

Quarter 2 Week 6 Assignment Sheet
Writing 8
Ms. Sandlin

Middle School Writing

1/9/23

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Tuesday:
<ul style="list-style-type: none">- Complete the <i>apostrophes</i> practice handout. Parent Initial: _____
Day Two/Wednesday:
<ul style="list-style-type: none">- Complete the capitalization practice exercise (A), reading the information explaining the rules provided. Write answers on a separate sheet of paper.- Read through the literary analysis packet provided. Write down three sample themes that you could find from "To Build a Fire." (<i>separate sheet of paper</i>) Parent Initial: _____
Day Three/Thursday:
<ul style="list-style-type: none">- Come up with three pieces of evidence (must be quotes that directly relate to your reasoning) for the theme of "To Build a Fire." Quotation evidence can be written on a separate sheet of paper. Parent Initial: _____
Day Four/Friday:
<ul style="list-style-type: none">- Complete the provided <i>parallelism</i> handout.- Complete the quotations <i>Exercise C</i> assignment. Write answers on a separate sheet of paper. Parent Initial: _____
Day Five/Monday:
<ul style="list-style-type: none">- Complete the <i>parts of speech</i> review assignment. Look through or add to any work from the week.- Complete <i>Subject/verb agreement</i> Parent Initial: _____

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

LEARNING OTHER USES OF APOSTROPHES

LEARN! Here are other rules for using apostrophes.

Rule 7. Use apostrophes to show omitted letters in contractions of words. Contractions containing verbs are the most common kind, but other words may be contracted. As a rule, avoid contractions in formal writing.

He can't come until six o'clock, I'm sure.

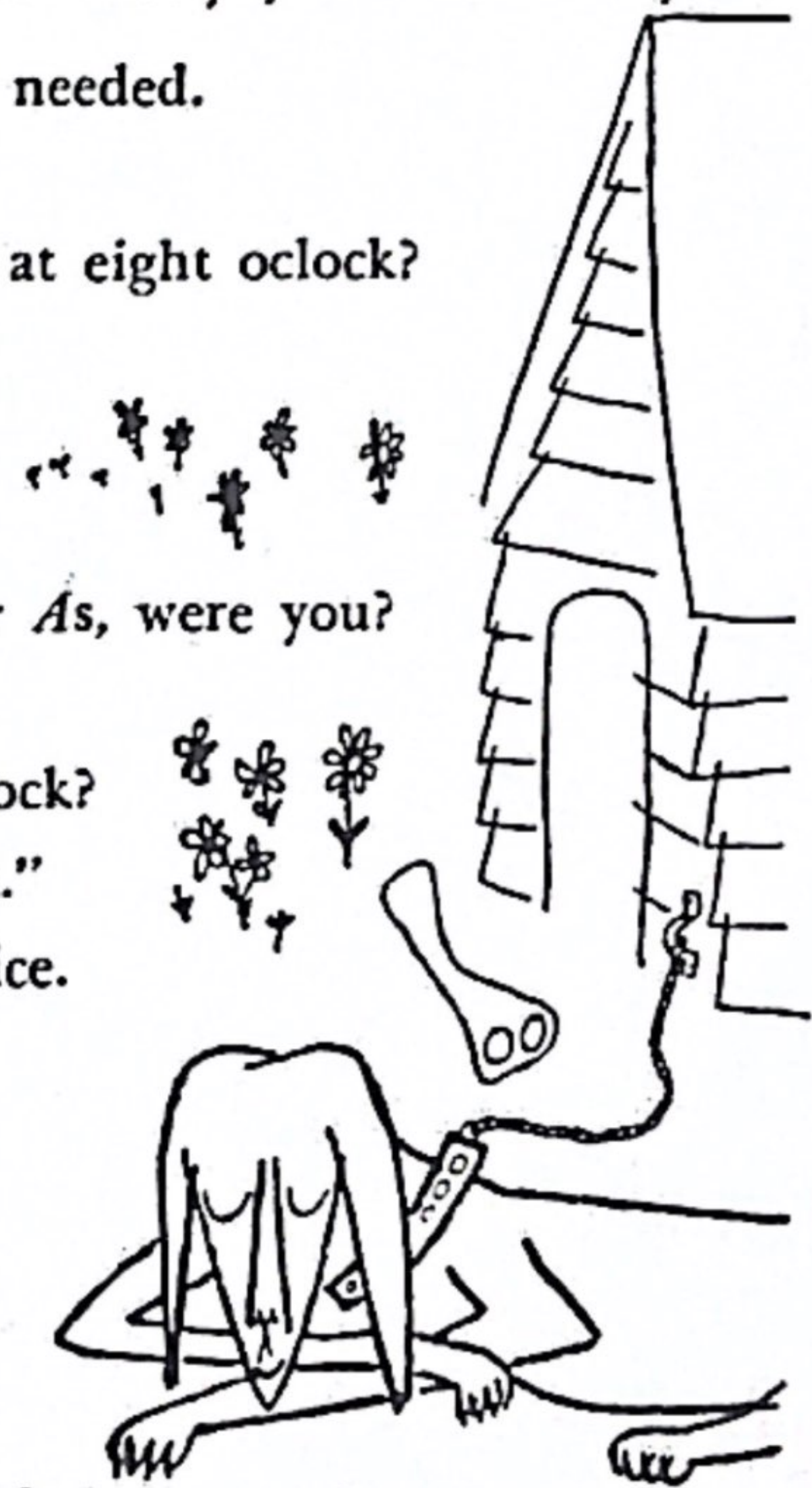
Rule 8. Use apostrophes to indicate missing figures in a date or missing letters in a word, as in colloquial or dialectal speech.

That happened back in '98. Bill 'n' Joe, stop lookin' so sour.

Rule 9. Use apostrophes to form the plurals of letters, numbers, signs, and words referred to as words: Your plan contains too many *if's*. Count by *5's*.

PRACTICE! Insert apostrophes wherever they are needed.

1. Arent there four 7s in that quotient?
2. Why cant the class of 53 have its meeting at eight oclock?
3. Its unfortunate that you received two Fs.
4. You have more +s than -s.
5. Its carelessness not to cross your ts.
6. I wasnt surprised at Shirleys receiving four As, were you?
7. Its time for the kitten to have its milk.
8. Didnt you think that wed be there by one oclock?
9. The man mumbled, "Im thinkin of goin back."
10. Mothers prepared to come on a moments notice.
11. I dont know whos to be the next speaker.
12. Lets find out whose tickets these are.
13. I cant see where Im going.
14. If Marys watch is right, its three oclock.
15. Whos the one whos responsible?
16. The farmers parting words were, "Youd better not let me catch you sneakin into my watermelon patch again."



USE! Write sentences to illustrate rules 7-9. Note the drawing.

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PROOFREAD! Be sure that you catch all careless errors.

Capitalization and Abbreviation

The engravings of many ancient civilizations were originally done using all capital letters. Since this form of writing took up so much space, smaller or lower-case letters and a system of abbreviations evolved to save room. Capital letters continued to be used only in certain situations. Though the alphabet has altered over the years, capitalization and abbreviation are still used. Capitals signal important words and abbreviations shorten other words that are often better known today in their abbreviated form.

Today, many rules govern the use of capitalization and abbreviation. Writers must know these to maintain clarity in their work and to communicate efficiently and effectively. This chapter will introduce you to the most widely accepted rules, showing you when and where to capitalize and abbreviate correctly.

15.1 Rules for Capitalization

Capital letters work as a visual clue to the reader by making certain words stand out more prominently on a printed page. This section will focus on the rules used in capitalization.

To capitalize means to begin a word with a capital letter.

Capitals for First Words

Since first words in writing usually signal the beginning of a new idea, writers capitalize them. First words requiring the use of an initial capital letter occur in sentences, as well as in a number of other situations outlined below.

In Sentences. You will always see a capital letter used in the first word of complete sentences.

Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

Note that each of the following sentences is complete. Each contains both a subject and a verb and makes sense by itself.

DECLARATIVE: Raoul sent the letter yesterday.

INTERROGATIVE: Did you mail the monthly bills?

IMPERATIVE: Get a stamp out of the drawer.

EXCLAMATORY: This letter says I've won the contest!

In Interjections and Incomplete Questions. Capitals are also used to begin interjections and incomplete questions.

Capitalize the first word in interjections and incomplete questions.

Exclamatory interjections fall under this rule.

EXAMPLES: Fantastic! Ouch! Darn!

First words of incomplete questions (in which the subject and verb are understood) also require a capital letter. If a question mark follows the question (as in the following examples), you should begin the question with a capital letter.

EXAMPLES: When? For Maria? How much?

In Quotations. There is also a general rule regarding capitalization of quotations.

Capitalize the first word in a quotation if the quotation is a complete sentence.

EXAMPLE: "Man is not made for defeat."—Ernest Hemingway

Even when the quotation appears with a "he said/she said" expression, a capital is still used to begin the quotation.

EXAMPLES: Maya answered, "We bought some stationery."
"Packages are difficult to wrap," the man grumbled.

If a "he said/she said" expression comes in the middle of quoted material that is one continuous sentence, only the first word of the quotation gets a capital letter.

EXAMPLE: "If you go out," Liz said, "please mail this letter."

If a "he said/she said" expression sits between two complete sentences, both sentences receive capital letters.

EXAMPLE: "Mail order catalogs provide hours of fun," Arleen exclaimed. "My family loves to look at them."

When a portion of a quotation that is not a complete sentence is contained within a longer sentence, do not capitalize the first word of the quoted part of the sentence.

EXAMPLE: The early Pony Express riders stated that "neither snow nor rain nor heat" would stop their deliveries.

In the preceding example, no capital is used at the start of the quoted fragment since it is found in the middle of a longer sentence. If the quoted fragment shifts to the beginning of the sentence, however, the first word should then be capitalized.

EXAMPLE: "Neither snow nor rain nor heat" kept the early Pony Express riders from completing their mail deliveries.

After a Colon. Complete sentences may follow colons.
Capitalize the first word after a colon if the word begins a complete sentence.

If a list follows the colon, it is not a complete sentence and, therefore, no capital letter is used.

SENTENCE FOLLOWING COLON: We saw what was in the package: It was my lost wallet.

LIST FOLLOWING COLON: The mail carrier delivered our mail: two letters, a package, and a card.

In Poetry. Generally, the first word in each line of poetry also needs capitalization.

Capitalize the first word in each line of most poetry.

161 Rules for Capitalization

If you examine the following poem, you will notice that a capital letter begins the second line even though the line does not begin a new sentence. Follow this policy for most poems.

EXAMPLE: Were it not better to forget
Than to remember and regret?—Letitia E. Landon

For I and O. Some words always require capitalization.
Capitalize I and O throughout a sentence.

EXAMPLES: "I have painted my life—things happening in my
life—without knowing."—Georgia O'Keeffe
"Your dreams, O years, how they penetrate through
me!—Walt Whitman

Do not confuse *O* with the word *oh*. *Oh* only receive a capital when it serves as a first word in a sentence.

EXERCISE A: Using Capitalization with First Words.
Copy the following items, adding the missing capitals. Some items may require more than one capital.

EXAMPLE: generally, i finish my assignments on time.
Generally, I finish my assignments on time.

1. put the book back on the shelf.
2. where does the Great Wall of China start? and end?
3. good grief, Charlie Brown! you can't do anything right!
4. "o time too swift, o swiftness never ceasing!—George Peele
5. the team was successful: it won the championship.
6. Mary, Mary, quite contrary,
how does your garden grow?
with silver bells and cockleshells
and pretty maids all in a row.—Mother Goose
7. goodness! that truck is traveling too fast.
8. "in some ways," wrote Henry Wallace, "certain books are more powerful by far than any battle."
9. "whoever is happy will make others happy too," wrote Anne Frank. "he who has courage and faith will never perish in misery!"
10. in studying Latin America, you should not overlook these interesting aspects: the dress, the culture, and the food.

Other Punctuation Marks with Quotation Marks

Whether to place punctuation inside or outside the quotation marks presents a problem for some writers. Four basic rules, once learned, will help you avoid most of the confusion.

Always place a comma or a period inside the final quotation marks.

EXAMPLES: "You exhibited greater skill in today's lesson," the driving instructor announced.

"As I passed the coffee house," Margaret explained, "the aroma of fresh coffee lured me inside."

Note in the second example that the quotation is split but that this makes no difference in the placement of the comma. It still goes inside the quotation marks.

The semicolon and colon always go outside the quotation marks.

Always place a semicolon or colon outside the final quotation mark.

EXAMPLES: One repair person said, "I can't do it for less than eighty dollars"; another indicated he could fix it for half that price!

She listed the ingredients for "an absolutely heavenly salad": spinach, mushrooms, hard-boiled eggs, and bacon.

Question marks and exclamation marks are slightly more difficult to punctuate.

Place a question mark or exclamation mark inside the final quotation mark if the end mark is part of the quotation.

EXAMPLES: The patient asked, "Is my blood pressure normal?"
The TV announcer exclaimed, "You just won the \$10,000 jackpot!"

On the other hand, if the exclamation mark or question mark refers to the entire sentence, the mark goes outside the quotation marks.

16.4 Quotation Marks with Direct Quotations

Place a question mark or exclamation mark outside the final quotation mark if the end mark is not part of the quotation.

EXAMPLES: Did you hear that speaker when he said, "We must reduce energy consumption"?

I was thrilled when they said, "And for president, Debbie Schmidt"!

With question marks and exclamation marks, only one mark is needed. In the following, the quote is a question and the sentence is a statement. No period, however, is needed.

EXAMPLE: My mother asked, "Did you feed the animals?"

EXERCISE C: Adding Other Punctuation Marks. Copy the following sentences, adding any needed commas, colons, semicolons, or end marks.

EXAMPLE: The young child shouted gleefully, "Someone just found my lost dog"

The young child shouted gleefully, "Someone just found my lost dog!"

1. The woman asked, "Officer, how much will this ticket cost"
2. My mother remarked, "Today, please clean your room"
3. "The next stop will be Fresno" the bus driver announced.
4. The girl shrieked, "There is a spider on my desk"
5. "But I have already seen that movie" I patiently explained.
6. "What time is your appointment" my mother inquired.
7. She had the nerve to call it "a piece of junk not worth paying to tow away" my beloved Chevy!
8. I let loose a blood-curdling scream when the doctor said, "This won't hurt a bit"
9. My mother usually says, "Harry, you're getting fat around the middle" my father then tells her that she is looking at muscle, not fat.
10. Did you hear the coach say, "Run the track three times"

EXERCISE D: Adding Quotation Marks and Other Punctuation Marks. Copy the following sentences, adding the necessary quotation marks and punctuation.

Conventions and Style: Parallel Structure

Good writers use **parallel structure**, or similar grammatical forms, to express similar ideas. Parallel structure gives your writing rhythm and emphasizes key ideas. To create parallel structure, use nouns with nouns, phrases with phrases, and clauses with clauses.

Look at the examples below. Notice that coordinating conjunctions (*and*, *or*) join items of equal importance.

Nonparallel: Look past the room with its rugs, with its bookcases, and the night creatures that were dancing around.	Parallel: Look past the room with its rugs, with its bookcases, and with its dancing night creatures.
Nonparallel: It was a fact that Isabella was rich, and she took risks to collect objects.	Parallel: It was a fact that Isabella was rich and that she took risks to collect objects.
Nonparallel: Isabella went into the garden because of its flowers rather than because she wanted quiet.	Parallel: Isabella went into the garden because of its flowers rather than because of its quiet.

As you edit your writing, check for parallel structure.

Writing and Speaking Conventions

A. Writing Use the following items to write sentences with parallel structure:

1. feet, tails, beaks
2. of affection, of jealousy, of parting
3. marble-topped table, long grass path, the sunflowers
4. raising, looking, thinking

Example: feet, tails, beaks

Sentence: The birds lifted their feet, spread their tails, and tapped their beaks.

B. Speaking Consider the letters mentioned in "The Lady in the Looking Glass." Compose and present to the class a letter that might be written by the narrator who is imagining the contents of the drawers. Use at least three examples of parallel structure.

Practice Rewrite each item to correct the non-parallel structure.

1. Lights and shadows moved across the room, curtains blew, and there were petals that fell.
2. Rage, envy, and sorrowing seemed to fill the room.
3. Isabella went from the house, down the grass path, and she walked into the garden.
4. Isabella would choose a trailing plant rather than it was an upright, sturdy flower.
5. Because it was hot, the windows and doors were open, letting in sounds of life and to contrast with the scene in the mirror.
6. Isabella bought the house, traveled to far off places, and choosing furnishings.
7. The envelopes lay on the marble table, seeming to be out of order and not focusing.
8. Letters can reveal a person's past—appointments, dates not kept, and breaking promises.
9. She was seen in the looking glass, pausing, straightening a rose, and to lift a bloom to smell it.
10. Was her expression scornful or sensitive, shining or in a dull way?

Name: _____

Parts of Speech Review
Entry Practice

Instructions: Respond to the following in bullet points or complete sentences.

- 1) Find two **nouns** in the room. Write them down.
- 2) Write two **verbs/actions** that you perform in the classroom.
- 3) Write down a (positive) **adjective** to describe someone else in the room.
- 4) Write down a **pronoun**.
- 5) Write down an **adverb** to how you perform that getting-ready action.
- 6) Write down an **interjection** you might use if you found out that you had a game after school.
- 7) Use a **preposition** to describe the location of one of your shoes at home.
- 8) Use a **conjunction** to reference two things you did this morning.

9.1 Subject and Verb Agreement

Compound Subjects

A singular subject after *or* takes a singular verb. A plural subject after *or* takes a plural verb. Compound subjects joined by *and* take a plural verb unless they are thought of as one thing or modified by *every* or *each*.

AGREEMENT WITH COMPOUND SUBJECTS	
Joined by or or nor	The manager or her assistant <i>is</i> usually in the store. Neither the library nor the courthouse <i>is</i> open on Sunday. An apple or grapes <i>make</i> a good snack. Grapes or an apple <i>makes</i> a good snack.
Joined by and	String beans, peas, and soy beans <i>are</i> legumes. The catcher and the pitcher <i>make</i> up the battery. Spaghetti and meatballs <i>is</i> my favorite dish. Every suitcase and parcel <i>was</i> inspected at the gate.

EXERCISE A: Compound Subjects Joined by Or or Nor. Write the verb form from parentheses that agrees with the subject in each sentence.

- EXAMPLE: A rubber band or a big paper clip is what you need. (is, are)
- A nurse or an aide usually _____ patients' temperatures. (takes, take)
 - Neither the players nor the coach _____ anything to regret. (has, have)
 - A wok or a frying pan _____ essential for cooking this dish. (is, are)
 - Coffee, tea, or milk _____ each meal. (accompanies, accompany)
 - Neither the directions nor the example _____ clear. (was, were)
 - Nicole, Chris, or Tom _____ let the dog back in. (has, have)
 - Soup or dessert _____ extra. (costs, cost)
 - Either a hamster or a gerbil _____ a good pet. (makes, make)
 - Neither Mrs. Kokoros nor her children _____ much Greek. (speaks, speak)
 - A pen or pencil in the glove compartment often _____ in handy. (comes, come)

EXERCISE B: Compound Subjects Joined by And. Write the verb form from parentheses that agrees with the subject in each sentence.

- EXAMPLE: Chicken and dumplings is the Blue Plate Special. (is, are)
- Tornadoes and thunderstorms _____ rare at this time of the year. (is, are)
 - Pears and cheese _____ well together. (goes, go)
 - Each soldier and sailor _____ given a free pass. (was, were)
 - Both management and the union _____ that the contract is fair. (agrees, agree)
 - The post office and banks _____ on Columbus Day. (closes, close)
 - The hotel and that office tower _____ recent additions. (is, are)
 - Ham and eggs _____ my favorite breakfast. (is, are)
 - Pliers and a screwdriver _____ needed to assemble the bike. (is, are)
 - Every teacher and student in the school _____ contributed. (has, have)
 - Both Lisa and her mother _____ tennis. (enjoys, enjoy)