Rhinebeck High School

ELA Style Guide

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The Building Blocks of Language

Words

groups of letters with denotations and connotations

there are nine parts of speech

Phrases

groups of words that do not contain a subject and verb

Clauses

groups of words that contain a subject and verb;

can be dependent (or subordinate) or independent (or main)

Sentences

groups of words that contain at least one independent (or main) clause

The Punctuation Hierarchy

Period, Question Mark, Exclamation Point

can mark sentence boundaries

Colon, Dash, Parentheses

can mark sentence, clause, phrase and word boundaries

Semicolon

can mark sentence boundaries in a limited way;

can also mark items in series

Comma

can define word, clause, and phrase boundaries

but not sentence boundaries

For Writing Compound Sentences:

COORDINATING CONJUNCTIONS

For Writing Complex Sentences:

SUBORDINATE CONJUNCTIONS

after	how	that
although	if	though
as	in case (that)	unless
as far as	in order (that)	until
as soon as	in that	when
as if	now that	whenever
as though	once	where
because	provided that	whereas
before	rather than	wherever
even if	since	whether
even though	so that	while
except	than	why

For Joining Two Independent Clauses:

CONJUNCTIVE ADVERBS		
accordingly	**next**	**nonetheless**
additionally	**in addition**	**now**
also	**in comparison**	**otherwise**
besides	**in contrast**	**rather**
certainly	**incidentally**	**similarly**
consequently	**indeed**	**still**
conversely	**instead**	**subsequently**
equally	**likewise**	**then**
finally	**meanwhile**	**thereafter**
furthermore	**moreover**	**therefore**
hence	**namely**	**Thus**
however	**nevertheless**	**undoubtedly**

A conjunctive adverb can join two **independent** (**main) clauses**.
In this situation, the conjunctive adverb behaves like a **coordinating conjunction**, connecting two complete ideas. Notice, however, that you need a **semicolon**, not a comma, to connect the two clauses:

The cat slept in the house; however, the dog slept outside.

A conjunctive adverb will also introduce, interrupt, or conclude a *single* main clause. In this situation, you will often need **commas** to separate the conjunctive adverb from the rest of the sentence.

The cat, however, slept in the house.

CLAUSES

INDEPENDENT (MAIN) CLAUSES

Subject + Verb = Complete Thought.

An independent clause is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.

Nancy studied in Samuel's Sweet Shop for her grammar quiz.
(Nancy = **subject**, studied = **verb**)

DEPENDENT (SUBORDINATE) CLAUSES

Subordinate Conjunction + Subject + Verb = Incomplete Thought

A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence. This kind of clause is marked by a dependent or subordinating conjunction, such as **although, because, if, that, until, when,** etc. (See page 2 for list of subordinating conjunctions.)

When Nancy studied for her grammar quiz in Samuel's Sweet Shop.
(What happened? This is not a complete thought. It is not a sentence.)

When Nancy studied for her grammar quiz in Samuel's Sweet Shop, it was very noisy.
(Adding the independent clause "it was very noisy" completes the thought and creates a complex sentence.

CONNECTING CLAUSES

You can connect independent clauses together in a variety of ways:

I like this class**, and** it is very interesting.
COMMA + COORDINATING CONJUNCTIONS (FANBOYS)

I like this class**;** it is very interesting.
SEMICOLON

I like this class **because** it is very interesting.
SUBORDINATING CONJUNCTION

I like this class; however, it is too long.
SEMICOLON + CONJUNCTIVE ADVERB

If a subordinate clause comes **before** the independent clause, it is followed by a **comma.** It is optional (not necessary) to add a comma If a subordinate clause comes **after** the independent clause.

It was very noisy **when** Nancy studied in Samuel's Sweet Shop for her grammar quiz.

PHRASES

A phrase is two or more words that do not contain the subject-verb pair necessary to form a clause. Phrases can be very short or quite long.

Appositive Phrase
---A **noun phrase** identifying a person, place, or thing named in a sentence.
Appositives often begin with the words a, an, the. They always answer one of these questions: Who is she/he? What is it?

It was Candy, a ranch hand with an old dog.

John Steinbeck, *Of Mice and Men*

Absolute Phrase
---A phrase describing the rest of the sentence in which it appears.
Headed by a noun, these phrases can add detail and variety to your writing style. Instead of renaming the referent (the first noun) as an appositive does, the absolute phrase introduces a new referent (a "new" noun).

Candy stood silent, his old dog lying close to his side.

John Steinbeck, *Of Mice and Men*

Participial Phrase
---A verbal ending in ***--ing*** or ***--ed*** used to describe.
A verbal is a verb that also works like another part of speech. Participles show action, so they act like verbs, but they also describe, so they act like adjectives. Present participles always end in *ing*; past participles usually end in *ed*. Unlike ***--ing*** main verbs, which cannot be removed from a sentence, participles are removable.

He was clearing his throat loudly. (not removable verb)

Clearing his throat loudly, he stepped out from the shadow. (removable verbal)

Hated by the Federalists and suspected by the Republicans, John Quincy Adams returned to private life.

John F. Kennedy, *Profiles in Courage*

PHRASES (cont'd)

Prepositional Phrase

---A preposition such as above, about, below, beyond, with, to, etc. begins a prepositional phrase.
They can be removed without destroying the meaning of the sentence. They can also add detail and style to the sentence.

The whole congregation prayed for me alone, in a mighty wail of moans and voices.

Langston Hughes, *The Big Sea*

Gerund Phrase

---A verbal ending in ***--ing*** used to name activities.
A verbal is a verb that also works like another part of speech. Gerunds show action, so they act like verbs, but they also name, so they act like nouns by naming activities.

- Reading is fun. *Reading a book by the sea* is a luxury.
- We like reading. We like *reading a book by the sea*.
- They talked about reading. They talked about *reading in a classroom setting*.
- A great leisure activity is reading. A great leisure activity is *reading a book by the sea*.
- Their favorite pastime, reading, is enjoyed by many. Their favorite pastime, *reading a book by the sea*, is enjoyed by many.

Infinitive Phrase

---A verbal that always begins with ***to*** plus a verb: to sing, to read, to linger, to study, etc.
A verbal is a verb that also works like another part of speech. Infinitives can name something (like a noun does), describe something (like an adjective does), or give a reason for something (like an adverb does).

Noun Infinitive:

To get his feet wet in such a freezing temperature meant trouble and danger.

Jack London, "To Build a Fire"

Adverb Infinitive:

She lingered a moment or two to bathe her own face with the cool water and to smooth her hair.

Gaston Leroux, *The Phantom of the Opera*

Adjective Infinitive:

It was the time to accomplish his mission or to fail.

Walter Dean Meyers, *Legend of Tarik*

The Four Types of Sentence *Structures* in English

Simple: One main (a.k.a. independent) clause.

The pets ate and slept together.

The cat and dog became friends.

The cat and dog became friends, sharing a lifelong love of shady trees together and overturning stereotypes about relationships between the two species.

Compound: Two or more main clause(s) connected by a comma and coordinating conjunction or semicolon.

The cat dreamed of fish**,** but the dog dreamed of bones.

The cat dreamed of fish**;** the dog dreamed of bones.

The cat slept in the house**;** however**,** the dog slept outside. ("However" is a conjunctive adverb. See accompanying list.)

Complex: One main clause plus one subordinate clause that begins with a subordinating conjunction.

The dog continued to dream until the cat jumped out of the tree.

Since his dream was a pleasant one**,** the dog decided to ignore the cat's movement.

Compound-Complex: Two or more main clause(s) plus one or more subordinate clause(s).

Since his dream was a pleasant one**,** the dog decided to ignore the cat**,** and it was not long before he was fast asleep again.

The Four Types of Sentence *Functions* in English

Interrogative (question): What's for dinner? Why do we always eat pizza?

Declarative (statement): Pizza is a relatively healthy fast food option.

Imperative (command): Order a pizza, please. Hold the anchovies.

Exclamatory (exclamation): They have extra pizza! I love them!

Achieving Sentence Variety in Your Writing

Vary Sentence Length

- short
- medium
- long

Vary Sentence Structure

- simple (one main clause)
- compound (two or more main clauses)
- complex (one main clause and one or more subordinate clauses)
- compound-complex (two or more main clauses and one or more subordinate clauses)

Vary Function

- declarative (statement)
- interrogative (question)
- imperative (command)
- exclamatory (exclamation)

Vary Punctuation

- comma
- semicolon
- colon
- dash(es)

Vary Position of Clauses and Phrases

- periodic (subordinate elements come before the main clause)
- loose (main clause comes before the subordinate elements)

Incorporating Quoted Material

1.) *Your introductory phrase, "quotation" (citation).*
Use an introductory phrase with a comma to contextualize a quotation:

In this poem it is creation, not a hypothetical creator, that is supremely awesome. Blake's speaker asks, "What immortal hand or eye / Dare frame thy fearful symmetry?" (23-24).

Gatsby is not to be regarded as a personal failure. "Gatsby turned out all right at the end" (176), according to Nick.

Wharton's hero can barely restrain his contempt for his wife at this point in the text. In Ethan's eyes, "[Zeena] was no longer [a] listless creature…but a mysterious alien presence, an evil energy" (94).

2.) *Your complete sentence: "quotation" (citation).*
Make an assertion of your own and a use a colon to introduce the quotation:

Vivian hates the knights for scorning her, and she dreams of achieving glory by destroying Merlin's: "I have made his glory mine" (390).

Fitzgerald gives Nick a muted tribute to the hero: "Gatsby turned out all right at the end" (176).

Cassio represents not only a political but also a personal threat to Iago: "He hath a daily beauty in his life / That makes me ugly . . ." (5.1.19-20).

3.) *Your sentence with brief "quotations" mixed in (citation).*
Integrate a small amount of quoted material into a sentence of your own:

For Nick, who remarks that Gatsby "turned out all right" (176), the hero deserves respect but no great admiration.

Satan's motion is many things; he "rides" through the air (63), "rattles" (65), and later "wanders and hovers" like a fire (293).

Even according to Cleopatra, Mark Antony's "duty" is to the Roman state.

Reporting Verbs

Be precise when you present ideas from outside sources. Substitute vague words such as "said" or "wrote" with a verb from the lists below. Make sure your final sentence is grammatical.

Verbs followed by a functional word (preposition, adverb, etc.)

subscribes to x challenges x to do y exhorts x to do y forbids x to do y warns x to do y	apologizes for x blames x for y criticizes x for y accuses x of y warns x of y	confuses x with y contrasts x with y disagrees with x concurs with x defines x as y	alerts x to y compares x to y objects to x

Verbs followed by a noun or an –ing form

analyzes, applauds, appraises, assesses, attacks, considers, contradicts, critiques, debates, describes, discards, disclaims, discounts, discusses, dismisses, disregards, evaluates, examines, explores, expresses, extols, forbids, highlights, identifies, ignores, illustrates, investigates, justifies, lists, opposes, outlines, praises, presents, questions, refutes, rejects, restates, scrutinizes, studies, supports, underscores, uses, validates, verifies

Verbs followed by "that"

accepts, acknowledges, adds, admits, advises, advocates, agrees, alerts, alleges, announces, argues, articulates, asserts, assures, believes, boasts, claims, clarifies, comments, complains, concedes, concludes, confirms, feels, finds, forgets, guarantees, guesses, hopes, hypothesizes, imagines, implies, indicates, infers informs, insists, justifies, knows, maintains, notes, observes, persuades, points out, posits, postulates, promises, proposes, proves, questions, realizes, reasons, reasons, recognizes, recommends, remarks, reminds, reports, reveals, shows, speculates, states, stresses, suggests, suspects, tells, theorizes, thinks, understands, urges, warns

Choosing the Precise Academic Reporting Verb

Adapted from: "Learning Guide: Verbs for Reporting." *www.adelaide.edu*, 2014, pp. 1–4., www.adelaide.edu.au/writingcentre/docs/learningGuide_verbsForReporting.pdf.

Reporting Verb Function	Weaker position	Neutral position	Stronger position
Adding Information		adds, connects, links	unites
Advising		advises, recommends	cautions
Agreeing	admits,	accepts, acknowledges, agrees, concurs, confirms, recognizes	applauds, congratulates, praises, supports
Arguing and Persuading	apologizes	assures, encourages, interprets, justifies, reasons	alerts, argues, contends, convinces, emphasizes,, forbids, insists, proves, promises, persuades, threatens, warns
Believing	guesses, hopes, imagines	believes, claims, declares, expresses, feels, holds, knows, maintains, professes, subscribes to, thinks	asserts, guarantees, insists, upholds
Concluding		concludes, discovers, finds, infers, realizes	
Disagreeing and Questioning	doubts, questions	challenges, debates, disagrees, questions, requests, wonders	accuses, attacks, complains, contradicts, criticizes, denies, discards, disclaims, discounts, dismisses, disputes, disregards, negates, objects to, opposes, rejects
Discussing	comments	discusses, explores	reasons
Emphasizing	warns		accentuates, highlights, stresses, underscores, warns
Evaluating and Examining		analyzes,, assesses, compares considers, contrasts, critiques, evaluates, examines, investigates, understands	blames, complains, ignores, scrutinizes, warns
Explaining		articulates, clarifies, explains	
Presenting	confuses,	comments, defines, describes, estimates, forgets, identifies, illustrates, informs, instructs, lists, mentions, notes, observes, outlines, points out, presents, remarks, reminds, reports, restates, reveals, shows, states, studies, tells, uses	announces, promises
Suggesting	guesses, intimates,	advises, advocates, hypothesizes, proposes, suggests, theorizes	asserts, recommends, urges

MLA Format Reminders

All of your typed writing in high school English courses must be in MLA format. Double space your entire essay, but do not hit return to create extra spaces between paragraphs. Use the page below as a model.

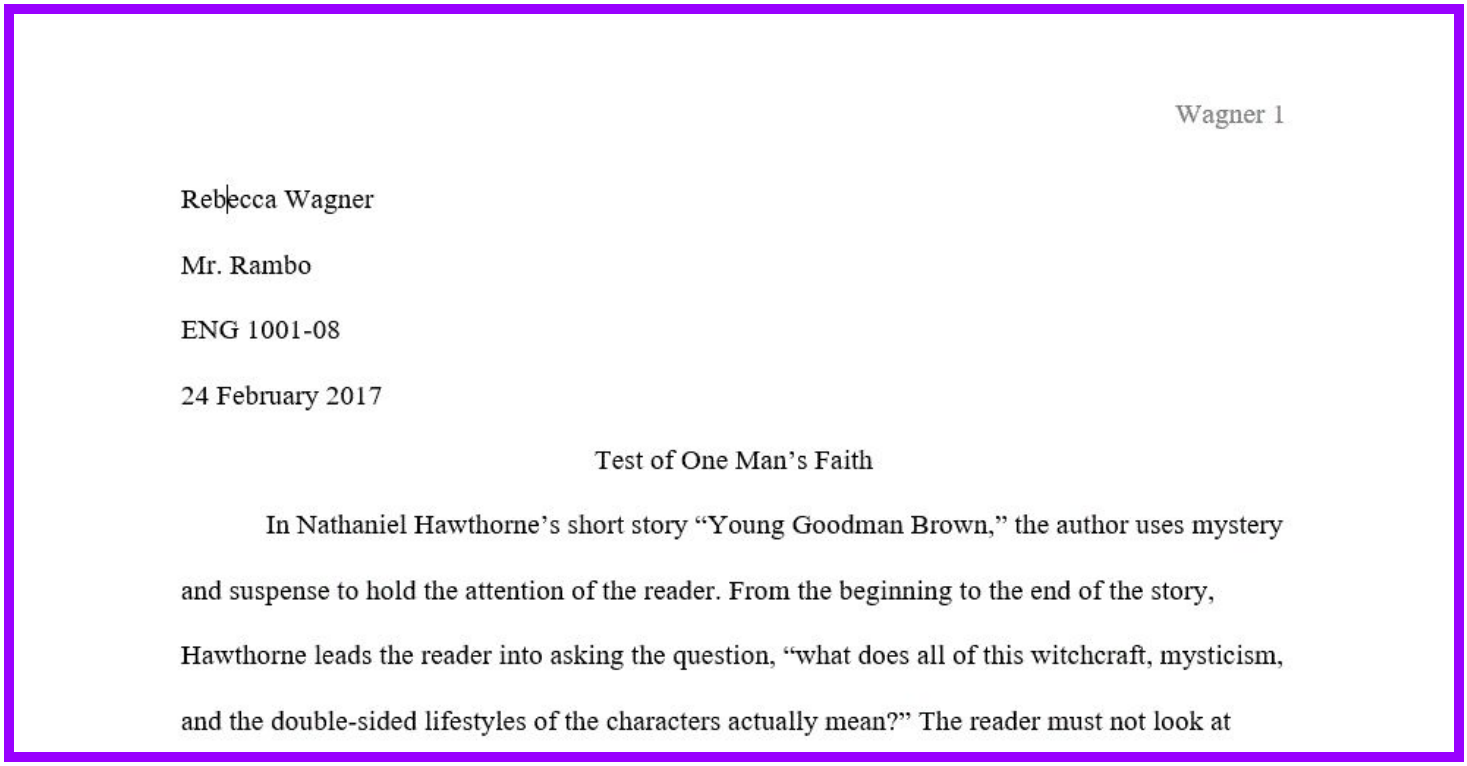
In order to create the pagination at the top right corner, follow these steps:

- In Google Docs, go to Insert.
- Select Page Number.
- Choose the image with the numbers on the top right corner.
- In the header, write your last name before the number 1.

Your heading should appear in this order:

- your name
- your teacher's name
- your course
- the date in the format (# Month 2017)

Your original title should express your thesis in a nutshell; it gets centered but not underlined or bolded.



Wagner 1

Rebecca Wagner

Mr. Rambo

ENG 1001-08

24 February 2017

Test of One Man's Faith

In Nathaniel Hawthorne's short story "Young Goodman Brown," the author uses mystery and suspense to hold the attention of the reader. From the beginning to the end of the story, Hawthorne leads the reader into asking the question, "what does all of this witchcraft, mysticism, and the double-sided lifestyles of the characters actually mean?" The reader must not look at

HOW TO FORMAT A WORKS CITED PAGE

The Works Cited page is a list of the sources you cited in your paper. Every parenthetical and in-text citation in your essay should lead the reader here to the full source information in MLA format. There should be no sources on this list that are not cited in your paper. Without a Works Cited page and in-text citation your paper will not be accepted. And you could be accused of plagiarism!

Works Cited

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9th Grade Academic Vocabulary	10th Grade Academic Vocabulary	11th Grade Academic Vocabulary
1. abdicate 2. alternate 3. apparent(ly) 4. arbitrary 5. attribute 6. capability 7. cohesion 8. colleagues 9. compensate 10. comprehensive 11. conceive 12. constrain 13. delineate 14. despite 15. devote 16. distort 17. emerge 18. encounter 19. ensure 20. exceed 21. explicit(ly) 22. facilitate 23. finite/infinite 24. forthcoming 25. hence 26. implicit(ly) 27. inclination 28. inevitable 29. initiate 30. intrinsic 31. manipulate 32. notion 33. nuance 34. paradigm 35. perceive 36. plausibility 37. preliminary 38. prohibit 39. relevant/irrelevant 40. reliable/reliability 41. sequential 42. specifically 43. subsidize 44. sustain 45. verify	1. albeit 2. ambiguous 3. approximately 4. attain 5. beneficial 6. cease 7. coincide 8. commence 9. compile 10. comprised of 11. conform 12. convene 13. derive 14. deviate 15. discrete 16. duration 17. enable 18. enhance 19. entity 20. exemplify 21. extensive 22. feasible 23. fluctuate 24. given that 25. impede 26. incidental(ly) 27. incontrovertible 28. inherent 29. integral 30. invoke 31. nevertheless 32. notwithstanding 33. orient 34. parameter 35. persist(ent) 36. plethora 37. presumably 38. refine 39. resolve 40. signify 41. subsequent 42. supplement(ary) 43. tangible 44. undergo 45. varied	1. abrogate 2. ameliorate 3. arbitrarily 4. articulated 5. banal 6. capricious 7. connotative 8. conversely 9. denote 10. disparaging 11. dogmatic 12. ephemeral 13. facetious 14. formulate 15. frivolity 16. hinder 17. inane 18. indispensable 19. insulated 20. itemize 21. juxtaposition 22. lexicon 23. milieu 24. nefarious 25. offset 26. pejorative 27. pertinent 28. predictability 29. recapitulate 30. reciprocal 31. restraint 32. sought 33. staggering 34. substantial(ly) 35. succinct 36. superfluous 37. ubiquitous 38. unilateral 39. usurp 40. vested 41. visceral 42. whereby

Easily Confused Words

its *possessive form of it*
it's *it is*

then *expresses a moment in time*
than *a comparative form*

where *a question of location*
were *past tense of verb "are"*

to *part of a verb / direction*
too *also, excessive*
two *number*

there *location*
their *possessive form of "they"*
they're *they are*

affect *to influence or change (verb)*
effect *a result (noun)*

quite *really*
quiet *silent*

threw *past tense of verb "throw"*
through *direction*

passed *past tense of verb "pass"*
past *from a previous time*

principal *chief teacher, money up front*
principle a rule of conduct

your *possessive form of "you"*
you're *contraction of "you are"*
yore *olden days*

weather *the state of the atmosphere at a given place and time*
whether *used to introduce alternate possibilities*

loose *not fastened or restrained*
lose *to be unable to find*

choose *to select*
chose *past tense of the verb "choose"*

lead *a heavy, pliable metal element*
lead *to precede in movement*
led *past tense of "lead"*

respectively *each in the order given*
respectfully *marked by deference*

who's *contraction of "who is"*
whose *possessive form of who*

formerly *pertaining to an earlier time*
formally *in a ceremonial manner*

fewer *used before a plural noun*
less *used before a singular noun*

compliment *a flattering remark*
complement *something that completes*

farther *pertaining to physical distance*
further *pertaining to greater intensity*

accept *to receive*
except *to leave out*

between *pertaining to two items*
among *pertaining to more than two items*

lie *to assume a horizontal position*

lie	present tense
lay	past tense
have lain	past participle

lay *to place something*

lay	present tense
laid	past tense
have laid	past participle

Digital Etiquette for Students

EMAIL DOs	EMAIL DON'Ts
ACCOUNT ● Use a professional or academic email account (not your personal address). REPLY ● Always respond to your email as promptly as possible, even if only to acknowledge receipt of the message. RECIPIENTS ● Use To: when you expect a reply; use CC: to keep someone "in the loop" without expecting a reply. GREETING ● Use a simple greeting, such as "Hello" followed by a comma for a more informal occasion; use "Dear Ms. _____ :" to begin a more formal message. ATTACHMENTS ● If you are sending an attachment, convert your document to a form that is universally accessible, such as a PDF. CLOSING ● Use a closing that includes your full name. ("Thank you" and "Sincerely" work well.) ● Do not use "Love," or "Cheers." PROOFREAD ● Edit your message before sending.	DICTION ● Do not use spoken language ("hey"), slang, abbreviated words ("u," "cuz," or "ttl"), or emojis. ● Do not make assumptions about marital status (Use the person's preferred honorific; when that is unknown, use Ms. or Mr.) SUBJECT ● Do not leave the subject line blank. Create a subject that's specific to the content of your message. (Refer to the course name, period, and/or task in question.) FORMAT ● Do not write in ALL CAPS or use too many exclamation points. It's the equivalent of yelling. ● Do not cram information. Hit return after the greeting and paragraph ends to create enough white space for easy reading. BREVITY ● Do not overload the reader. Stick to ONE topic. ● Do not request extensions or give excuses for late assignments via email. (Save this kind of request or discussion for in-person conferences). ● Do not try to discuss sensitive issues or resolve complex problems in an email. ● Do not use "Reply All" unless all recipients need to read your message.

Manage Your School Email Account

Check your school email account regularly so that your teachers can communicate with you. Responding to an email, even if to say "Thanks!," is common courtesy.

It's easy to set up forwarding so email sent to your Office 365 account automatically goes to another email account, such as your personal Gmail account.

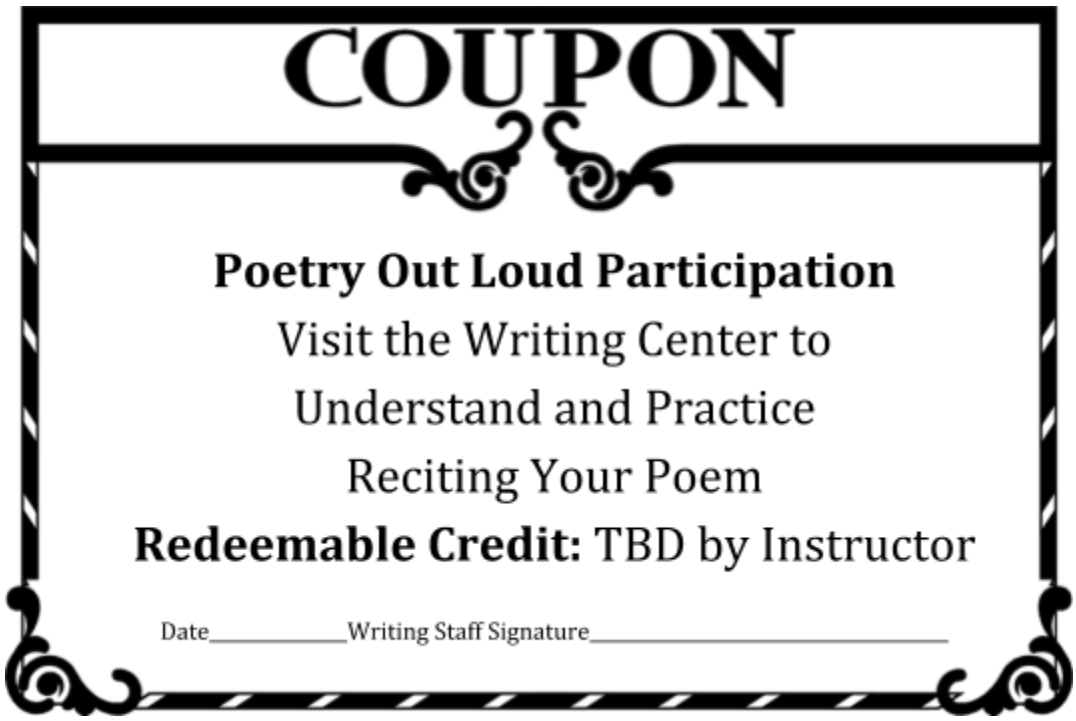
1. Sign in to **Office 365** at www.**office**.com/signin.
2. At **the** top of **the** page, choose Settings > **Mail**.
3. Choose **Forwarding**. (You can **forward email** to one other account.)

Digital Portfolios

1. Do not leave documents **Untitled.**
2. Create a folder for each year of school: **9, 10, 11, 12**
3. Use the following naming conventions to submit work digitally:

Last Name Assignment Name

Example: **Smith Author Study Outline**



✂ ----------

I, _____, (student) visited

The Writing Center

(soon after a writing task was assigned and/or several days before the deadline), so...

I am eligible for an extension!

(New Deadline TBD by My ELA Instructor)

Date of Visit:_____Writing Staff Signature_____

I, _____, (student) visited

The Writing Center

(soon after a writing task was assigned and/or several days before the deadline), so...

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(New Deadline TBD by My ELA Instructor)

Date of Visit:_____Writing Staff Signature_____

Submit an Article to
Rhinebeck Reality
Extra Credit: TBD by Instructor

Date_____ Advisor Signature_____

Submit an Article to
Rhinebeck Reality
Extra Credit: TBD by Instructor

Date_____ Advisor Signature_____

Submit Creative Writing to the Literary Magazine
Dead on Arrival
Extra Credit: TBD by Instructor

Date_____ Advisor Signature_____

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Date_____ Advisor Signature_____