4. as if | 13. how | 22. since | 31. whether |
| 5. as long as | 14. if | 23. so that | 32. while |
| 6. as much as | 15. if only | 24. supposing | 33. why |
| 7. as soon as | 16. in as much | 25. that | |
| 8. as though | 17. just as | 26. though | |
| 9. because | 18. lest | 27. unless | |

Subordinators

- | | | | |
|---------------|-------------------|-------------------|--------------|
| 1. after | 15. even if | 29. now then | 43. when |
| 2. although | 16. even though | 30. once | 44. whenever |
| 3. as | 17. how | 31. provided | 45. where |
| 4. as if | 18. if | 32. provided that | 46. wherever |
| 5. as long as | 19. if only | 33. rather than | 47. whether |
| 6. as much as | 20. if when | 34. since | 48. which |
| 7. as soon as | 21. if then | 35. so that | 49. while |
| 8. as though | 22. inasmuch as | 36. supposing | 50. who |
| 9. at | 23. in order than | 37. than | 51. whoever |
| 10. because | 24. just as | 38. that | 52. whom |
| 11. before | 25. lest | 39. though | 53. why |
| 12. by | 26. now | 40. til | |
| 13. during | 27. now since | 41. unless | |
| 14. even | 28. now that | 42. until | |

Lesson 3. FANBOYS

Coordinating Conjunctions (FANBOYS)

F or

A nd

N or

B ut

O r

Y et

S o

Lesson 4. Interjections

Interjection Rhyme

My, Well, Oh,
Wow, Yes, No

Part IV: Appendix--Section B: Homophones and Confusing Word Sets--“Complete” List

Word(s)	Part of Speech	Meaning	Sentence
accept except	verb preposition	to take something offered other than	She did accept his apology. She had everything except joy.
advice	noun	a recommendation offered as a guide	He asked his parents for advice .
advise	verb	to give counsel to	His job was to advise the king.
affect effect	verb noun	to influence result of something	The shot did not affect him. They didn't know the effect .
allowed aloud	adjective adverb	permitted out loud; with noise	You are not allowed to play. Do not talk aloud .
altar	noun	a platform for sacrifices	He placed the dead lamb on the altar .
alter	verb	to change	We must alter the design of the car.
ant aunt	noun noun	tiny insect one of your parents' sisters	The children looked at the ant . My aunt lives in North Carolina.
antidote anecdote	noun noun	a medicine that counteracts the effects of poison a short, amusing story	You need an antidote if a cobra bites you. He started his speech with an anecdote .
ate eight	verb noun	past tense of "to eat" a number	We ate my favorite food. The little girl is eight years old.
bear bare	noun adjective	a big, furry animal naked	The great big bear charged. The baby went bare .
blue blew	adjective verb	color past tense of "to blow"	They looked at the blue sky. The little boy blew the horn.
board bored	noun adjective	a piece of wood disinterested	The builder ordered a board . The girl looked very bored .
break brake	verb noun	to make come apart a device for stopping a vehicle	Don't break the china. He hit the brake to stop the car.
breath breath	noun noun	a single inhalation or respiration	He took a deep breath .
bury berry	verb noun	to put something into the earth a fruit with seeds	The dog tried to bury his bone. Her favorite fruit was a berry .

Tricky Trick to
Help It Stick

Remember
Affect
Verb
Effect
Now

Tricky Trick to
Help It Stick

Capitol building is the
only use for capitol.

burro	noun	class of donkeys, mules, etc.	The burro roamed the plains.
burrow	verb/noun	to dig or a hole made by an animal	The dogs were going to burrow the ground.
buy	verb	purchase	She wanted to buy a watch.
by	preposition	past something	They walked by the mall.
capital	adjective /noun	main, principal, chief, city	It was a capital idea or The
capitol	noun	the building in which the legislature meets	capital city is small. They met at the capitol building.
close	verb	to shut; to block an entrance	He tried to close the door.
clothes	noun	articles of clothing	She wore her new clothes .
coarse	adjective	rough	The surface was coarse .
course	noun	sequence of events	It changed the course of history.
conscience	noun	the inner sense of right and wrong	Bearing arms was against his conscience .
conscious	adjective	having the mental faculties fully active	He was conscious during the operation.
creak	verb	a sound	The old house creaks .
creek	noun	stream of water	The water in the creek was hot.
dear	noun	greatly loved person	She was very dear to them.
deer	noun	forest animal	They saw a deer in the woods.
desert	noun	an area with few forms of life due to lack of water	He lived in the desert .
desert	adjective	of or pertaining to the desert	Desert palms could be seen in the distance.
desert	verb	to run away without intending to return	He chose to desert his post.
dessert	noun	the sweet, usually last course of a meal	We had dessert after dinner.
dew	noun	water that appears in morning	The dew on the grass was cool.
do	verb	take action	I do my homework everyday.
due	adjective	time when something must happen	The library book is due today.
die	verb	to stop living	They thought the dog would die .
dye	verb	to color something	The dye turns everything red.
every day	adverb	each day	I eat three meals every day of the week.
everyday	adjective	of or relating to every day; daily	He wore his everyday shoes.
eye	noun	organ used for seeing	My eye hurts.
I	noun	me	I want some food.
fair	adjective	just; impartial	He didn't think the law was fair .
fare	adjective	the cost of a bus, plane, etc.	To ride on a train, she had to pay the fare .

feet	noun	plural of "foot"	She looked down at her feet .
feat	noun	an act that shows great skill, strength, or courage	He did an amazing feat .
farther	adverb	at or to a greater distance	He went farther down the road.
farther	adjective	more distant or remote	We will fly to the farther side of the mountain.
further	adverb	in addition; moreover	Further , I believe guns prevent violence.
further	adjective	additional; more	Further attempts seemed futile.
further	verb	to help promote or advance	He always tries to further his own interests.
find	verb	to locate something	She couldn't find her school.
fined	adjective	a fee assessed	He was fined a lot of money.
flew	verb	past tense of "to fly"	The bird flew over the water.
flu	noun	a highly contagious disease	The man had the flu .
flour	noun	ground grain used for baking	She got flour to bake the bread.
flower	noun	the blossom or bloom on a plant	He bought his fiancé a flower .
for	preposition	directed at someone	The gift is for her.
four	noun	the number	He returned four years later.
heard	verb	past tense of "to hear"	They heard the baby's scream.
herd	noun	a group of large animals	They found a herd of sheep.
he'll	pronoun	contraction for "he will"	He'll go to the party later.
heal	verb	to make well; cure	The doctor tried to heal the arm.
heel	noun	the rounded, rear part of the human foot, below the ankle	He stood on his heel .
here	adverb	at or in this place	We were going to meet here .
hear	verb	to receive sounds in the ear	She tried to hear the sounds.
hi	verb	to say hello	The man said hi .
high	adjective	of great height	The plane went very high .
it's	contraction	it is	It's time to leave.
its	pronoun	indicating possession	The animal loved its home.
knew	verb	past tense of know	He knew it was dangerous.
new	verb	recently made	They wanted new clothes.
knight	noun	warrior	The knight was very brave.
night	noun	a period of darkness	The party was at night .
knot	noun	a tangle of strand	The boy scout can tie a knot .
not	adverb	a negative	They were not ready to leave.
lead	noun	a metal (pronounced with a short e)	Pencils have lead in them.
led	verb	to have guided someone	The path led them.

lightning	noun	an electric spark discharge in the atmosphere	Thunder is often heard after lightning .
lightning	verb	to emit a flash of lightning	When it begins to lightning , one should find shelter.
lightning	adjective	resembling lightning in speed	He was lightning fast.
lightening	verb	becoming lighter or less dark	The sky began lightening after the storm.
lone	adjective	alone	He was the lone supporter.
loan	noun	a sum of money lent at interest	They requested a loan .
made	adjective	artificially produced	They made him tell the truth.
maid	noun	a woman servant	The maid cleans up after them.
mail	noun	things sent by the post office	She went out to get the mail .
male	noun	a man	The cat was male .
Maine	noun	a state in New England	She lives in Maine .
main	adjective	the greatest or most important	He told her the main reason.
mane	noun	long, heavy hair around the neck of some animals	The lion had a great mane .
meet	verb	to make an acquaintance	I want you to meet her.
meat	noun	flesh of animals used as food	They went to the meat market.
mete	verb	to pass out	The judge will mete judgement.
no	adverb	certainly not; not so	There is no reason to believe it.
know	verb	to be certain; to understand	I need to know the truth.
oar	noun	pole used to propel boat	He uses the oar to row the boat.
or	conjunction	used to connect	Jill or Joe will be there later.
ore	noun	minerals	Iron ore is a mineral.
our	pronoun	belongs to us	This is our house.
hour	noun	sixty minutes	They waited for an hour .
pain	noun	a feeling of hurt	They could tell she was in pain .
pane	noun	a sheet of glass in a window	The baseball broke the pane .
pale	adjective	without healthy color.	You look scared and pale .
pail	noun	a round, open container	They took the pail to the well.
passed	verb	to move passed	They passed the White House.
past	adjective	relating to a previous time	She walked past the bank.
pear	noun	a fruit shaped like a bell	The pear tree grew.
pair	noun	a set of two things	She found a pair of shoes.

peek	verb	to glance quickly, especially through a small opening	He loves to peek out of the window.
peek	noun	a quick or furtive glance	He took a peek through the microscope.
peak	noun	the highest or most important point	They reached the peak of Mount Everest.
peak	verb	to attain a peak of activity	His career began to peak a few years later.
peak	adjective	optimal; prime	The car was running at peak performance.
perique	verb	to arouse, excite	The artifact began to perique his curiosity
perimeter	noun	the border of a two-dimensional figure	The perimeter of the square was sixteen feet.
parameter	noun	a limit or boundary; a guideline	One parameter of our foreign policy is unwritten, but quite important.
piece	noun	a part of something	Do you want a piece of pie?
peace	noun	no fighting or war; calmness	The war ended with peace .
plane	noun	an airplane	The plane ride was fun.
plain	noun	an area of flat land	He looked at the desert plain .
plain	adjective	ordinary	The girl looked plain .
poor	adjective	not rich	The girl looked very poor .
pore	noun	a tiny opening in the skin	Our skin has many pores .
pour	verb	to make something flow	A kid needed to pour the milk.
pray	verb	to ask or beg for something	They began to pray for help.
prey	verb	to hunt a living thing	Cheetahs prey on their victims.
principal	noun	the head of a school	Joe was sent to the principal .
principle	noun	a rule of personal behavior	He lived by his principles .
raise	verb	to lift	Help raise table.
rays	noun	a beam of light	The sun has powerful rays .
raze	verb	to tear something down	Don't raze the Statue of Liberty.
read	verb	to interpret written material	Has he read any good books?
red	adjective	the color	The shirt was red .
reign	noun	the period that a monarch rules	The king's reign was successful.
rain	noun	water that falls from the sky	The rain fell on the ground.
rein	noun	straps attached to the sides of a horse's mouth for riding	The rider pulled on the rein .
road	noun	a place to drive on	The road needs fixed.
rode	verb	to travel	She rode her bike to her house.
rowed	verb	to propel with oars	They men rowed the boat.
roll	noun	a list of names	The teacher did roll call.
role	noun	a part in a play or movie	She was given the main role .







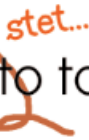


sale	noun	selling goods for a low price	The store had a sale going on.
sail	noun	canvas that catches the wind and causes a boat to move	The sail was broken.
see	verb	to see	A blind person cannot see .
sea	noun	a large body of water	The sailor set off for sea .
seen	verb	past participle of "to see"	No one knew she had seen him.
scene	noun	an episode	That was my favorite scene .
sent	verb	past tense of "to send"	They sent the dog away.
cent	noun	a penny	The poor girl only had one cent .
scent	noun	an odor, smell, or aroma	There is a nice scent in the air.
soar	verb	to fly upward	Look at the bird soar .
sore	adjective	painful	The girl rubbed her sore ankle.
some	adjective	a portion; a few, or remarkable	He gave them some advice.
sum	noun	an amount of money	He owed them a large sum .
son	noun	a male child	His son smiled up at him.
sun	noun	the hot, bright star that is the center of our solar system	The sun showed down brightly.
stare	verb	to look at for a long time	He continued to stare at the girl.
stair	noun	a step	She tripped on the bottom stair .
stationary	adjective	not moving	The <u>car</u> remained stationary .
stationery	noun	writing paper, envelopes, etc.	I'll start my <u>letter</u> on stationery .
steel	noun	an alloy of iron with carbon	He lifted the heavy steel pipe.
steal	verb	to take something without permission	He tried to steal the candy bar.
tale	noun	a story	He began the fairy tale .
tail	noun	part of an animal's body that sticks out from its main part	The dog's tail was wagging.
then	adverb	to indicate a time	Then he wanted to leave.
than	conjunction	a comparison	She would rather have meat than vegetables.
there	adverb	at or in that place	He is over there .
their	pronoun	belonging to them	It is their book.
they're	pronoun	contraction for "they are"	They're going to the park.
threw	verb	past tense of "to throw"	He threw the chair.
through	preposition	finish; in and then out	She went through the door.
to	preposition	toward	They went to the house.
two	noun or adj.	the number	There are two people here.
too	adverb	also; in addition	The little girl wanted to go, too .

vain	adjective	excessively proud of oneself; conceited	She was quite vain .
vein	noun	one of the system of tubes carrying blood to the heart	The nurse needed to poke the needle into his vein .
vane	noun	a blade, plate, sail, etc., in the wheel of a windmill	Each vane of the windmill was ten feet long.
wait	verb	to stay; to halt	They waited for the straggler.
weight	noun	the heaviness of something	She worried about her weight .
wander	verb	to go aimlessly, meander	He loved to wander through the forest.
wonder	verb	to think or speculate curiously	He began to wonder about the the meaning of life.
wonder	noun	something worthy of astonish- ment or admiration	The Roman Colosseum is a wonder of engineering.
waste	verb	to make poor use of something	Don't waste your time.
waist	noun	around the body's middle	He put a belt around his waist .
way	noun	the method of doing something	It is the only way to go.
weigh	verb	realize how heavy something is	How much do you weigh ?
weary	adjective	physically or mentally exhausted	Running twenty-five miles left him weary .
weary	verb	to make weary; fatigue	He began to weary me with his whining.
wary	adjective	watchful	His previous experiences caused him to be wary .
week	noun	seven days	They had a hard week .
weak	adjective	not strong	The girl looked very weak .
where	adverb	in what place	Where did they go?
wear	verb	to have clothes on the body	She was going to wear the shirt.
weather	noun	the condition of the atmosphere	The weather is really bad now.
whether	conjunction	if; either	They know whether she is coming or not.
which	pronoun	a word that asks questions	Which friend are you bringing?
witch	noun	a woman with evil powers	The witch frightened the kids.
whole	adjective	complete; entire	The whole family went home.
hole	noun	an opening in the ground	He fell in the hole .
won	verb	past tense of "to win"	They won the game!
one	noun or adj.	the number	They got one pizza to share.
wood	noun	substance of a tree	He got wood to build the house.
would	verb	to express a sense of will	Would you come inside now?

write	verb	to pen words	She began to write a story.
right	adjective	the opposite of left; correct	He was right handed.
rite	noun	a formal or ceremonial act	The rite of baptism is practiced in all Christian churches.
wright	noun	a worker, especially a constructive worker	Shakespeare is a famous playwright.
you're	contraction	you are	You're in trouble!
your	adjective	belonging to a person	Is this your house?

Part IV: Appendix--Section C: Proofreader's Marks

Proofreader's Marks

<i>Symbol</i>	<i>Meaning</i>
	Capitalize a letter
	Make a capital letter into a lowercase letter.
	Delete (take out)
He went to town. When he left, he went to town.	Insert punctuation
	Insert
	Reverse
	Insert space
	Leave as it was before the mark was added.
	Move
	Make a new paragraph

Part IV: Appendix--Section D: Editor Duty

implicit judgment vs. implied judgment In story writing:

how much To tell The reader

Joshua Reish

One of the most difficult tasks for the all knowing story writer are how much information to deliver to the reader and when this information should be delivered. How many thoughts should be revealed, how obvious should the foreshadowing be, where should motives be spelled out, etc. Give to much information and the story comes off as childish, while too little information can make a novel (or short story) inaccessible. While there are no set of rules here are some things that I have learned while writing my first novel, US—and while teaching story writing to one hundred students (grades four threw twelve) each year for the passed several years.

First write on two levels (at least). The first level should include the things that your reader *has* to know to get the plot or appreciate the characters. This information should be relative clear. Additionally you should include a deeper level of subtext and symbolism with information that adds to the story but is not absolutely necessary information in order for a reader to “get it”. This subtext can even include entire subplots in the case of novel writing.

Secondly don't assume your reader is an expert on the same subjects that you possess expertise in. The novel written by my mom and I (US) is a dystopian thriller sit in America forty years into the future. The story, however, contains virtually no new technology. Reviewers who read the manuscript immediately asked where all of the new technology were in this future society. As a history major and teacher I know that economies that go through the chaos of our dystopian US world does not innovate or invent. As I re read our book with the reviewers comments in mind I realized that I had never informed the reader of this economic phenomenon. All of us is experts in something but our readers may very well be experts in different subjects then us writers are. When that is the case we need too be clear.

Finally listen to the people who you ask to read your story. They approach the book from a point of view that you cannot replicate—they don't know what the book is “supposed” to be. If they tell you they need more information than they need more information.

“I mplicit J udgment vs. I mplied J udgment i n S tory W riting:
H ow M uch t o T ell t he R eader”
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Teacher Notes for the Fiction Writing Teacher

There is many ways that you can help your students learn to write with an eye for the implied judgment that needs explained. In our composition books,* my co-author (my mother Donna Reish) and me provide pre-writing strategies for the various aspects of story writing, including goals, obstacles, resolution, character development, sub-plots and even implied judgment.

For example as we teach the elements of story writing in our textbooks we provide lines, Brainstorming Boxes, Directed Brainstorming Boxes, Goal Spots, Obstacle List Spaces, Character Development Charts, and “Don’t Wanna Forget This”+ boxes. These spaces and lines gives the student a chance to write down thoughts about what he just learned as applied to his own story.

For example following the teaching text about obstacles, the student is assigned to list at least three obstacles his character will encounter in the Obstacle List Space. This helps the student to apply what he has just learned about obstacles to his own story.

Another key of helping students with these judgments is to thoroughly read and edit there stories. My students are used to seeing questions and suggestions in the margins of there stories—as well as words of encouragement (“cool alliteration” or “love this description!”). They know that something in their story needs tweaked or more fully developed when I ask them margin questions, such as “Why did he do this?” or “Do I already know that he feels this way about his blindness?” These prompts and questions helps the student go deeper in his story writing—with purposeful guidance as opposed to marks that just say, “Good story” or “I would like to see more depth,” etc.

Story writing—whether you are a student in writing class or an adult trying to finish a novel—are not for the faint of heart. However, when we as teachers help our students each step of the way they will have more success. And, just like in other areas of life, success breeds success.

*character quality language arts, meaningful composition, and really writing: simple stories (ebooks)

+ We capitalize these teaching methods per our style guide. No need to change these.

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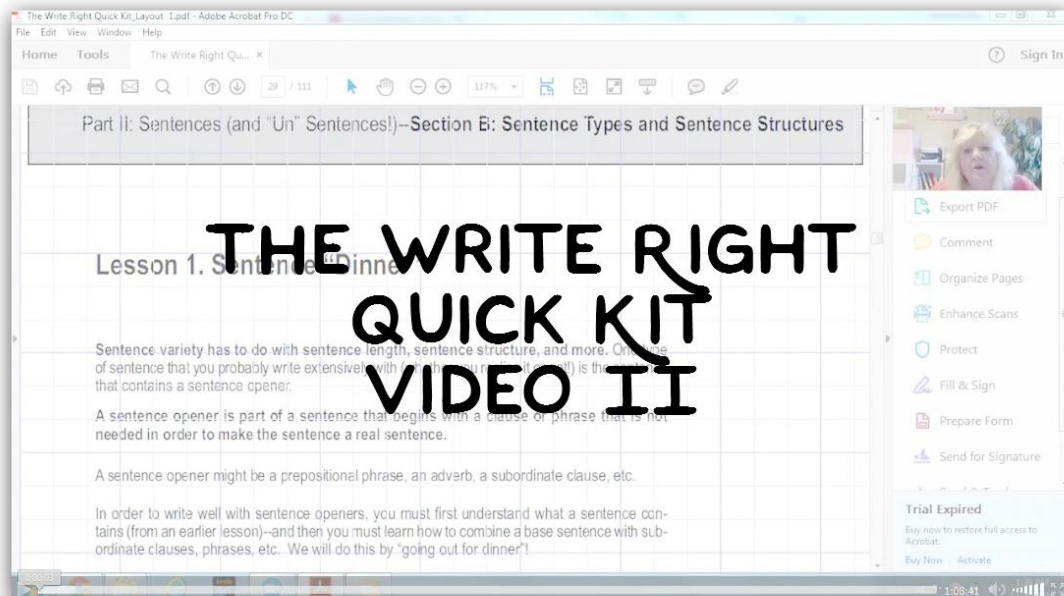
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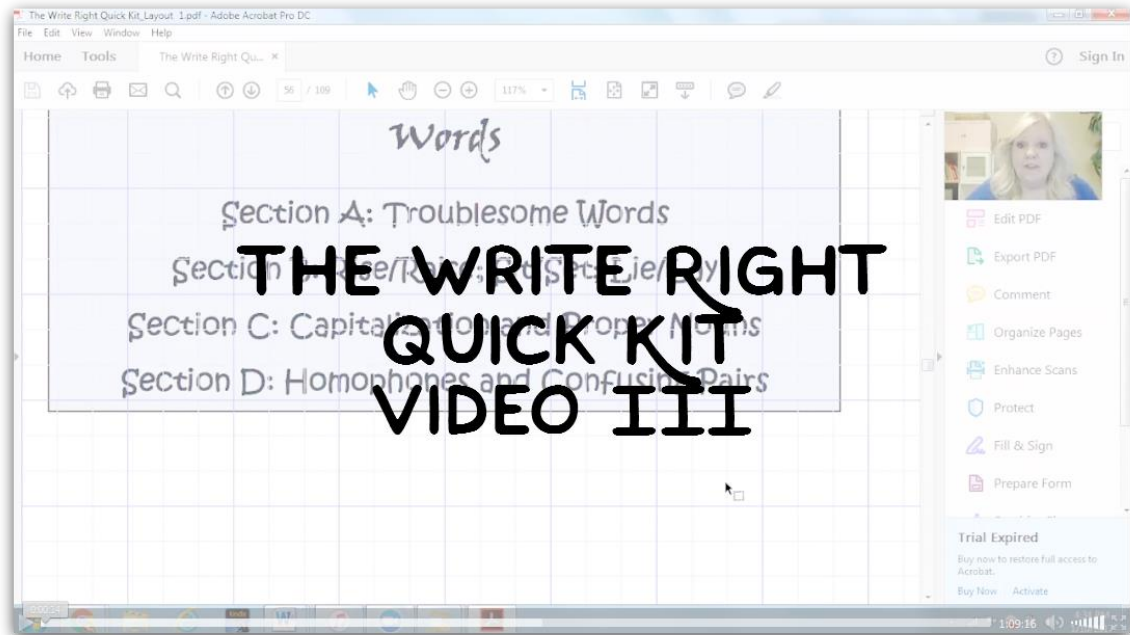
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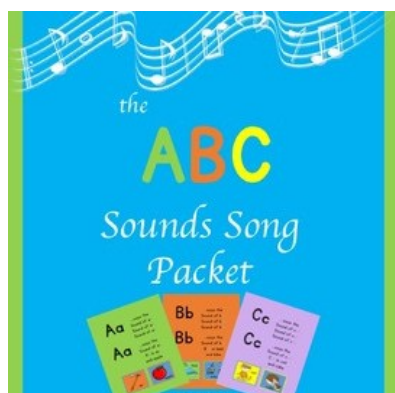
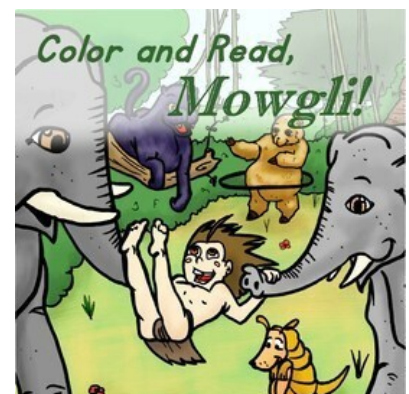
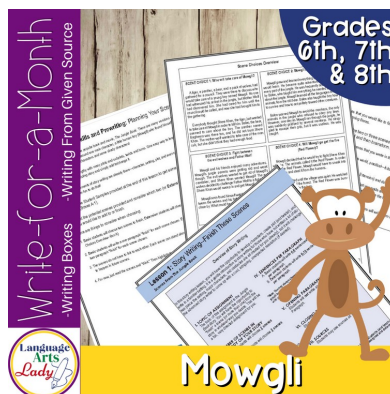
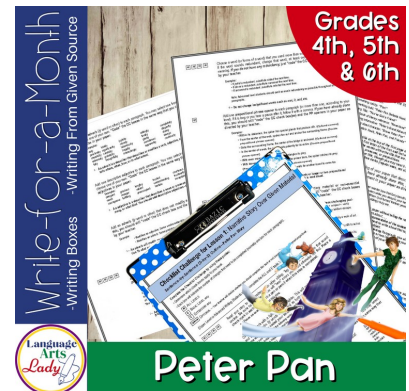
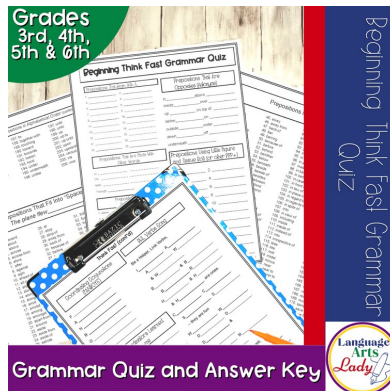
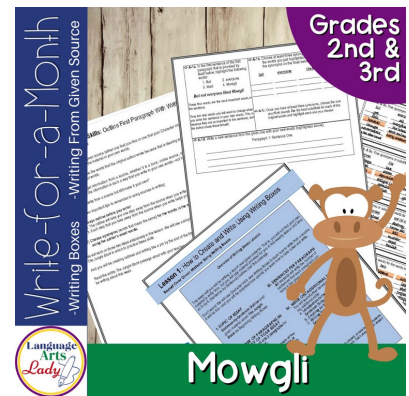
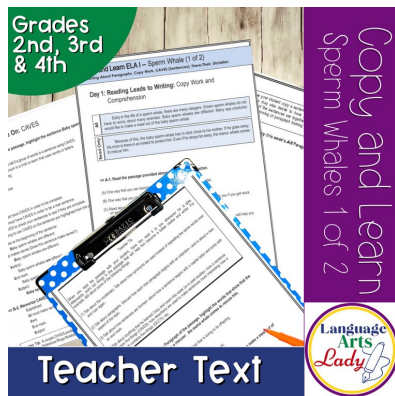
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Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books

over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teacher parents, about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach*.

Want to know how to get up to three FREE teaching products per week from various TPT sellers? Want to be a part of a community of homeschoolers who love great deals, free products, and sound advice? Join me over in my FB group, [Homeschoolers Love Teachers Pay Teachers!](#)

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