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Skills:

**Punctuation** (commas, semicolons, colons)

**Conventions** (fragments, run-ons)

**Clauses** (independent, dependent)

**Vocabulary** **In Context** (determine the meaning of an unfamiliar word based on context clues)

**Connotation** and **Denotation**

**Writing** (main idea, proper use of a quote, parallel structure, purpose, MLA)

**Literary** **Devices** (idiom, tone, mood, theme, hyperbole, plot chart, personification, point of view, suspense, setting)

**Informational** **Texts** (purpose, fact vs opinion, summary, recall, formal language)

**Elements** **of the Epic** (epic simile, epic setting, archetypes, invocation)

**Agreement** (subject/verb, pronoun/antecedent)

PUNCTUATION

The Semicolon & The Colon

A **semicolon** is used to: separate two independent clauses that relate to one another

A **colon** is used to/for: to introduce a list, in time, in ratios, in a formal salutation

In the following sentences, insert a semicolon or colon (or leave blank if the sentences is punctuated appropriately.)

1. Our school sounded the alarm when the Sasquatch crashed through the cafeteria at 12:32 pm.
2. He flipped tables; he tossed lunches.
3. He roared at the lunch lady but she stood her ground by offering him a plate made up of the following: peas, potatoes, and chicken tenders.
4. Everyone relaxed when he ended up sitting down at a table and noisily eating his food with his fingers.
5. He stood up, burped, and in an eloquent voice stated: “Dear students I apologize for the disturbance; I was ravenous. Thank you,” before walking out the door.

Practice:

Write sentences using semicolons and colons relating to *To Kill a Mockingbird*.

Sentence 1- use a colon in a list

Sentence 2- use a semicolon to connect two independent clauses

Sentence 3- use a colon to begin a salutation

Sentence 4: use a semicolon to connect two independent clauses WITH a conjunctive adverb

A **comma** is used in the following situations:

1. to separate items in a list of three or more
	1. example: Please go and buy milk, yogurt, and eggs.
	2. Practice example: I am excited to travel to New York Massachusetts and Nova Scotia.
2. to separate independent clauses when they are separated by one of the fanboys
	1. example: I want to buy a new phone, but it is too expensive.
	2. Practice example: We can go to the aquarium or we can go to the Coke Museum.
3. to separate a dependent clause from an independent clause (when the dependent clause comes first)
	1. example: If you are good, I will give you candy.
	2. Practice example: When you all pass your EOCT with top marks I will be so very happy.
4. to separate a quotation from the rest of the sentence
	1. example: “We need to buy more dog food,” she said, “before we run out.”
	2. Practice example: “Hey Frankenstein” I said “put down those children!”
5. to separate an introductory element from the rest of the sentence
	1. example: Hey, what’s that smell?
	2. Practice example: Excuse me Mr. Gillis could you tell me what season of Top Chef you were on?
6. to separate the name of a city from a country or state
	1. example: I am from Boston, Massachusetts.
	2. Practice example: I moved to Atlanta Georgia in July of 2012.

CONVENTIONS

A **sentence** is a group of words that has a subject and a verb and expresses a complete thought.

A **sentence** **fragment** is part of a sentence that is punctuated as if it were a complete sentence. Sentence fragments are incomplete thoughts because the subject or the verb is missing.

Identify the following as either a complete sentence or a sentence fragment. Correct the sentence fragments by adding information to make them complete.

1. In 1999, the giant bug (fragment)
2. I sat down and ate an enormous bowl of ice cream (complete sentence)
3. The general and his army (fragment)
4. Outside my window (fragment)
5. One in ten people (fragment)
6. The moon was full in the sky (complete sentence)

A **run-on sentence** is a sentence with at least two independent clauses that are forced together instead of being properly connected.

Example: My father retired from the Air Force last year he is writing a book about his experiences.

Practice: identify the following as either a run-on or a complete sentence.

1. Mrs. Preston inherited a large sum of money from her evil grandmother she can buy a new car now. (Run-on)
2. Dana and Callie worked very hard on their project therefore they felt they deserved a high grade. (Run-on)
3. We bought shoes, luggage, hats, and swimsuits at the mall fortunately we have a large trunk in our car. (Run-on)
4. I didn't think it would be necessary to take my umbrella; after all, the sun was shining when I left home. (Complete sentence)

CLAUSES

An **Independent Clause** is: a group of words containing both a subject and a verb that express a complete thought

A **Dependent Clause** is: a group of words containing both a subject and a verb, but that relies on an independent clause to give it full meaning

Example: Because I was hungry when I got to the movies, I went to the concession stand.

Dependent: Because I was hungry & when I got to the movies

Independent: I went to the concession stand.

Practice: Examine the sentences below. Underline the independent clause once and/or the dependent clauses twice.

1. **Since the dawn of time**, ancient civilizations have been depicting dragons in art.
2. Ancient cultures imagined the dragon as a giant snake.
3. **During the middle ages**, dragons were depicted with wings and legs.
4. **Because they breathe fire**, dragons were feared..
5. A modern day dragon was supposedly found **when a photographer snapped “Nessie” in Loch Ness.**

On Your Own:

Write THREE sentences in which you use both an independent and dependent clause.

Remember that dependent clauses often have a marker word that should alert you to its presence!

Some common dependent marker words are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

Be creative.

1.

2.

3.

ELEMENTS OF THE EPIC

Define the following terms in your own words:

**Epic**: a long narrative poem about the journey of a hero

**Epic** **simile**: A comparison developed over more than one line. It may or may not use like or as.

**Archetypes**: A pattern of characters, themes, and plot that we see over and over in our literature and popular culture.

**Epic** **setting**: Epic setting is distinguished by more than one land, magical locations, and supernatural beings.

**Epithet**: a brief descriptive phrase

Reflecting back on the Odyssey, answer the following questions in as much detail as possible:

1. What is an epic and provide at least one example of one.
2. What are the characteristics of an epic simile?
3. How will you know that you have found an epic simile when you are reading?
4. What is an archetypal character?
5. What are three examples of archetypal characters found within the Odyssey?
6. What are three examples of archetypal characters found in Disney films (or Pixar)?
7. What are the characteristics of an epic setting?
8. Provide an example of at least one epic setting found within the Odyssey.
9. What is an epithet?
	1. Provide an epithet for Odysseus.
	2. Provide an epithet for Penelope.
	3. Provide an epithet for Polyphemus.
10. Who was the speaker of the Invocation? What was the purpose of the invocation?

**INFORMATIONAL TEXTS AND WRITING**

**Practice:** **“Vigilante Justice: Real Life Superheroes Fight Crime in Seattle” ABC News**

Armed with a skintight black-and-gold, belted costume, a cape and a fedora, Phoenix Jones suits up at night to fight crime on the streets of Seattle. He's the leader of a real-life superhero movement.

"I'm definitely not going to let my fellow citizens be assaulted and not do anything," Jones said.

Jones leads the Rain City Superheroes, a group of 10 fighters who perform their own form of vigilante justice on the streets of Seattle.

"It's a pretty simple message. Citizens need to be more accountable. Calling 911 is a great start, but it's not the end all to end all," Jones said. "Criminals feel free to just run wild in my city, and I'm not going to stand for it."

Superman has his ability to fly, Batman has his gadgets, and Spiderman has his webs and super sharp senses. But Phoenix Jones, Red Dragon and Buster Doe have just their snazzy costumes and endless enthusiasm as they patrol Seattle's Capitol Hill. Red Dragon sports a red robe and a wooden sword. Buster Doe covers his face with a white scarf. Jones said he developed his costume, along with his alter ego's name, when his crime-fighting ways made him too recognizable.

"When I started breaking apart fights, I had no outfit or moniker or symbol, and people started recognizing me in my everyday life. It got kind of dangerous and very uncomfortable," he said. "This suit is what people recognize, and when I take the suit off, I'm able to live as close to a normal life as possible until I put it back on and am ready to defend the people of Seattle."

While Jones might not have Batman's Alfred Pennyworth to help him build cool new gadgets, he has adapted his car and costume to protect him. He wears a bulletproof vest and carries not just a Taser but a net gun and a grappling hook. His car has a computer in it that prints any e-mails sent to his superhero e-mail address.

1. What is the author’s purpose for writing?
	1. To entertain
	2. To persuade
	3. **To inform**
2. The point of view of this article is
	1. First person
	2. Second person
	3. **Third person**
	4. Fourth person
3. What is the main idea of the piece?
4. People need to take justice into their own hands and become superheroes.
5. More cities need superheroes to protect the people.
6. Phoenix Jones has two sidekicks named Red Dragon and Buster Doe.
7. **Phoenix Jones and his team fight crime on the streets of Seattle like real life superheroes.**
8. Which of the following details does Phoenix Jones give that best supports the fact that he needs a costume and an alias to fight crime?
9. People will listen to him if he wears a cape.
10. He needs a place to put his gadgets.
11. **People began to recognize him.**
12. He wishes every day was Halloween.
13. Which of the following sentences could not be left out if the author wanted to prove that Phoenix Jones needs a costume to be safe?
	1. It's a pretty simple message.
	2. **Jones said he developed his costume, along with his alter ego's name, when his crime-fighting ways made him too recognizable.**
	3. Red Dragon sports a red robe and a wooden sword.
	4. Buster Doe covers his face with a white scarf.
14. The repetition of “has his” in the line “Superman has his ability to fly, Batman has his gadgets, and Spiderman has his webs and super sharp senses” makes this an example of
	1. Idiom
	2. **Parallel structure**
	3. Setting
	4. Point of view
15. “it's not the end all to end all” is an example of
	1. **Idiom**
	2. Parallel structure
	3. Setting
	4. Point of view
16. Based on how the word is used in the title and the piece, what does “vigilante” most likely mean?
17. A person who is odd, but fashionably dressed
18. **A person who takes it upon themselves to punish others outside of the law**
19. A person who has friends to help him
20. A person who lives in Seattle
21. Which of the following inferences could you make about Phoenix Jones just by reading this piece?
22. He is probably very young
23. He probably has a wife and family
24. **He probably values justice and fairness**
25. He is probably loves animals
26. “Citizens need to be more accountable” is a(n)
	1. Fact
	2. **Opinion**
	3. Neither

**Figurative Language:**

Personification: Giving Human qualities to something non-human

Simile: A comparison of two things using comparing words such as like, as, seems, or than

Metaphor: A comparison of two things that does not use “like” or “as”

Hyperbole: an exaggeration to make a point

**Practice: Identify each of the following as a Simile, and Metaphor, Hyperbole, or Personification**

“Nothing you could do, cause I’m stuck like glue to my guy” simile

“Keep on dancing ‘til the world ends” hyperbole

“so let mercy come and wash away what I’ve done” personification

“You’re like an Indian summer in the middle of winter” simile

“She’s fire burning, fire burning on the dance floor” metaphor

“A dreamer’s just a vessel that must follow where it [the river] goes” metaphor

“Looks like a girl, but she’s a flame” metaphor

“you can hear happiness staggering down the street” personification

**Fiction Terms**

Setting: the time and place of a story

Plot: The sequence of events in a story. The plot is built around the conflict and tells what happens, when it happens, and what characters it happens to.

Exposition: the beginning of a play that sets the stage and introduces the characters and conflict

Rising Action: the conflicts develop

Climax: the turning point and the height of the action

Falling Action: the events that result from the climax and lead to the end

Conclusion/Resolution/Denouement: the conclusion occurs and the conflicts are resolved

**Practice: “The Princess and the Tin Box” by James Thurber**

Once upon a time, in a far country, there lived a King whose daughter was the prettiest princess in the world. Her eyes were like the cornflower, her hair was sweeter than the hyacinth, and her throat made the swan look dusty.

From the time she was a year old, the Princess had been showered with presents. Her nursery looked like Cartier’s window. Her toys were all made of gold or platinum or diamonds or emeralds. She was not permitted to have wooden blocks or china dolls or rubber dogs or linen books, because such materials were considered cheap for the daughter of a king.

When she was seven, she was allowed to attend the wedding of her brother and throw real pearls at the bride instead of rice. Only the nightingale, with his lyre of gold, was permitted to sing for the Princess. The common blackbird, with his boxwood flute, was kept out of the palace grounds. She walked in silver-and-samite slippers to a sapphire-and-topaz bathroom and slept in an ivory bed inlaid with rubies.

On the day the Princess was eighteen, the King sent a royal ambassador to the courts of five neighboring kingdoms to announce that he would give his daughter’s hand in marriage to the prince who brought her the gift she liked the most.

The first prince to arrive at the palace rode a swift white stallion and laid at the feet of the Princess an enormous apple made of solid gold which he had taken from a dragon who had guarded it for a thousand years. It was placed on a long ebony table set up to hold the gifts of the Princess’ suitors. The second prince, who came on a gray charger, brought her a nightingale made of a thousand diamonds, and it was placed beside the golden apple. The third prince, riding on a black horse, carried a great jewel box made of platinum and sapphires, and it was placed next to the diamond nightingale. The fourth prince, astride a fiery yellow horse, gave the Princess a gigantic heart made of rubies and pierced by an emerald arrow. It was placed next to the platinum-and-sapphire jewel box.

Now the fifth prince was the strongest and handsomest of all the five suitors, but he was the son of a poor king whose realm had been overrun by mice and locusts and wizards and mining engineers so that there was nothing much of value left in it. He came plodding up to the palace of the Princess on a plow horse, and he brought her a small tin box filled with mica and feldspar and hornblende (types of ordinary rocks) which he had picked up on the way.

The other princes roared with disdainful laughter when they saw the tawdry gift the fifth prince had brought to the Princess. But she examined it with great interest and squealed with delight, for all her life she had been glutted with precious stones and priceless metals, but she had never seen tin before or mica or feldspar or hornblende. The tin box was placed next to the ruby heart pierced with an emerald arrow.

“Now,” the King said to his daughter, “you must select the gift you like best and marry the prince that brought it.”

The Princess smiled and walked up to the table and picked up the present she liked the most. It was the platinum-and-sapphire jewel box, the gift of the third prince.

“The way I figure it,” she said, “is this. It is a very large and expensive box, and when I am married, I will meet many admirers who will give me precious gems with which to fill it to the top. Therefore, it is the most valuable of all the gifts my suitors have brought me, and I like it the best.”

The Princess married the third prince that very day in the midst of great merriment and high revelry. More than a hundred thousand pearls were thrown at her and she loved it.

Moral: *All those who thought that the Princess was going to select the tin box filled with worthless stones instead of one of the other gifts will kindly stay after class and write one hundred times on the blackboard, “I would rather have a hunk of aluminum silicate than a diamond necklace.*

What is the setting of the story? A kingdom in a far-off country

What event would be the exposition? The princess reached her eighteenth birthday

What event would be the rising action? The princes arrive and bring their gifts for the princess

What event would be the climax? The princess selected the gift she liked the most

What event would be the falling action? The princess married her prince.

What would be the Denouement/Resolution? The moral is the resolution

**MLA Formatting and Citations**

1. Introducing and punctuating quotes correctly

-introduce the quote with the person who said it

-follow the introduction with a comma

-put quotation marks around the quote

-place the period on the outside of the quotation marks

2. MLA Heading

 -upper left corner

 -name, teacher name, class, date (day month year)

3. Last name and page number

 -upper right

 -name capitalized

 -no punctuation

4. Title

 -center of the page

 -no punctuation

 -capitalized

5. Paragraph and page formatting

 -entire page double spaced, including heading and title

 -first line is indented

6. Parenthetical citation

-author’s last name and page number with no punctuation or title of article/webpage in quotation marks

-in parentheses right after last piece of information (quoted or paraphrased) from a particular source

-period on the outside

7. works cited page

 -double spaced

 -Works Cited in the top center

 -alphabetical order

8. Citations

 -in correct order and correctly punctuated

 -all lines after the first indented for each citation

**Practice: Correct the following paragraph and works cited page** Smith 1

Billy Smith

Mrs. Jones

 1st period Language Arts

20 October 2012

The Popularity of *To Kill a Mockingbird*

 *To Kill a Mockingbird* is one of the most popular books of all time. It has been published in countless languages and, though it is over fifty years old, it is still in print today (“Historical Background”). *To Kill a Mockingbird* is not only popular with readers, but it is also the most frequently taught book in both public and private high schools across the country. The novel is even taught in other countries, like Australia and Japan (Lewis). The English Department at West Virginia University notes, “*To Kill a Mockingbird* is likely so popular because it deals with themes that appeal to everyone, such as growing up and conquering prejudice” (Historical Background). “*To Kill a Mockingbird* appeals to boys and girls, young people and adults” (Lewis). It truly is an American masterpiece of literature.

----------------------------------------------------------------------------------------------------(page break) Smith 2

Works Cited

“Historical Background.” English Department Website. West Virginia University, 2009. Web. October 18, 2012.

Lewis, John. “A Little Historical Background on To Kill a Mockingbird.” Video. Youtube. Youtube, 3 October 2012. Web. 19 October 2012.

PARALLEL STRUCTURE

Sentence elements that are alike in function should also be alike in construction. The elements should be in the same grammatical form so that they are parallel.

The function of parallel structure is to help your writing improve its clarity and equality.

The following are a few examples of parallel elements:

**Thinking to see at the time because I care**

**Running to understand in the house after they met**

What do you notice about the above pairs of words?

The first pair is an example of parallel verb tense.

The second pair is an example of parallel verb phrases.

The third pair is an example of parallel prepositional phrases.

The fourth pair is an example of parallel dependent clauses.

These elements, on the other hand, are not parallel

**Thinking to see at the time because I care**

**To run since I understand being there to meet**

What do you notice about the above pairs of words?

The first pair includes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The second pair includes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The third pair includes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The fourth pair includes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \*

Used in a sentence, the above pairs create a jarring or uncomfortable effect and produce writing with unclear meaning. This is faulty parallelism.

Improve your writing by using parallel structure in order to increase clarity, understanding, and flow of ideas.

\* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \*

Writers generally use parallelism as a technique in one of the following three ways.

1. Elements joined by coordinating conjunctions (fanboys).
	1. **Thinking** and **running** often accompany one another as I exercise
	2. I do not enjoy **thinking** or **running**.
2. Elements in lists or in a series:
	1. She wanted three things: **money**, **power**, and **beauty**.
	2. There was no opportunity **to ask** my questions, **to request** an extension, or **to explain** why there were so many wigs.
3. Elements are being compared
	1. **Driving** to Atlanta can actually take less time that **flying** there.
	2. I like **to roller skate** better than **to jump rope**.

Exercises:

Directions: Improve the following sentences so that they are parallel.

1. What I said or did upset everyone in the room.
2. She suggested that I write a novel and I send it to the publishing house.
3. Good sense and thoughtfulness are two valuable assets.
4. The students have dissected frogs, cats, and human torsos.
5. At the store, my duties are to keep the shelves stocked, to work the registers,  and to assist customers.
6. The nanny was supposed to feed the children, walk the dog, and dust the living room.
7. Reading mystery novels, exercising in the park, and completing crossword puzzles occupy a good deal of my retirement time.
8. It is harder to tie a slip knot than to tie a square knot.
9. He felt that being a good listener was just as important as being a good speaker.
10. What you actually do is a better indication of your true motives than what you say.

SUBJECT / VERB AGREEMENT

The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.

Additional Rules:

**Rule 1**

Two singular subjects connected by *or* or *nor* require a singular verb.

**Example:** *My aunt or my uncle is arriving by train today.*

**Rule 2**

Two singular subjects connected by *either/or* or *neither/nor* require a singular verb as in Rule 1.

**Examples:** *Neither Juan nor Carmen is available.* *Either Kiana or Casey is helping today with stage decorations.*

**Rule 3**

When *I* is one of the two subjects connected by *either/or* or *neither/nor*, put it second and follow it with the singular verb *am*.

**Example:** *Neither she nor I am going to the festival.*

**Rule 4**

As a general rule, use a plural verb with two or more subjects when they are connected by *and*.

**Example:***A car and a bike are my means of transportation.*

**Rule 5**

Sometimes the subject is separated from the verb by words such as *along with, as well as, besides*, or *not*. Ignore these expressions when determining whether to use a singular or plural verb.

**Examples:** *The politician, along with the newsmen, is expected shortly.* Excitement, as well as nervousness, is the cause of her shaking.

**Rule 6**

The pronouns *each, everyone, every one, everybody, anyone, anybody, someone,* and *somebody* are singular and require singular verbs. Do not be misled by what follows *of*.

**Examples:** *Each of the girls sings well.* *Every one of the cakes is gone.*

**NOTE:** *Everyone* is one word when it means *everybody*. *Every one* is two words when the meaning is *each one*.

Subject/Verb Practice: Underline the correct verb in the parentheses.

1. Almost everybody (**has** / have) some difficulty with writing.

2. Neither the chipmunk nor the squirrels (**is** / are) bothering us.

3. Both of us (is / **are**) voting in the next election.

4. Milo, Phoebe, and I (was / **were**) offering our help.

5. Neither of you (jump **/ jumps**) to conclusions.

6. Some say the Native Americans (has / **have)** been treated unfairly.

7. There (was / **were**) only two choices on the menu.

8. Rudy as well as his cat (**like** / likes) milk.

9. He (**is** / are) my boss and friend.

10. Sunbathing (**is** / are) my favorite form of exercise.

PRONOUN / ANTECEDENT AGREEMENT

A pronoun is a word that takes the place of another noun in the sentence.

Example: Ms. Deskins brought **her** niece to school last week.

An antecedent is the word that is replaced by the pronoun.

Example: **Ms. Deskins** brought her niece to school last week.

Practice:

1. Neither Mary nor Laura has turned in (**her**, their) report.
2. Anybody can learn to set up (**his**, their) own tent.
3. Each of the boys takes care of (**his**, their) own room.
4. Neither Tom nor Jim can give (**his**, their) report today.
5. Anyone can join our group if (**he**, they) is really interested.

6. The team can't play (**its**, their) best when it's too hot.

7. Either Bill or Tony will lend you (**his**, their) book.
8. Everyone should do (**hi**s, their) best work on the project.
9. George wants to go into politics**;** he finds (**it**, them) exciting.

10. Everyone should be in (**his**, their) seat before the curtain goes up.