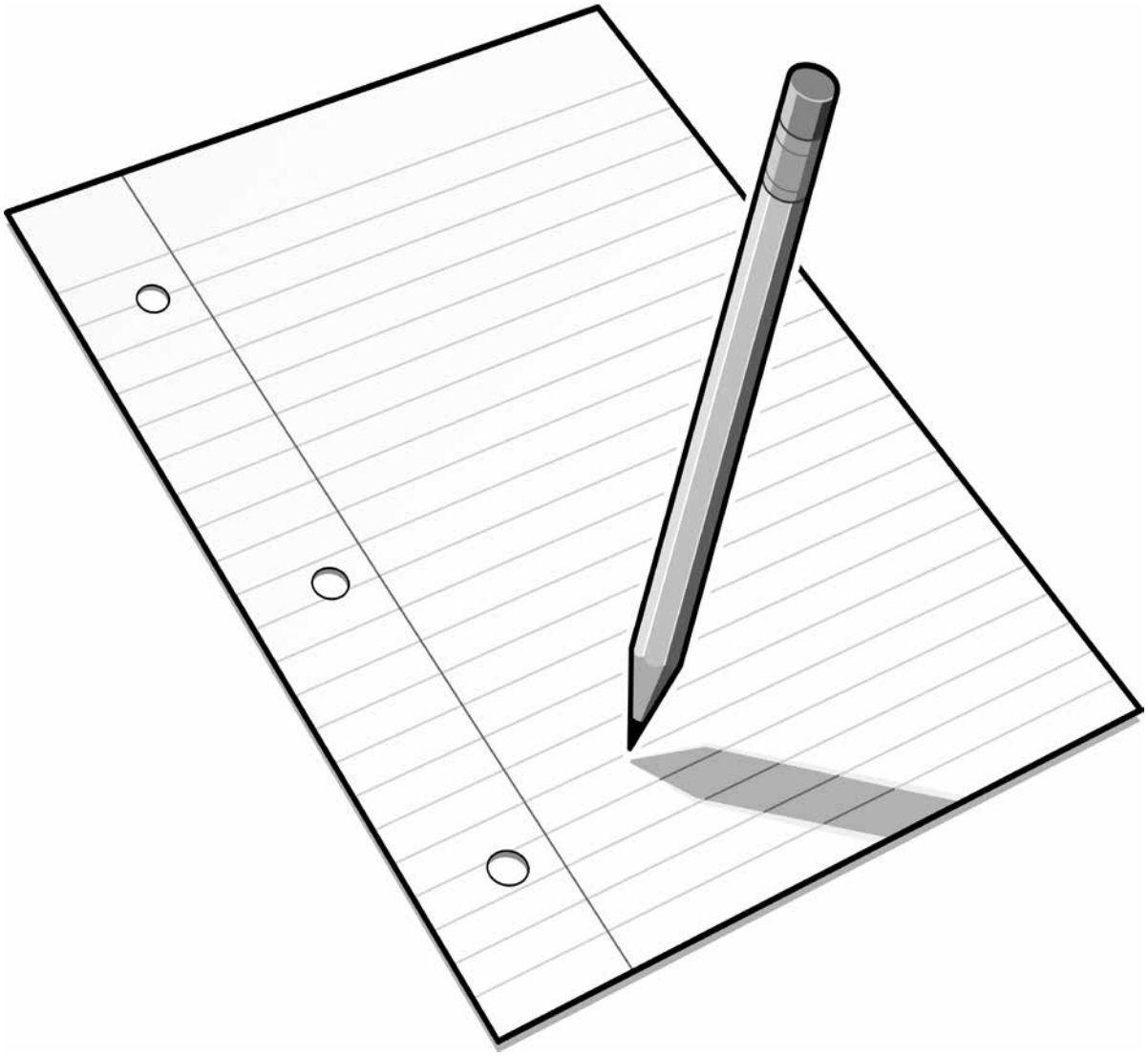
Middle School



Writing Stylebook

Howard County
Public School System

Introduction

Becoming College- and Career-Ready Writers

"For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing."

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (41)

The Howard County *Middle School Writing Stylebook* is designed to guide and standardize basic writing expectations and stylistic elements across all middle schools for students and teachers. This publication is intended to be a resource for students and to supplement classroom instruction.

The stylebook incorporates strategies from *6+1 Traits of Writing*® by Ruth Culham, the Big6™ information literacy strategies, and the HCPSS Essential Curriculum.

Individual teachers in various content areas may assign additional or modified requirements depending on the discipline, the course, and the specific assignment.

The development of this document was a team effort of the Secondary Language Arts Office and the Middle School Instructional Team Leaders.

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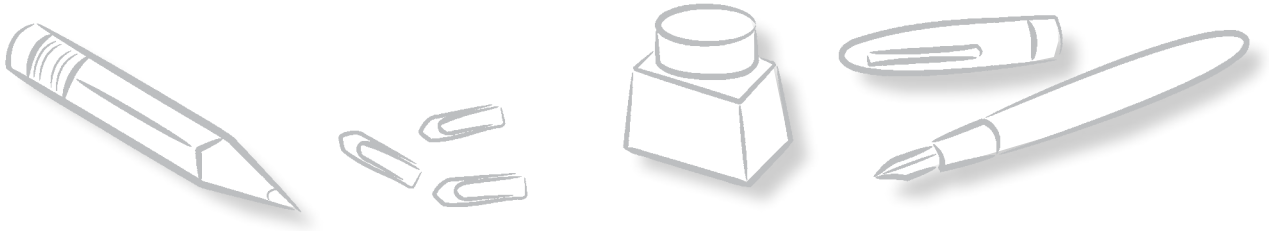


Common Core Standards and 6 + 1 Traits of Writing®

Types of Writing

The Common Core State Standards address the types of writing that college- and career-ready students are expected to produce. Three types of writing are described:

- *Argument* writing to support claims with clear reasons and relevant evidence. This type of writing is called "opinion" writing in elementary school.
- *Informative/Explanatory* writing that explores a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- *Narrative* writing that develops real or imagined experiences or events and includes descriptive details and well-structured event sequences.

Middle school students are also expected to write the following:

- Summaries
- Research
- On-demand writing – This type of writing is completed in class in a limited amount of time. On-demand writing requires students to develop the ability to focus a topic, provide relevant evidence, select an appropriate organizational structure, and complete the task within one setting. The responses are graded holistically because they are not expected to be as polished as they would be if a student had time to revise and edit; however, the responses are expected to be focused and to include supporting details.

The Common Core Standards and the 6+1 Traits of Writing

Common Core Writing Standard 4 states that students will "produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience."

The 6+1 Traits of Writing provides support to developing writers as they:

- Develop their **IDEAS**.
- Select an appropriate **ORGANIZATIONAL** structure.
- Grow stylistically as they find their **VOICE**, expand their **WORD CHOICE**, and address **SENTENCE FLUENCY**.

Writers must pay attention to the last two traits, **CONVENTIONS** and **PRESENTATION**, when they are ready to publish their writing.

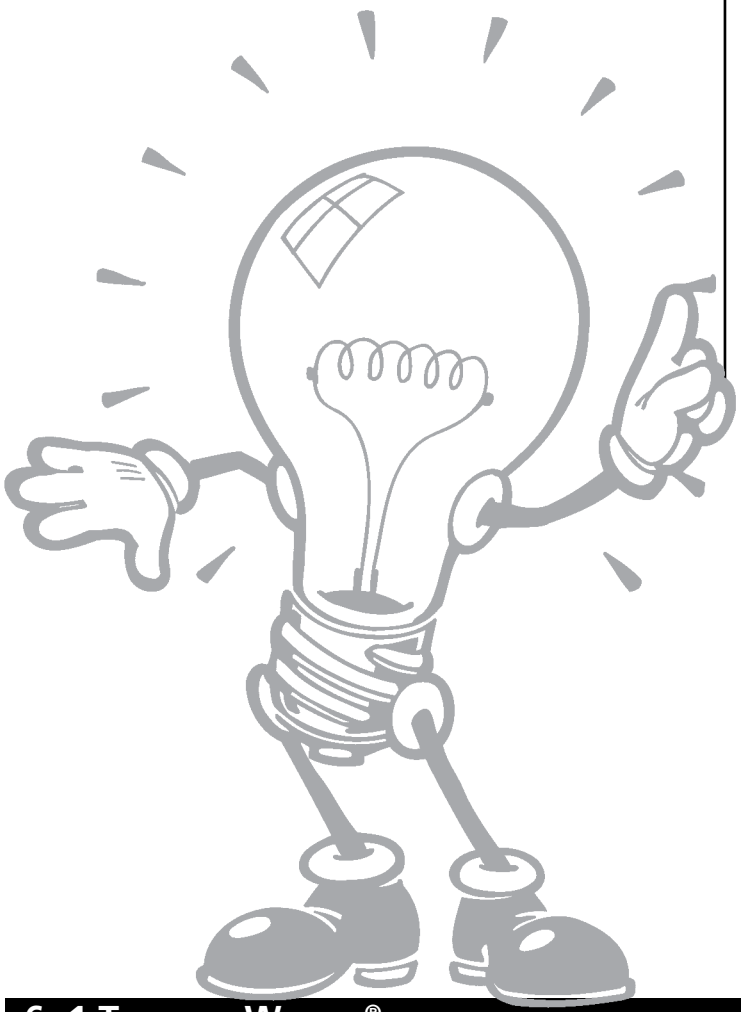
Ideas

"What should I write about?"

Sometimes you are asked to develop original ideas, and sometimes you are asked to find ideas in something you have read. The text might be a novel, such as *Red Scarf Girl* by Ji-Li Jiang, a poem such as "The Highwayman" by Alfred Noyes, or a document such as the Declaration of Independence.

Your ideas should present a clear message to the reader. Here are the steps to help you develop your ideas:

1. Select a topic.
2. Narrow the topic to a focus that fits the assignment.
3. Decide on your point of view about the topic or the claim you will make if you are writing an argument.
4. Gather evidence (details) to support your point of view or claim.
5. Elaborate on the details, being sure to provide sufficient information to support your thesis or claim.



How to begin: Use the R. A. F. T. strategy!

R – **Role of the writer** – Who are you as the writer? Are you yourself? Your parent? A character in a story? A tree?

A – **Audience** – Who will read your piece of writing? Your principal? The Governor? The telephone company? Should you write formally or informally?

F – **Format of the material** – Will you write a letter, an essay, a story, or a speech?

T – **Topic or subject** – What is the main idea of your piece?

Examples

Role	Audience	Format	Topic
frontier woman	herself	diary	describe the hardships of living in the West
citizen	U.S. Senator	letter	argue that Civil Rights legislation is necessary
a character from a story	members of your literature circle	poem	explain the beliefs and values of the character
geologist	a class of middle school students	a 10-minute speech with visual aids	inform students about the causes of erosion

Organization

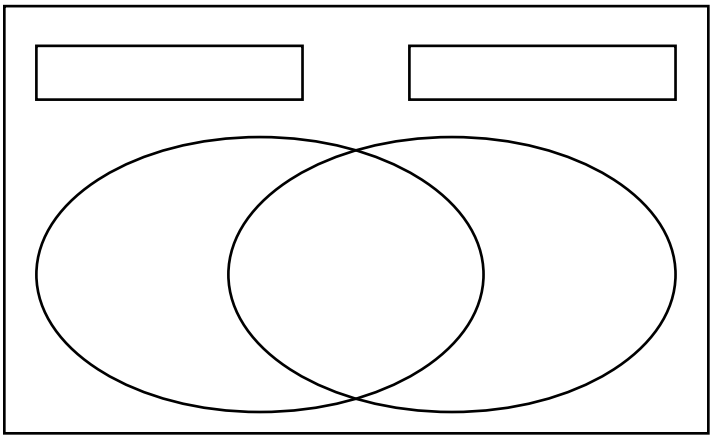
"How do I organize my writing?"

Writing needs structure. After gathering your ideas, you need to put them together. These pages will GET YOUR WRITING **ORGANIZED**!

"How do I start?"

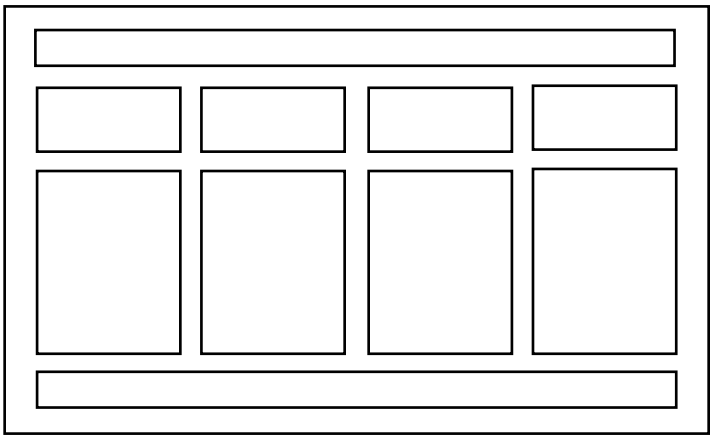
Use an organizer that FITS the topic.

Venn Diagram



Use for compare/contrast, drawing attention to similarities and differences

Main Idea Table

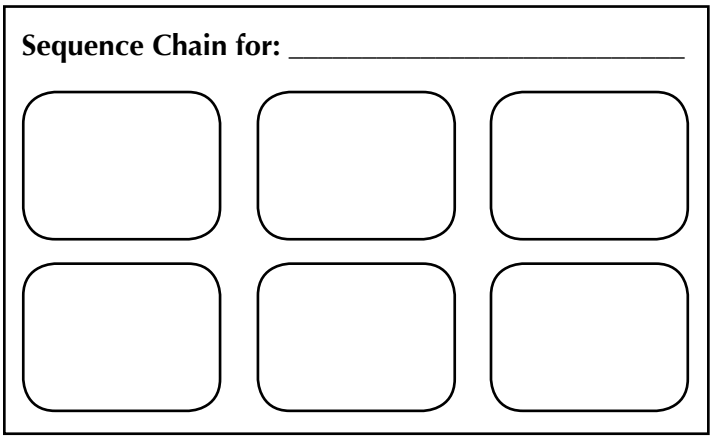


Use for thinking from idea to example OR example to idea.

I to E: Write the main idea in the top space, and add supporting details in the boxes. The pillars can be used for reference pages, direct quotes, or other details.

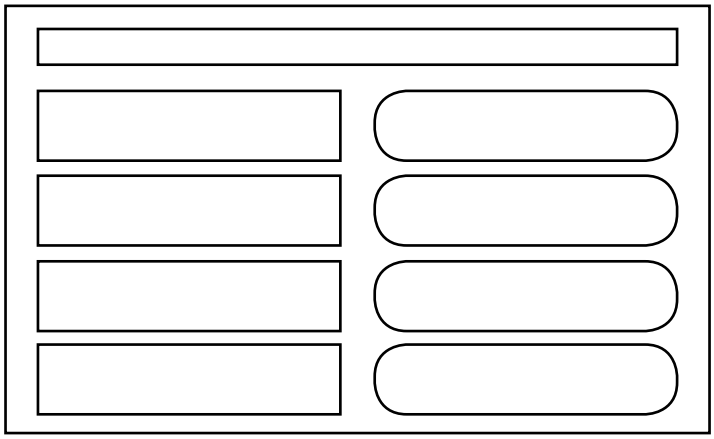
E to I: Use the pillars for facts, examples, or characteristics. The boxes can be used for a summary statement, concept, or main idea. The bottom is for a concluding sentence.

Sequence Chain



Use to display steps in a procedure, examine cause/effect relationships, and as a storyboard for time order. The open area can be used for transitions.

Cause/Effect, Fact/Opinion

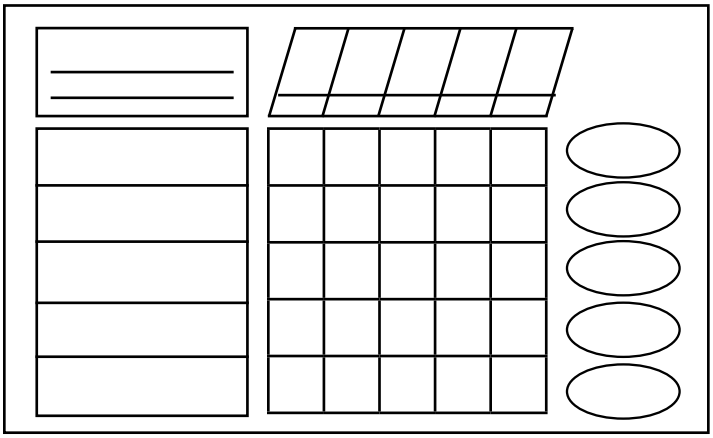


Causes may be listed in the rectangles and their effects in the ovals. Some causes may have more than one effect.

Facts about a topic may be listed in the rectangles and opinions in the ovals.

Organization

Criteria Grid



Use for evaluation or reporting. The spaces across the chart can be used to list criteria by which something will be judged. Small spaces under the criteria can be used to indicate scores. Spaces down the left-hand side can be used to list several items being evaluated or the results of several evaluators. Scores or checkmarks can be written on the chart. Ovals can be used to tally scores, to indicate the final ranks, or to summarize a word or phrase.

Decision-Making Model

Problem	Goal(s)

Alternatives	Pros ⊕ & Cons ⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖

Decision(s)	Reason(s)

Use for stating problems and goals clearly, examining alternatives, recognizing pros and cons for all alternatives, or offering reasons for decisions.

"Now that I'm organized, what do I write first?"

The best way to grab a reader's attention is to use a catchy introduction.

Begin with a **question** related to the topic.

Begin with a **definition**.

Begin with a **fact or statistic**.

Begin with a **quotation** from the text or from a related topic.

Begin with an **anecdote**, a brief story that is related to the topic.

Begin with a **startling statement**: "Man is doomed!"

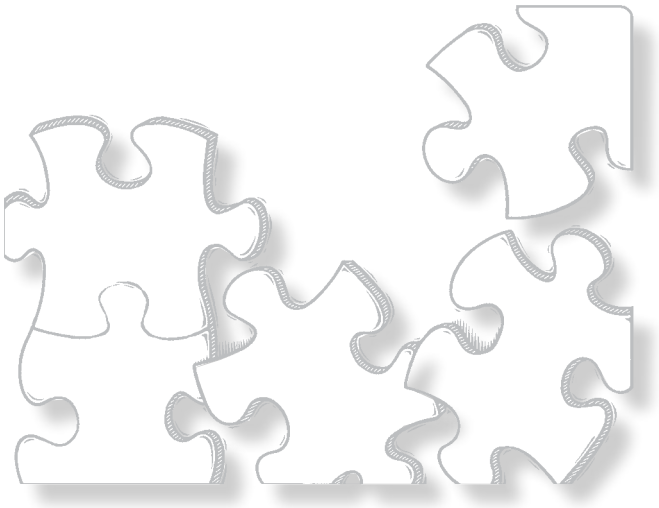
Begin by telling **why the subject is important**.

Begin with a **generally accepted belief**.

Transitions

"How do I connect my ideas?"

Warning: Do NOT just drop your transitions into your paper.
Use them carefully and strategically to keep your reader interested and to keep YOU organized!



Transitions that add, repeat, or intensify:

Use for stating problems and goals clearly, examining alternatives, recognizing pros and cons for all alternatives, or offering reasons for decisions.

and	after all	anymore
further	as a matter of fact	to repeat
furthermore	to sum up	also
habitually	too	in addition
first, second	again	finally
in other words	indeed	usually
to put another way	to conclude	in fact
nevertheless	besides	
another	moreover	

Transitions that compare, contrast, or contradict:

similarly	on the contrary	unlike
then again	however	on the other
even when	despite	hand
nevertheless	whereas	although
as well as	yet	but
likewise	in spite of	rather than
regardless	by comparison	in fact

Transitions that show a time or space relationship:

before	until	ending
during	across	still
at last	finally	beside
later	in time	at night
following	beginning	soon
beyond	meanwhile	at first
after	from then on	next
now	over	after that
the next day	earlier	between
since	eventually	into

Transitions that limit or introduce an example:

if	that	namely
unless	such as	for instance
that is	as proof	provided that
to illustrate	for example	in case
when	in particular	

Transitions that signal causation:

consequently	in effect	accordingly
thus	because	so
therefore	as a result	
hence	for this reason	

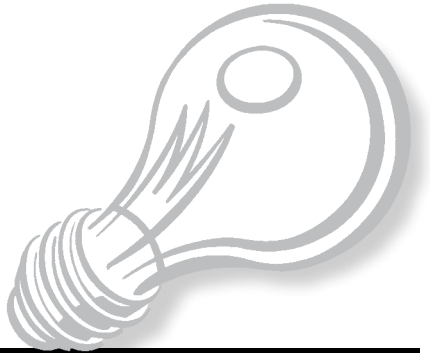
Transitions that assert obvious truth:

no doubt	naturally	doubtless
of course	granted that	in fact
undoubtedly	without a doubt	
surely	certainly	

"When do I change paragraphs?"

Excellent question!

TIME CHANGE
PLACE CHANGE
TOPIC CHANGE
NEW SPEAKER



Voice

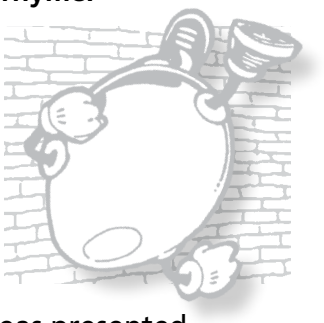
Your clothes show others your clothing style. The music you listen to reflects your music style. Just like clothing and music, your writing also reflects your style. We call this your VOICE. If your name were not on your paper, would the reader be able to recognize the paper as your paper because your writing reflects your style?

You might find that your voice is clearer and more visible when composing a narrative or creative piece of writing, but you should also commit to developing your voice when constructing explanatory and argument responses as well. Think about speaking directly to your reader. Let your reader see YOU in your writing!

How do you define your writing voice?

Read this children's nursery rhyme.

Humpty Dumpty
sat on a wall.
Humpty Dumpty
had a great fall.
All the king's horses
And all the king's men
Couldn't put Humpty
together again.



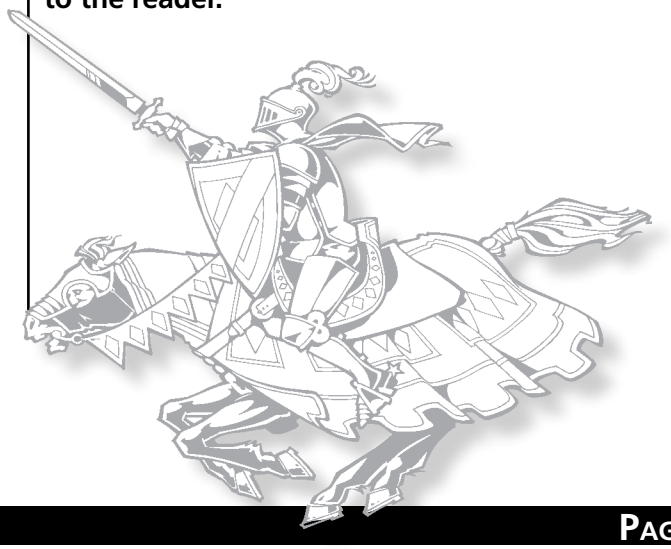
Now, let's hear the same ideas presented differently.

1. Eggs are fragile. Unless care is taken, they can easily break. This is what happened to Humpty Dumpty. He had a terrible, outrageously unthinkable disaster. Once when he was sitting leisurely on a wall, he fell. While an enormous number of men used their equestrian talent, they were not able to save his life. Humpty died.

The writer records the events in a factual, almost scientific manner. His/her word choices create detail and precision. [Fragile, easily break, enormous] *The writer's sentence fluency reflects the writer's ability to deliberately infuse simple sentences* [Eggs are fragile. Humpty died.] **and complex sentences** [Once when he was sitting leisurely on a wall, he fell. While an enormous number of men used their equestrian talent, they were not able to save his life]. **The writer does not rely on one type of sentence structure to construct meaning.**

2. What a silly protein! Why in his right mind would an egg choose to sit on a wall? Anyone with a brain knows that it doesn't take much for an egg to break. Do eggs have brains? Humpty fell and scattered, shattered like an expensive piece of china dropped on a hot August sidewalk. That's exactly what happened to Humpty Dumpty when he sat on a wall. The king's men and their horses had to waste their valuable time trying to revive him. There were no winners here.

The writer's word choice allows him/her to record the events in a way which portrays him/her as knowledgeable, insightful, descriptive, and also playful. It also appears that the writer feels comfortable taking liberties when reaching logical conclusions. Although the writer reports the facts, he/she does so with a measure of humor. The writer's sentence fluency reflects variety; in addition, the writer includes a skillful method to engage the reader and make the reader think. While a bit conversational at times, this tone is not distracting to the reader.



Word Choice

Word choice is more than the correct use of words. A good writer selects words that are accurate in the context AND that communicate ideas elegantly and powerfully. Ask yourself if your words create images and emotions for your reader and make your ideas come alive.

"How do I know which word to use?"

Know the difference between connotation and denotation.

- Connotation is the *feeling* a word gives a reader. Ex. bony vs. slender.
- Denotation is the actual *dictionary* definition of the word.

Use figurative language to help you describe something or someone.

- Similes, metaphors, personification, and alliteration.

Choose words that are appropriate for your audience and type of writing (formal or informal).

- Avoid slang unless it is a character's voice.
- Use content specific vocabulary.
- Use persuasive language when appropriate.

Use varied and vivid word choice.

Suggestions to replace "said":

added	urged	requested	mumbled	grunted	commanded	wailed	taunted
decided	agreed	uttered	scolded	nagged	insisted	claimed	whispered
lectured	explained	babbled	vowed	shrieked	objected	instructed	
reassured	mentioned	estimated	boasted	warned	stammered	pleaded	

Avoid overused words:

a lot	said	big	run	fun	take	pretty	sit
very	good	got	cute	stuff	interesting	walk	
bad	little	cool	tell	great	things	sad	

Warning: When using a thesaurus, DO NOT OVERDO IT! Readers can tell if a word does not belong or if it does not match the voice of your writing. Use words that you "own" and understand.

"Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy."

Common Core Language Standard 7.3.a

Word Choice

Descriptive Word Charts

Sounds

bang	crash	harsh	loud	quiet	shrill	squeak	voiceless
booming	crying	hiss	melodic	raspy	silent	squeal	wail
buzz	deafening	hoarse	moan	resonant	snort	thud	whine
clatter	groan	hushed	mute	screaming	soft	thump	whispered
cooing	growl	husky	purring	screech	splash	thunderous	

Time

ancient	crawling	early	late	noonday	quick	sunrise	years
annual	dawn	eons	lengthy	old	rapid	sunset	yearly
brief	daybreak	evening	long	old-fashioned	short	swift	young
brisk	daylight	fast	modern	outdated	slowly	tardy	
centuries	decade	flash	moments	periodic	speedy	twilight	
continual	dusk	intermittent	noon	punctual	sporadic	whirlwind	

Touch

boiling	cool	dusty	frosty	loose	sharp	slushy	uneven
breezy	creepy	filthy	grubby	melted	silky	smooth	waxen
bumpy	crisp	fluffy	hard	plastic	slick	stinging	wet
chilly	dirty	flaky	hot	prickly	slimy	tender	wooden
cold	dry	fluttering	icy	shaggy	slippery	tight	yeilding

Sight/Appearance

adorable	chubby	dark	foggy	homely	round	skinny	unusual
alert	clean	deep	fuzzy	light	rotund	smoggy	weird
befuddled	cloudy	dim	glamorous	lithe	pale	sparkling	wide
blinding	colorful	distinct	gleaming	low	poised	spotless	willowy
bright	contoured	dull	glowing	misty	quaint	steep	wizened
brilliant	crinkled	elegant	graceful	motionless	shadowy	stormy	
broad	crooked	fancy	grotesque	muddy	shady	straight	
blonde	crowded	filthy	hazy	murky	sheer	strange	
bloody	crystalline	flat	high	nervous	shiny	ubiquitous	
blushing	curved	fluffy	hollow	obtuse	shallow	unsightly	

Sentence Fluency

Sentence fluency is more than the correct use of varied sentence structures. This trait describes the **sound** or **flow** of a piece of writing. Good writers use different types and lengths of sentences to enhance their meaning. They may even use sentence fragments for stylistic effect!

"How do I make my writing *sound* amazing?"

Have you ever closed your eyes while a good reader is reading a story aloud? How does it sound? Does it flow, drawing you in, mesmerizing you with its music? Are there places where suddenly short, staccato sentences cause you to sit up and pay attention?

Effective writers create music with their writing, whether it is an essay, a poem, or a story.

Strategies to Consider

- **Read your writing aloud**. How does it sound? Does each sentence connect smoothly to the ones before and after?
- Use clear **transition** words and phrases to help your reader follow your meaning. (See page 4.)

  Example: **In addition to** *solving the crime, the young detective donated his reward money to charity.*
- **Expand** short sentences by adding adjectives, adverbs, phrases, and clauses.

  Example: *The swirling, sinister cumulous clouds nervously chased the setting sun into darkness.*
- **Combine** short sentences into compound or complex sentences.
- Vary sentence **beginnings, middles, and endings.**

Examples

Original sentences:

Bob chased a copperhead through his yard. Bob finally captured the snake under a bush.

Revisions:

1. Bob chased a copperhead through his yard, and he finally captured it under a bush.
2. Bob chased a copperhead through his **yard; he** finally captured it under a bush.
3. **After he chased a copperhead through his yard**, Bob finally captured it under a bush.
4. **Chasing a copperhead through his yard**, Bob wondered whether he would capture it.
5. Bob, **an adventurous middle school student**, captured a copperhead in his yard.
6. Bob chased a copperhead through his yard, **finally capturing it under a bush**.

"Vary sentence patterns for meaning, reader/listener interest, and style."
Common Core Language Standard 6.3.a

Conventions

Paying attention to conventions while editing your paper carefully helps your reader immensely! Readers do not expect to see spelling or punctuation errors or run-on sentences in a published text.

There are a number of ways you can check your paper for conventions. You can self edit, peer edit, use a dictionary or spell checker, and use a grammar checker or language handbook. Your teacher will help you identify conventions that you need to correct in your paper. The chart below shows standard symbols that your teacher may write on your paper.

A Word About Titles

When referring to titles in your writing, be sure to use the correct form of punctuation.

- Short pieces (stories, poems, songs, essays) are placed in quotation marks.

  "Thank you, Ma'am"

- Titles of longer pieces (novels, plays, movies, CDs) are *italicized*. However, when you handwrite these titles, you must underline them.

  Romeo and Juliet OR Romeo and Juliet

- Some titles are not punctuated, such as the Bible or government documents like the Constitution.

There is a standard guide to edit your own or another's writing. Use the symbols below, the universal language of editing, to highlight conventions that need to be fixed.

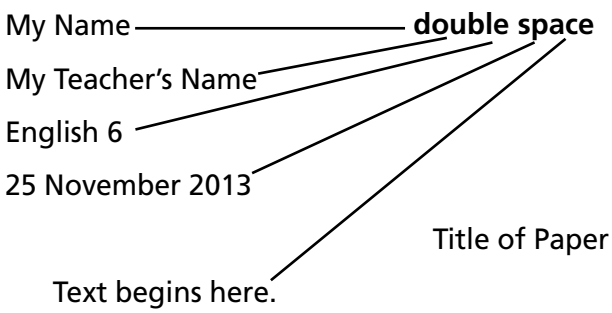
Symbol	Meaning	Example	Correction
^	Insert letters or words	Hemingway was author ^	Hemingway was an author.
¶	New paragraph	He fell asleep. ¶The next morning, he jumped out of bed.	He fell asleep. The next morning, he jumped out of bed.
sp.	Spelling error	Wen are we going to leave?	When are we going to leave?
/	Make a capital letter lower case.	My Mom and Dad went shopping.	My mom and dad went shopping.
WC	Word Choice	I had a good trip. WC	I enjoyed a fabulous vacation.
≡	Capitalize	king's dominion is awesome.	King's Dominion is awesome.
⌒	Delete a space	The side walk is cracked.	The sidewalk is cracked.
○	Add punctuation (period, comma, quotation marks, etc.).	I'm not going to school," he remarked.	"I'm not going to school," he remarked.
∿	Switch position of letters or words	She be will redy soon.	She will be ready soon.
ℓ	Delete	The hail in in Vale . . .	The hail in Vail . . .
RO or ROS	Run on sentence	We took him to the store he picked up cereal and came home. RO	We took him to the store. He picked up cereal, and came home.
SF or Frag	Sentence Fragement	Because we had to wash the car. SF	We were late because we had to wash the car.
NC	Not Clear	She found it under the thing. NC	She found her journal under the table.

+1 Presentation

What should my assignment look like when I hand it in?

Before you submit your work, you must do a final check on the presentation (the form and layout) of your writing. Presentation is the last step before publishing. Below is a sample of Modern Language Association (MLA) Format that is used for formal papers and research papers.

MLA Format for Formal Papers



Typed Assignments

- Use Times or Times New Roman font in 12-point size.
- Set the margins to be **one inch all around** (top, bottom, left, and right sides).
- Left justify your margins.
- Double space everything within and between paragraphs.
- Indent paragraphs appropriately.

Avoid

- Creases, tears, folds in assignments.
- Texting abbreviations.
- Fonts that do not distinguish between upper and lower case letters.

Remember to take pride in each of your assignments; they are an expression of who you are. What do you want your work to say about YOU?

"Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."

Common Core Writing Standard 6

Research to Build and Present Knowledge

"What is research?"

Research is the process of gathering information about a particular topic. We do "research" every time we look for information at the library, in a textbook, or on the Internet. We do "research" every time we ask a knowledgeable person about something they know well.

In school, you are asked to research many different issues. The three major goals of research include the following:

- Establishing facts
- Analyzing information
- Reaching new conclusions

Usually, researchers share their findings with others in a variety of formats. They may write a paper, prepare an audio-visual presentation, give a talk, or design a brochure.

The research process includes a methodical approach to finding and examining a variety of reliable, scholarly resources on a particular topic.

Research Glossary

Analysis is the close examination of information in order to understand it better and be able to draw conclusions from it.

Synthesis is the process of combining ideas from several sources into a new paper or product.

A **thesis statement** tells the reader the main idea of your paper or product.

A **claim** is a statement that reveals the writer's opinion on a debatable or controversial topic.

A **counterclaim** is a statement that presents the opposite viewpoint to the claim.

A **Works Cited** page is a list of the sources that the writer actually used to create a paper or other product.

An **Annotated Bibliography** is a list of sources with a brief summary of the information located in each source.

Primary sources are artifacts created by someone who experienced events firsthand. Examples: diaries, autobiographies, photographs, works of art, stories, interviews.

Secondary sources are created by using primary source material. The information is rewritten or re-packaged by a person who interprets the information. Examples: biographies, magazine articles, textbooks.

Tertiary sources are very limited in the information they provide. Tertiary sources are useful when you begin to learn about a topic. Example: almanacs, encyclopedias.

Research to Build and Present Knowledge

College and Career Readiness Anchor Standards for Research

Students will be able to:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Information Literacy Using the Big6™

The Big6™ provides a process for methodically approaching a research task. There are six main steps that are useful to follow whether you are seeking information to answer a question, to solve a problem, or to make a decision.

Key research skills for students to develop are these:

- How to evaluate the quality of information from a variety of sources
- How to recognize information that is relevant to the task
- How to synthesize information from multiple sources into a coherent piece of work

1 Task Definition

- Define the information problem.
- Identify information needed to solve the problem.

2 Information Seeking Strategies

- Determine the range of all possible sources. (brainstorm)
- Evaluate the different possible sources to determine priorities (select the best sources)

3 Location and Access

- Locate sources (intellectually and physically).
- Find information within sources.

4 Use of Information

- Engage (e.g., read, hear, view, touch) the information in a source.
- Extract relevant information from a source.

5 Synthesis

- Organize information from multiple sources.
- Present the information.

6 Evaluation

- Judge the product (effectiveness).
- Judge the information problem-solving process (efficiency).

Modern Language Association

There are rules for informing your reader where you found the information used in any paper. In English classes we use the Modern Language Association style in order to standardize the presentation of research papers and the documentation of sources.

"Why should I document my sources?"

- To give credit to the person who did the work
- To show your reader where he or she can go to get more information on the topic
- To justify and support your thesis or claim

"How do I show my documentation?"

- Be sure to include a list of Works Cited (the MLA term for a bibliography) at the end of your paper.
- Be sure to provide credit in the body of your paper by using in-text or parenthetical documentation. If you include the author's name in your sentence, you would include only the page number in parentheses. Here are some examples:
  - o In *Gifted Hands,* Dr. Ben Carson describes an interesting brain phenomenon: "In plasticity, functions once governed by a set of cells in the brain are taken over by another set of cells" (160).
  - o An interesting brain phenomenon is called plasticity, in which the brain adapts to surgery by allowing different cells to take over when some cells are removed (Carson 160).

Keep this statement in mind as you begin to develop your skills as a researcher:

"…ideally, writing a research paper is intellectually rewarding: it is a form of exploration that leads to discoveries that are new—at least to you if not to others. The mechanics of the research paper, important though they are, should never override the intellectual challenge of pursuing a question that interests you (and ultimately your reader). This pursuit should guide your research and your writing" (4-5).

Source: Modern Language Association. *MLA Handbook for Writers of Research Papers, 7th ed*. New York: Modern Language Association of America, 2009. Print.

MLA Format for Works Cited

Reminders: MLA format requires that you include all information and punctuation exactly as shown. Double space all entries and indent the second line.

Article in a Magazine or Newspaper

Author's last name, first name. "Title of article." *Title of magazine or newspaper*. Day month year: pages. Print.
Isaacson, Walter. "After Williamsburg." *Time.* 13 June 2008: 12-14. Print.

Website Article (same as above)–See Website Entry for more detailed information.
Isaacson, Walter. "After Williamsburg." *Time.* Time, 13 June 2008. Web. 20 May 2009.

Book by a Single Author
Author's last name, first name. *Title of book*. City of publication: publisher, year of publication. Print.
Hemingway, Ernest. *For Whom the Bell Tolls*. New York: Scribner, 1940. Print.

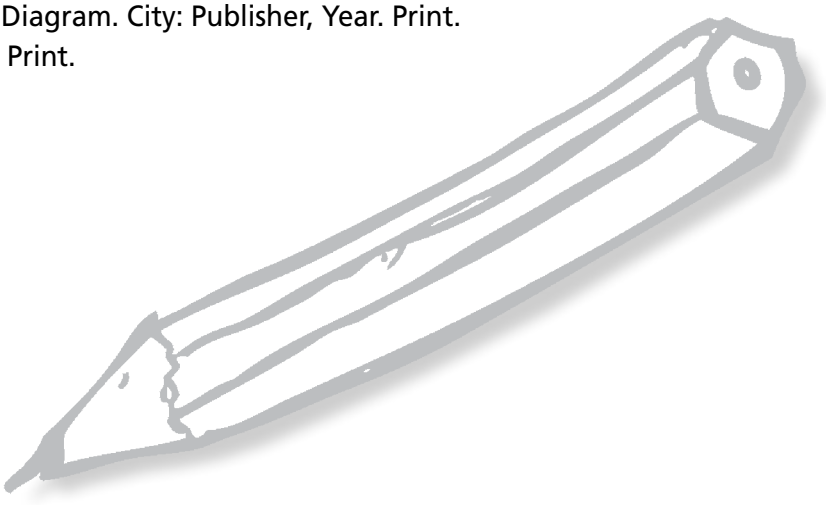
Book by Two Authors
Author #1 last name, first name, and author #2 first name, last name. *Title of book*.
City of publication: publisher, year of publication. Print.
Winkler, Anthony C., and Jo Ray McCuen. *Writing Research Papers: A Handbook*. 2nd ed.
Washington: Harcourt, 1985. Print.

Book with an Editor
Editor's last name, first name, ed. *Title of book*. City of publication: publisher, year of publication. Print.
Miller, James, ed. *The United States in Literature*. Oakland, CA: Scott, Foresman, 1981. Print.

[Note: If the city or publication could be confused with other cities of the same name, include the abbreviation of the state after the city.]

Chapter, Poem, Short Story, Essay, or Title Section in a Book
Author's last name, first name. "Title of chapter, poem, etc." *Title of book*.
Editor [if applicable]. City of publication: publisher, year of copyright. Pages. Print.
Carbin, Charles. "Exercise and Fat Control." *Fitness for Life*.
Ed. John Wagner, Oakland, CA: Scott, Foresman, 1979. 62-77. Print.

Diagrams – Maps, Charts, etc.
Author [if known]. *Title of Diagram*. Type of Diagram. City: Publisher, Year. Print.
Washington, D.C. Map. Chicago: Rand, 1999. Print.



MLA Format for Works Cited

Encyclopedia, Reference Book Entry

Author [if known] "Title of entry." *Title of encyclopedia.* Edition. Year. Print.
"Nutrition." *Encyclopedia Britannica.* 10th edition. 2003. Print.

Film or Video recording

Director's last name, first name, dir. *Title of Film or video*. Perf. lead actors.
Name of Studio, date of release. Film.
Ross, Herbert, dir. *The Turning Point*. Perf. Ann Bancroft, Shirley MacLaine, Miklail Baryshnikov, and Leslie Brown. Twentieth Century-Fox, 1978. Film.

Interview, published or recorded

Last name, first name of person interviewed. Interview. *Name of show where interview was conducted or publication where interview was printed.* Place interview was conducted. Date of interview. Medium.
Gordon, Suzanne. Interview. *All Things Considered.* National Public Radio. WNYC, New York. 1 June 2000. Radio.

Interview, personally conducted

Last name, first name of person interviewed. Personal Interview. Date of interview.
Moon, Mary. Personal Interview. 22 October 2002.

Website or Online Publication

Last name, first name of author(s) [if available]. "Title of document." *Title of website*.
Publisher or sponsor of site, Date of publication. Web. Date of access. <URL network address>.
"Fresco Painting." *Encyclopedia Britannica Online*.
Encyclopedia Britannica, 2002. Web. 8 May 2002 <http://search.eb.com/>.
"Chicago, Illinois." Map. *Google Maps*. Google, 20 May 2009. Web. 20 May 2009

Academic Integrity

"How can I be honorable about using information I have collected for assignments?"

All of us have a responsibility to give credit to a source of information when we use it. If you don't give credit to the source (whether it is an individual or a group of people), you are presenting the information as if you created it.

This is a form of academic dishonesty with a special name—**PLAGIARISM**.

There are two types of plagiarism:

- accidental
- deliberate

Accidental plagiarism is often the result of sloppy work like forgetting to put quotation marks around text taken directly from a source, forgetting to give credit to a source that you summarized or paraphrased, not quoting accurately, or crediting the wrong source.

Deliberate plagiarism means that a person has the intention of being dishonest like buying an assignment online, copying work from another student, turning in someone else's work as his/her own, or cutting-and-pasting parts of ideas and pretending they are original.

Be sure you understand how to give credit for information before you turn in an assignment.

- Learn how to **paraphrase.**
- Learn when to use a **direct quotation** and how to embed it within your own words.
- Learn how to **summarize.**
- Learn how to **cite sources.**

Remember: If you copy other people's work, you are stealing. When you do not do your own work, you do not learn much. The further along you get in school, the harder it will become to write your own papers and express your own thoughts effectively.

Writing Goals Grade 6

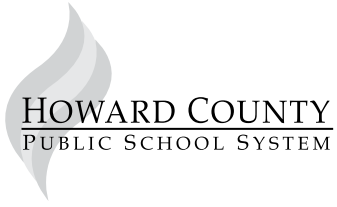
End-of-year Reflection _____

Writing Goals Grade 7

End-of-year Reflection _____

Writing Goals Grade 8

End-of-year Reflection _____



For further information, contact: Secondary Language Arts
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