

SUTTER MIDDLE SCHOOL STYLEBOOK

....a guide to writing



TABLE OF CONTENTS

	<u>Page</u>
Formal Writing Guidelines.....	1
Title Page Example.....	2
Five Paragraph Essay Graphic.....	3
Five Paragraphs of a Basic Essay.....	4
Sample MLS Formatted Paper.....	5
Creating a Works Cited Page.....	6
Sample Works Cited Entries.....	7
Sample Works Cite Page.....	9
Dynamic Dozen Writing Guidelines.....	10
FCUSD Writing Rubrics.....	11

FORMAL WRITING GUIDELINES

Suggested standardized format for formal essay/report writing:

- **typed, black ink ONLY (handwritten in blue or black ink, cursive)**
- **12 point font Times New Roman**
- **double spaced**
- **page numbers (if required), center bottom**
- **title page**
 - **student information two-thirds down from the top**

**student's name
date paper is due
teacher's name
class period**

- **see sample page in this stylebook**
-
- **table of contents (if required)**
 - **title, "Table of Contents" should be centered at the top of the page**
 - **all topics should be left-justified**
 - **page numbers should be indicated on the right and be lined up; dots may be used between topics and page numbers**
 - **the Table of Contents never has a page number**
 - **see sample page in the stylebook**
- **references or works cited pages**
 - **see sample page in this stylebook**

My Essay for School

**Sally Student
October 15, 2002
Mrs. Teacher
Period 3**

FIVE PARAGRAPH ESSAY

Introduction:

paragraph 1

introduces the topic
orients the reader to the topic
thesis statement

- statement
- startling quote
- fact
- interesting question
-

Body paragraph 1

paragraph 2

Topic sentence – what the paragraph is about
Supporting sentences for topic sentence that use...

- examples
- definitions
- explanations
- compare/contrast
- figurative language (similies, metaphors....)
-

Body paragraph 2

paragraph 3

Transitional/topic sentence
Supporting sentences using.....

- examples
- definitions
- explanations
- compare/contract
- figurative language
-

Body paragraph 3

paragraph 4

Transitional/topic sentence
Supporting sentences using.....

- examples
- definitions
- explanations
- compare/contrast
- figurative language
-

Conclusion

paragraph 5

Sums up the body of the repot
Restates main topic (thesis)
Answers/responds to thesis statement
Clincher statement

The Basics of a Five Paragraph Essay

Expository/Clarification, Descriptive, or Persuasive

Paragraph #1

- This is your introduction. Begin with a good “hook”
- Restate the topic and define it
- State three arguments (persuasive), explanations (expository/clarification), examples or focal points to describe (descriptive).
- Conclude with a transition sentence that leads into the next paragraph

Paragraph #2, paragraph #3, paragraph #4

- These paragraphs are the body of your essay
- Have a transition at the beginning of each paragraph
- In each paragraph, you develop ONE of your arguments, points, focal points of description, or explanations as fully as you can, restating the argument (persuasive), explanation (expository/clarification) or object of description (descriptive) and then expanding on it with examples or evidence that supports it.
- These are the most important paragraphs in the grading of the essay. Do not use broad, general statements without supporting details. Be specific and stick to the ONE idea of the paragraph.
- Each of these paragraphs needs an introductory and concluding sentence.
- These are the paragraphs where it is important to use strong, vivid vocabulary, showing a good knowledge of words.
- A little well-placed humor and creativity definitely adds to the quality of the essay.

Paragraph #5

- This is your conclusion
- Restate your topic in words that are different from those in the introduction
- Summarize paragraphs two, three and four
- End with a statement or idea that makes the reader think or smile

English 11 – Period 1

28 September 2005

Correct MLS Formatting

The format you are looking at and reading right now is correct MLA formatting. Please notice that the entire document is double-spaced. As soon as you open a document to type, you should set it to double-spacing. To do this, go to –Format, -Paragraph, -Spacing, -Double. You will not need to adjust the spacing again for the entire document. You should also note that the margins on all sides of this document are set at 1”. To do this, go to –File, -Page Set-up, -Margins, and make sure that the top, bottom right and left all say 1. Please notice that the heading is written in the text of the document, not as a header, and is double-spaced. Also, the title of the document is centered on the next line, and has no special formatting; for example, bold, all caps, italics, etc.

Please notice that the beginning of a paragraph is indented. This should be done for each new paragraph. To do this, simply hit the “Tab” button once. There should be no extra spaces between paragraphs. In the upper right hand corner of each page should be your last name, and the page number. To do this, go to –View, -Header and Footer, -hit Ctrl R, -type your last name and the page number on every page. You can also see that the font is Times New Romans, and size 12. In addition, if you look at the end of each line on the right side of the paper, you will notice that all the lines end on a different place. This is correct. DO NOT right justify your paper so that the right hand side has the ends of the lines ending on the same spot.

Creating a Works Cited Page

A works cited page lists ALL your research sources, in alphabetical order, on one page. “Works cited” are the research material you have used to write your report. Use the following guidelines to create this important page. Attention to detail is extremely important!

- Center the word **WORKS CITED** at the top of the page. Double space between title "Works Cited" and your first source.
- All entries should be **DOUBLE** spaced. Underline titles and other words that would be italicized in print.
- The second line of a works cited course is indented **FIVE** spaces (see sample page).
- Double space between each different entry.
- Use appropriate format (see sample works cited entries).
- Include the complete title of the reference and begin each important word with a capital letter.
- List the entries alphabetically by the last name of the author. Do **NOT** group your different research sources together, such as all the books in one group, magazines in another. If there is no author for your source, use the first main word of the title. “A,” “An,” and “The” are not considered main words and do not get capitals unless they are the first word in the title.
- Use appropriate punctuation.
 - Place a comma between the author’s last and first name
 - Titles of books and periodicals are shown in italics or are underlined
 - Use quotation marks at the beginning and end of an article name
 - Add a colon followed by a space to separate the city where the source was published and the name of the publishing company
 - Use two spaces after the author, the publication date, and the title

DOCUMENTING SOURCES

In general, documenting a source involves listing the author, title, publisher, and date of publication. The following are a few examples of how you organize this information when citing different types of sources.

BOOKS

One Author

Beyer, Mark. Space Exploration. New York: Children's Press, 2002.

Two Authors

Taylor, Barbara and Peter Millard. Water and Life. London: Franklin Watts, 1991.

Four or More Authors

Quirk, Randolph, et al. A Comprehensive Grammar of the English Language. London: Longman, 1985.

Editor as Author

Parker, Sybil P., ed. McGraw-Hill Dictionary of Astronomy. New York: McGraw-Hill, 1997.

No Author Given

Science Explained: The World of Science in Everyday Life. New York: Holt, 1993.

Magazine Article

Folger, Tim. "Nailing Down Gravity: New Ideas About the Most Mysterious Power in the Universe." Discover 24 October 2003: 34-40.

Newspaper Article

Moffett, Nancy. "Museum Looks Under the Hood." Chicago Sun Times 23 May 2003.

Encyclopedia Articles

Asker, James R. "2001: A Space Reality." World Book's Year in Review: 2000. 2001.

"Mollusk." World Book Encyclopedia. 2000 ed.

Electronic Resources

Brain, Marshall. "How Refrigerators Work." HowStuffWorks,refrigerator.htm

"Crab." Encyclopedia Britannica. 2004. Encyclopedia Britannica Online. 15 Feb. 2004. <http://www.search.eb.com/eb/article?eu=27150>

Interviews

Harmon, Roland. Personal Interview. 30 March 2003.

Works Cited

Armento, Doris. Abraham Lincoln. Springfield, IL: Simon & Schuster, 2005.

Duncan, Dayton and Ken Burns. Anne Sullivan, A Miracle Worker. New York: Alfred A. Knopf, 1997.

LeMay, Curtis. "How I Saved Jamestown." Revolutionary War. 21 October 1998. Jamestown Historical Society. 10 October 2004 <<http://nbc.com/revolution/jamestown.html>>.

Mullins, Frances. "The Mapping of the Mind." Atlantic Monthly Magazine October 2001: 45-57.

Schwarzenegger, Arnold. Personal Interview 15 September 2005.

Thompson, Robert. "Exercise to Live Longer." Sacramento Bee 29 March 2004: B4.

The Dynamic Dozen

Sutter Middle School Writing Guidelines

1. Proofread, edit carefully, and look up words you do not know how to spell.
2. When typing: Use one-inch margins, size twelve Times New Roman font, space once after a comma, space twice after a period, and double space your work.
3. Indent paragraphs.
4. Final drafts should be typed or written in dark blue or black pen.
5. Always start each sentence with a capital letter and end it with a period, question mark, or exclamation point.
6. Capitalize proper nouns and the beginning of a quote.
7. Each sentence must have a subject, verb, and express a complete thought.
8. In your writing, do not use phrases such as “This essay is about...” or “I’m going to tell you about...” Do not start a sentence with the words *well, so, and but, or because*.
9. When listing three or more objects, use commas.
(Example: My favorite colors are green, lavender, and blue.)
10. When writing about yourself and others, always list yourself last.
(Example: *Robert and I* will attend. Please give *my best friend and me* some water.)
11. Do not use slang, street terms, or contractions in formal writing. Words to avoid:

-Gonna	-ain’t	-stuff	-a lot	-ok
-Yeah	-gotta	-ya know	-sorta	-cuz
-Cause	-wuz	-till (until)	-nope	-got to
-Have to/hafta	-dude	-so like	-pretty (good, bad, fine)	

-Would/should/could/ of (use: *would have*, etc.) -symbols for “and” (Example: &)
12. Spell out numbers (1, 2, 3) and ordinals (1st, 2nd, 3rd) if they are less than 101.
(Example: one, two, three; first, second, third)

Score	Task	Purpose	Point of view	Central idea	Sentence types	Conventions
4	Clearly addresses all parts of the prompt	Clear understanding of purpose	Consistently point of view, focus, and/or organizational pattern, including paragraphing	Clearly presented with relevant facts, examples and explanations	Demonstrates sentence variety reflective of full command of grade level standards	Few, if any errors which do not interfere with readers' understanding
	Addresses all parts of task	General understanding of purpose	Mostly consistent point of view, focus, and/or organizational pattern, including paragraphing	Presented with relevant facts, examples or explanations	Demonstrates sentence variety	Some errors which do not interfere with readers' understanding
2	Addresses only parts of writing tasks	Little understanding of purpose	Inconsistent point of view, focus, and/or organizational structure	Suggests a central idea with limited facts, examples or explanations Lacks a central idea,	Demonstrates little sentence variety	Several errors which may interfere with readers' understanding
	Addresses only a minimal part of task	Demonstrates no understanding of purpose	Lacks clear point of view, focus and/or organizational structure	but may contain marginally related facts, details or explanations.	Lacks sentence variety	Serious errors that interfere with readers' understanding of the piece

Narrative	Summary	Response to Literature	Persuasive Essay	Expository Essay
Thoroughly developed sequence of significant events using vivid descriptive and sensory details	Identifies central idea using appropriate text structure and paraphrases significant details using well-chosen synonyms and expressions	Demonstrates clear understanding and provides effective support through specific text references	Convincingly defends position with precise and relevant evidence and addresses readers' concerns, biases, and expectations	Engages reader with a clear understanding of the purpose of the writing and supports that purpose with well chosen, unique and relevant details or examples
Adequately developed sequence of significant events using some descriptive and sensory details	Identifies central idea and paraphrases significant details	Deomstrates understanding and provides some support through specific text references	Defends position with relevant evidence and addresses readers' concerns, biases, and expectations	States a clear purpose for the writing and supports that purpose with appropriate and relevant details ore examples
Minimally developed sequence of events and limited descriptive language and detail	Substantial copying of key phrases and minimal paraphrasing. Central idea may not be captured	Demonstrates limited understanding and weak support	Defends a position, but offers little, if any, evidence. May address readers' concerns, biases, or expectations	States a purpose for the writing but may offer few details or examples. The details or examples included may lack a clear connection to the purpose.
Lacks a sequence of events and descriptive language or sensory details	Substantial copying of randomly selected phrases or sentences	Demonstrates little understanding and fails to provide support	May fail to state a clear position or to offer any evidence in it support. Fails to acknowledge or address readers' concerns	Purpose of writing is not clear. Few if any appropriate details or examples are offered