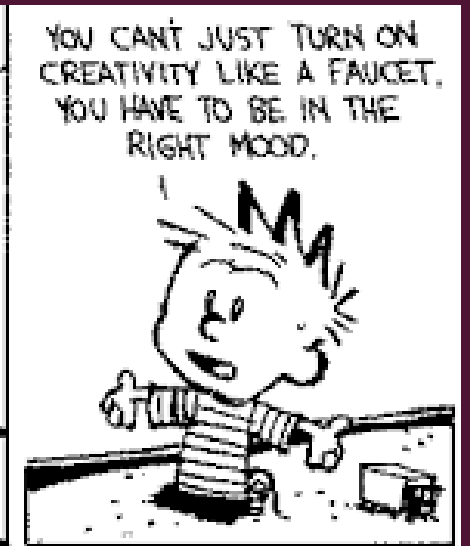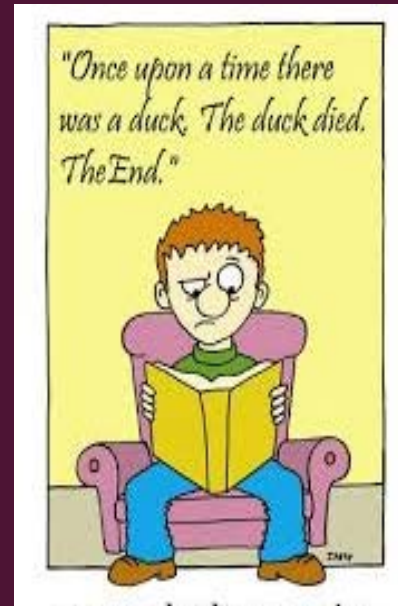# CONTENT

USE IDEAS AND EVENTS THAT ARE APPROPRIATE AND CLEARLY ESTABLISH A CONTEXT! BE SPECIFIC IN YOUR DETAILS IN TERMS OF CHARACTERS, SETTING, ACTIONS, AND EVENTS. DON'T FORGET WHO YOUR AUDIENCE IS! 5 W's

ORGANIZATION

HAVE YOU INTRODUCED A STORY? ARE YOU FOLLOWING A COHERENT ORDER? HAVE YOU ESTABLISHED CONNECTIONS BETWEEN CHARACTERS, EVENTS, & DETAILS? HAVE YOU BROUGHT CLOSURE TO YOUR STORY?
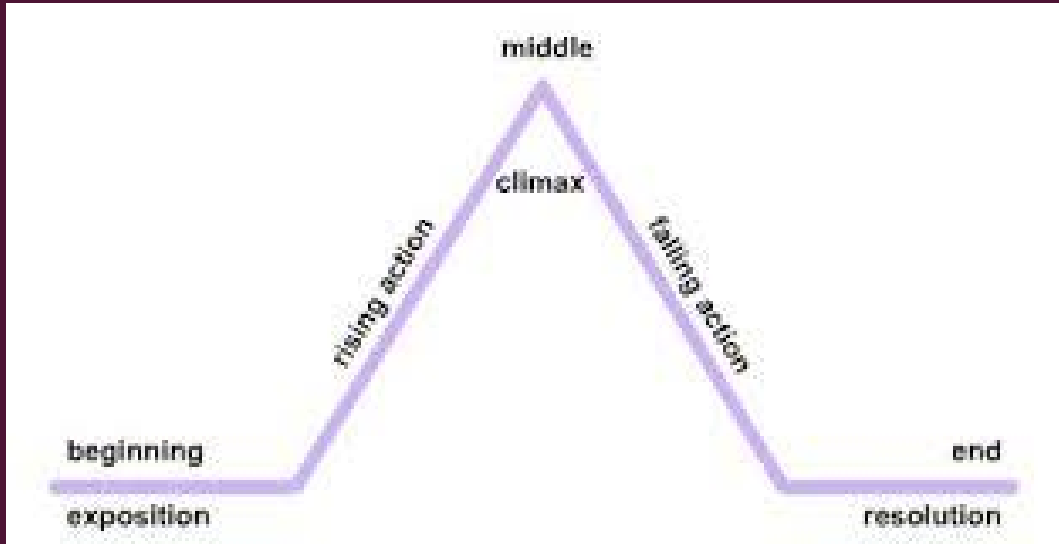
CONFLICT, CLIMAX, CONCLUSION

NARRATIVE COMPOSITION

The Narrative Composition

The purpose of narrative writing is to tell a story – true or imagined. A narrative story may be told in either the **first person** or the **third person**. When the story is told from the first-person's point of view, the storyteller uses the pronoun "I" or "we". When a story is told from the third-person's point of view, the storyteller uses the pronoun "he", "she", or "it".

The Process

Step One: think of a general story line

Step Two: narrow your story line down to a more specific topic

Step Three: create a list of events in your story in the order in which they happen

Step Four: write your composition

PARAGRAPHS

The Paragraph
A **Paragraph** is made up of a group of sentences with a common topic.
The **Topic Sentence** is the first sentence of a paragraph. It states or suggests the main idea of the paragraph.
A paragraph must have **unity** and **coherence**. When a paragraph has unity, all its sentences relate to a single idea. Coherence refers to the logical sequence in which the sentences are arranged in a paragraph.

1. Introductory paragraph that sets up your story
2. Body paragraphs that contain details of your events
3. Concluding paragraph that provides an ending to your story

SENTENCE STRUCTURE

WRITERS CONTROL OF SENTENCES – SENTENCE TYPE AND LENGTH & VARIETY OF SENTENCE BEGINNINGS!
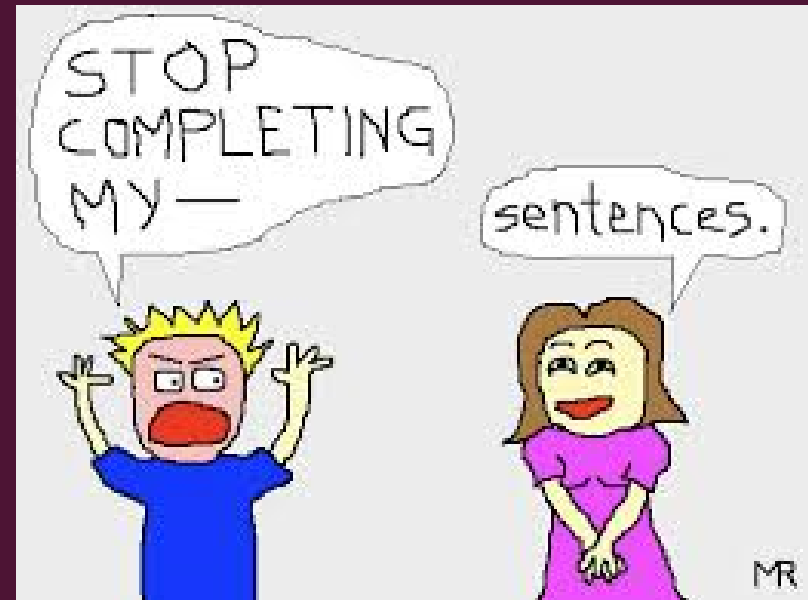
COMBINING SENTENCES

Sentence Combining

Too many short sentences in a paragraph can be boring for the reader.

Example(1): John has a dog. The dog is a Collie. The dog's name is Rufus.

Better: John's dog, Rufus, is a Collie.   or   John has a Collie dog named Rufus.

Example(2): It was raining. The game ended. We all got wet.

Better: Because it was raining, the game ended and we all got wet.

"Because *it was raining*" is a dependent clause attached to the compound sentence "the game ended and we all got wet."

RUN-ON SENTENCES

Run-On Sentences

A run-on sentence is formed when two or more independent clauses (sentences) are placed together as one sentence without connecting words.

Example: Peter's brother is in grade seven he goes to the same school.

Correction(1):   Peter's brother is in grade seven and he goes to the same school.

Correction(2):   Peter's brother, who is in grade seven, goes to the same school.

To repair a run-on sentence, do one of the following:

a. use a conjunction

b. create two sentences

c. change one independent clause to a dependent clause

d. use a semicolon between the two independent clauses

COMMA SPLICE

A **Comma Splice** occurs when two independent clauses are separated by a comma.

Example: The game went into overtime, the teams took a quick rest.
             The sentence does not have a connecting word linking the two independent clauses.

Correction: When the game went into overtime, the teams took a quick rest.
             In this sentence, the independent clause "the game went into overtime" becomes a dependent clause with the connecting word "when".

PADDED LANGUAGE

Padded Language is the use of unnecessary words or phrases in a sentence. Often these words are redundant (a repeat of a word or idea in a sentence) and should always be avoided. In some cases, a phrase can be replaced by a single word giving clearer meaning.

Example (1): Myself, I like riding my bicycle.

The word "myself" is unnecessary and redundant since the subject is the pronoun "I".

Example (2): In my opinion, I think that it is a good idea.

The phrase "in my opinion" is redundant because it is already stated in the sentence that "I think" is an opinion.

PADDED LANGUAGE

Padded Language is the use of unnecessary words or phrases in a sentence. Often these words are redundant (a repeat of a word or idea in a sentence) and should always be avoided. In some cases, a phrase can be replaced by a single word giving clearer meaning.

Example (1): Myself, I like riding my bicycle.

The word "myself" is unnecessary and redundant since the subject is the pronoun "I".

Example (2): In my opinion, I think that it is a good idea.

The phrase "in my opinion" is redundant because it is already stated in the sentence that "I think" is an opinion.

DESCRIPTIVE SENTENCES

Building Detailed Sentences

Adding details and descriptive language can form interesting sentences.

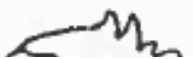*Example (1):* I walked down the street.

Walking down the long narrow street, I felt a cool gush of wind.

The street has been described and additional information has been added to enhance the reader's experience.

Example (2): Hockey is a favourite Canadian sport.

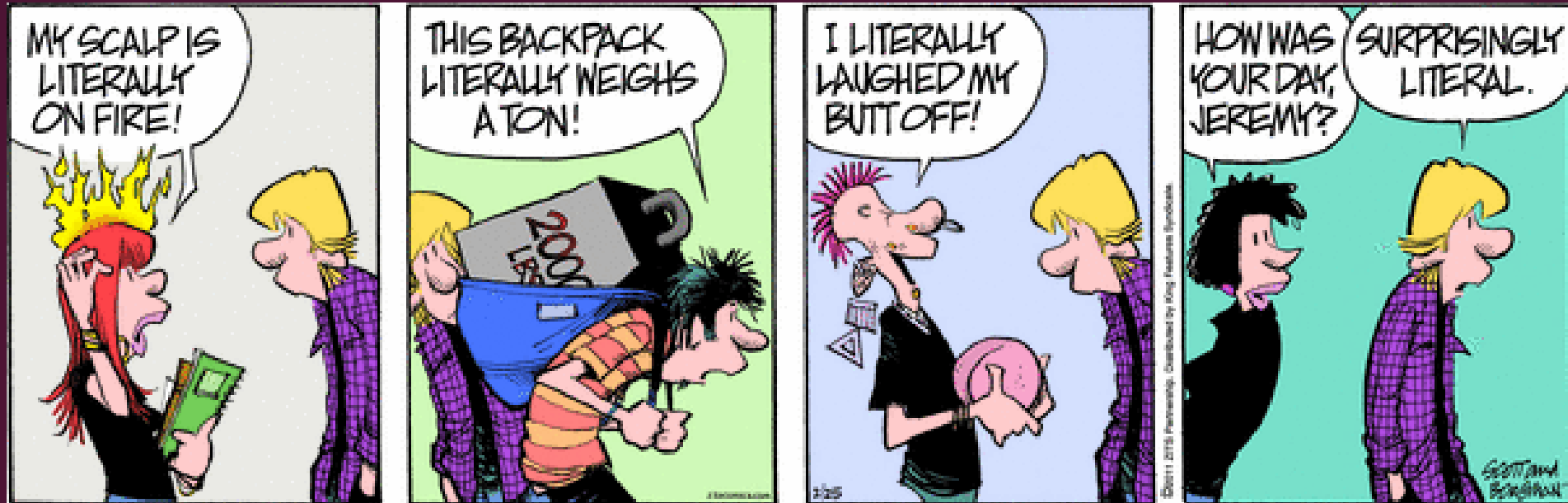Hockey, Canada's favourite sport, is enjoyed by athletes of all ages.

In this example, the words "Canada's favourite sport" have been placed in apposition to the noun "Hockey". Additional information has also been added to enrich the sentence.

VOCABULARY

WORDS AND EXPRESSIONS ARE USED ACCURATELY, EFFECTIVELY, AND ENHANCE THE STUDENT'S VOICE!

WORDS

Banish Boring Words!

Antonyms

words that have the *opposite meaning*

Synonyms

words that have the *same meaning*

Homonyms

words that *sound the same and are spelled the same,* but have *different meanings*

Homophones

words *that sound the same, but have different spellings* and different meanings

Synonym & Antonym

Word Choice

How are you writing today?

Frantically

Reflectively

Passionately

Romantically

Intellectually

Humorously

Emotionally

Investigatively

Suspensefully

Formally

Excitedly

Feverishly

Dramatically

Angrily

Persuasively

Continually!

EXPRESSIONS
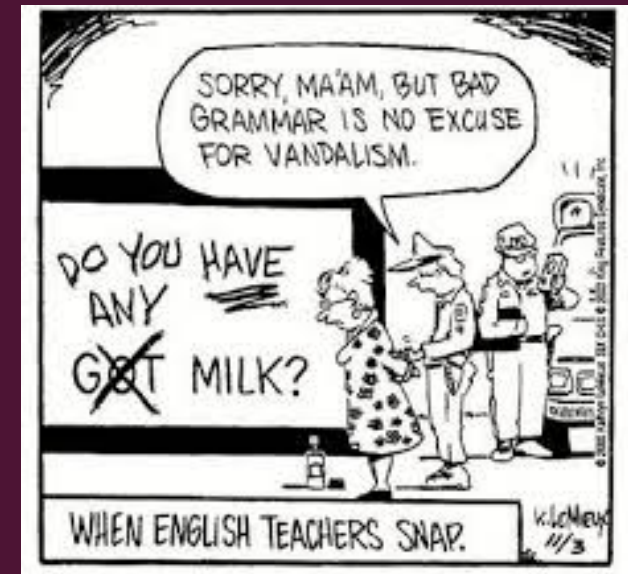

Flocabulary

CONVENTIONS

MECHANICS (SPELLING, CAPITALIZATION, PUNCTUATION, INDENTATION, ETC.) CAN MAKE OR BREAK THE CLARITY AND FLOW OF THE COMMUNICATION!!
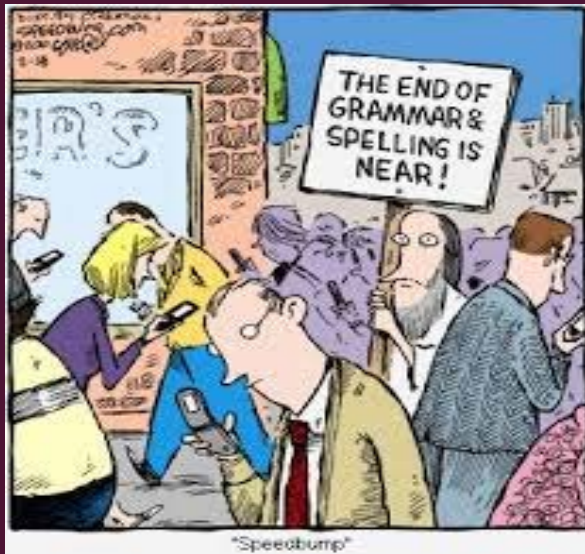
You Oughta Know

Active Passive Voice

You Oughta Know

QUOTATIONS

A **direct quotation** is made up of the exact words a speaker says. When you write a direct quotation, enclose it in **quotation marks (" ")** and capitalize the first word. Begin a new paragraph each time the speaker changes.

Use commas to set off words that introduce a direct quotation. Place the comma or period that ends the quotation inside the quotation marks. If the quotation is a question or exclamation, place the question or exclamation mark inside the quotation marks.

- "Knowledge is power," a wise person once said.
- The curious student asked, "How high is the sky?"

In interrupted quotations, a comma is used when the second part of the quotation does not begin a new sentence. If the second part does not begin a new sentence, a capital letter is not used.

- "Yes," said his classmate, "everyone wants to know!"
- "It depends on what you mean," said the teacher. "The atmosphere of Earth has several layers."

CAPITALIZATION

Follow these rules for capitalizing words.
- Capitalize the first letter of every sentence: Our trip was great.
- Capitalize the pronoun *I:* Mara and I swam every day.
- Capitalize proper nouns, proper adjectives, and important words in titles: Pam Cooper; Orlando, Florida; *A Wrinkle in Time;* Powell Avenue; Carter Building; Flag Day; Lake Erie; Canadian provinces; April 21, 2006
- Capitalize the personal titles of people: Mrs. Jean Davies
- In letters, capitalize the first word of a greeting: Dear Sue,
- In letters, capitalize the first word of the closing: Your friends,

Capitalize!!

COMMA

A **comma** is used to set off a word or group of words from other words.

- In a friendly letter, use a comma after the greeting and closing.

  Dear Robert,   Sincerely,   Your friend,

- In a date, use a comma between the day of the week and the month, and between the day of the month and the year. In an address, use a comma between the city and the state or country. When a date or an address appears in the middle of a sentence, a comma also follows the year, street, city, and state or country.

  Tuesday, August 5   June 25, 2006   Superior, CO 80027
  I went to Lima, Ohio, last year.

- Commas are also used to separate three or more words, phrases, or clauses in a **series:** My school offers art, music, and dance classes.

- When you speak to, or address, a person by name or title, you are using **direct address.** A comma is used to set off the name when it appears at the beginning or at the end of a sentence. When the name is in the middle of a sentence, two commas are used.

  Greta, do you play a musical instrument?
  I do, Mrs. James, and I also compose music.
  How do you find time for all your activities, Greta?

COMMAS!!

CONTRACTIONS

A **contraction** can be formed by combining a pronoun and a verb. An apostrophe (') replaces the letter or letters that are left out.

- I <u>am</u> learning to play the piano. <u>I'm</u> learning to play the piano.

Negative contractions are formed by combining a verb and *not*. Use only one negative to make a sentence mean "no" or "not."

- We <u>were not</u> ready to perform. We <u>weren't</u> ready to perform.

don't	=	do not
I'll	=	I will
can't	=	can not
he's	=	he is
she'd	=	she would