

## Setting up your paper

- ▶ Heading:
  - ▶ Upper right corner of your paper write your number (large)
  - ▶ Underneath your number, write your name, English 1- 5 (or 7, depending on which class you are in), Mrs. Dugger, and the date
  - ▶ Top line: Title (for today the title is Fix-its, week of 8-15)
  - ▶ Skip a line and start working
  - ▶ \*\*On Fix-its, label each day. If you are absent, don't make up the day, just write absent.

## Fix-its, week of 8-15

### Tuesday, August 16

¶ Did you ever hear the story of the three poor soldiers

They had fought well in the wars, but now they were out of work and destitute

By annotating informational text as we read, we increase our understanding because we are reading the text closely.

- ▶ Step One: Read through the text and number the paragraphs
- ▶ Step Two: Read through the text again. Highlight or underline the main idea of each paragraph - NOT THE ENTIRE PARAGRAPH
- ▶ Step Three: Read through the text again. Circle at least one word in each paragraph that is unclear to you. Then, attempt to define each word based on context clues. Finally, look each word up in a dictionary.
- ▶ Step Four: Read through the text again. Left margin - beside each paragraph, write a short statement that summarizes what the author is saying in the paragraph
- ▶ Step Five: Read through the text again. Right margin - beside each paragraph, write a short statement telling what the author is doing in the paragraph (begin each statement with an -ing word)

# How to write a Keyword Outline:

- ▶ Number your paper according to the number of sentences in the paragraph, or according to the number of paragraphs (depends on the length of the text).
- ▶ Beside each number, write 3-5 key words from each sentence (or from each main idea - this depends on the length of the text).
- ▶ Symbols and numbers do not count against you.
- ▶ Separate the words and symbols with commas
- ▶ Retell the text to a partner using only your keyword outline as a reference. This is a check of your outline - you are seeing if it works and you are able to include all of the **important** information that was in the original text.
- ▶ Write your summary based on the outline. You may quote parts of the text only if you do it correctly. (“These are words directly from the text” (paragraph 3).)

# Fix-its Vocabulary

## Week of 8-15-16

- ▶ **Poor** - having little or no money, goods, or other means of support
- ▶ **Destitute** - without means of subsistence; lacking food, clothing, and shelter.
- ▶ **Wretched** - miserable
- ▶ **Gloomy** - hopeless
- ▶ **Keeping watch** - standing guard
- ▶ **Alert** - fully aware and attentive
- ▶ **Dwarf** - (in folklore) a being in the form of a small, often misshapen and ugly, man, usually having magic powers.
- ▶ **Rebuffing** - rejecting

# What do I do with the Article of the Week (AOW)?

1. Go through all 5 steps for close reading / annotation
  1. Read the text and number the paragraphs
  2. Read the text and underline the main idea of each paragraph
  3. Read the text and circle at least one word you don't understand in each paragraph
  4. Read the text and write what the author is saying in each paragraph (left margin)
  5. Read the text and write what the author is doing (-ing word) in each paragraph (right margin).
2. Write a one paragraph (7-10 sentences) summary of the article.
3. Write one paragraph (7-10) sentences in which you explain why you think the author wrote this article and what your opinion of the article is and why.
4. You must use at least one quotation (piece of evidence), cited correctly, in each paragraph of your paper.

# There are seven basic sentence structures. Using a mixture of these structures within paragraphs adds interest and style to your writing.

## ▶ #1 - Subject Opener

- ▶ **Pizza** is my favorite food. (Pizza is the subject of the sentence.)
- ▶ Articles and adjectives associated with the subject may come before the subject. For example: **The ferocious dog** attacked the intruder.

## ▶ #2 - Prepositional Phrase Opener

- ▶ Beginning a sentence with a prepositional phrase (a group of words beginning with a preposition and always containing either a noun or pronoun - no verb)
- ▶ If a prepositional phrase contains fewer than 4 words, a comma is not required after is; however, most texts will place the comma anyway.
- ▶ Example: **During football season**, pizza is my favorite food.

## ▶ #3 - “-ly” Adverb Opener

- ▶ Beginning a sentence with an “-ly” adverb followed by a comma and the rest of the sentence.
- ▶ Example: **Curiously**, pizza is my favorite food.

# More Sentence Openers!!

- ▶ #4 - we will come back to this one in a few weeks
- ▶ #5 - Clausal Opener ([www.asia.b](http://www.asia.b))
  - ▶ For this type of sentence, simply add an adverb clause to the beginning of the sentence, followed by a comma.
  - ▶ To make the adverb clause, begin with one of the [www.asia.b](http://www.asia.b) words and then add a subject and verb and any related words to make it interesting.
  - ▶ Test your clause to make sure it is a clause. How? Take off the [www.asia.b](http://www.asia.b) word. If the chunk of words you have left can be a complete sentence, your clause was a true clause.
  - ▶ What's the difference between this type and a #2? **Clauses have verbs.**
  - ▶ Example: **Although I enjoy many types of cuisine, pizza is my favorite food.**
- ▶ #6 - VSS (Very Short Sentence)
  - ▶ For a dramatic *punch*, inserting a very short sentence every now and then can be extremely powerful.
  - ▶ Rule for VSS: 2-4 words only; ALWAYS use a strong action verb! NO helping verbs!!
  - ▶ \*\*\*\*Extra props for using alliteration!\*\*\* Just don't overdo it.
  - ▶ Example: **Pizza pleases my palate.**

# Quality Adjectives, Adverbs, and Strong Verbs

- ▶ There are several adjectives that are permanently banned from your writing. These are:

**Good, bad, pretty, ugly, nice, mean, big, small, a lot, and interesting**

- When you are tempted to use one of these words, use your reference sheet to choose a more descriptive word.
- Adverbs help verbs to be more powerful. Use your reference sheet to help you find some effective adverbs when you write.
- Strong verbs are action verbs. Try to use action verbs when writing instead of state of being verbs. Your writing is much more interesting with action. Use your reference sheet for some suggestions of strong verbs to substitute for some common, weak verbs.

# Who/Which Clauses

- ▶ The IEW dress-up known as the *who/which clause* is called an adjective clause in grammar books. This is because it is an entire clause that describes a noun. It will, therefore, follow a noun. It will begin with either the word *who* or the word *which* followed by a verb. The entire clause will be inserted into an already complete sentence.
- ▶ The who/which clause is useful in two ways:
  - ▶ • to help you add more detail to a sentence
  - ▶ • to help combine two short sentences into one
- ▶ **The w/w clause should be set off by commas.**
  - ▶ If it is removed, there should still be a complete sentence left.
- ▶ **Sample**
  - ▶ *The English gentlemen, **who wanted to search for riches**, would not work.*
  - ▶ Notice that if we remove the who clause, we would still be left with a complete sentence:
  - ▶ *The English gentlemen would not work.*
- ▶ This will always be the case if you have added a true w/w clause.