

HAWK'S AUTHOR HANDBOOK



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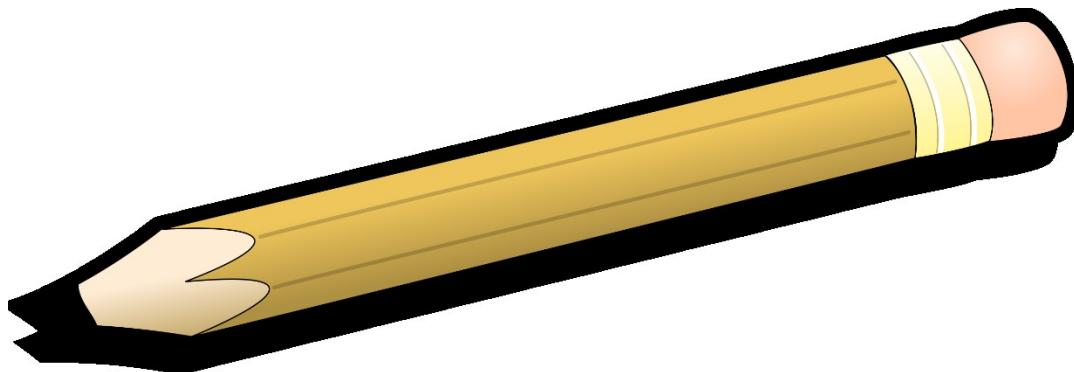
Introduction

Types of Writing

Argumentative/Persuasive	Informative/Explanatory	Narrative
<ul style="list-style-type: none">Purpose: provide evidence and reasons to change reader's mind about a topicOrganization: usually 5 paragraph essayStyle: generally formal vocabulary, thesis, topic sentences, supporting details, facts, citations, and works cited page	<ul style="list-style-type: none">Purpose: inform a reader about a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant contentOrganization: usually 5 paragraph essayStyle: generally formal vocabulary, thesis, topic sentences, supporting details, research, facts, and works cited page	<ul style="list-style-type: none">Purpose: entertain the reader with real or imagined experiences or events which include descriptive details and well-structured event sequencesOrganization: varies in length, use specific events in chronological order using narrative elementsStyle: may use informal vocabulary; includes characters, setting, plot, exposition, rising action, conflict, climax, resolution/solution, descriptive words, figurative language, dialogue, etc.

Author's Purpose and Intended Audience

Why are you writing? Is your goal to persuade, inform, or entertain? After you determine your purpose, ask yourself who you are writing for. Your word choice will be very different if you are trying to persuade the principal or if you are telling an entertaining story to your friends.



6+1 Traits of Writing

- Develop ideas (pg 4-5)
- Select an appropriate organizational structure (pg 6)
- Find your voice (pg 10)
- Expand your word choice (pg 11)
- Address sentence fluency (pg 12-13)
- Use correct conventions (pg 18)
- Display a pleasing presentation (pg 20)

The Writing Process

Prewriting

- make a list or a graphic organizer
- ask someone else for additional ideas
- let your ideas flow
 - free write
 - outline

pg 4-6

Publishing

- follow format rules
- polish the document for presentation

pg 20

Drafting

- look over ideas in prewriting and see if there is any order to them
- begin writing with the ideas that are most familiar to you
 - keep your PURPOSE and AUDIENCE in mind

pg 6-13

Editing

- complete editing steps
- edit for CONVENTIONS
 - spelling, punctuation, capitalization, grammar, usage, paragraphing

pg 18

Revise

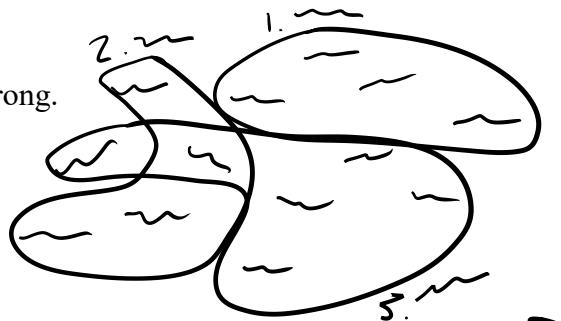
- complete the revising steps
- have a peer revise for your
 - revise for traits
 - focus on IDEAS

pg 5-17

Prewriting

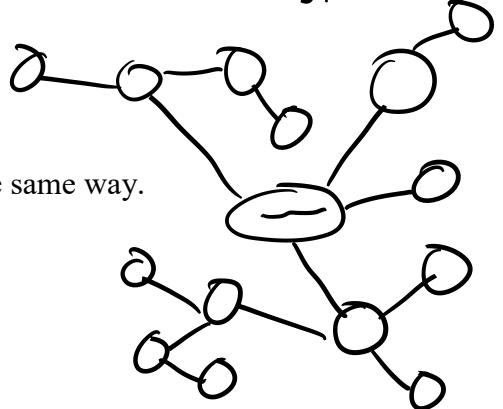
Brainstorming

- Jot down all possible topics – don't worry about right or wrong.
- Group items in a way that makes sense to you.
- Label each group.



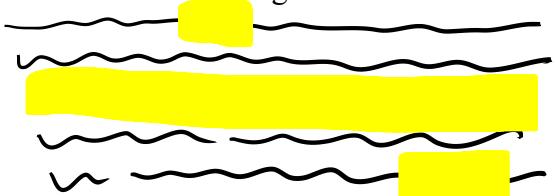
Idea Mapping

- Put a subject in the center of a page.
- Link new ideas to the central idea with lines.
- As you think of ideas that relate to the new ideas, add those in the same way.



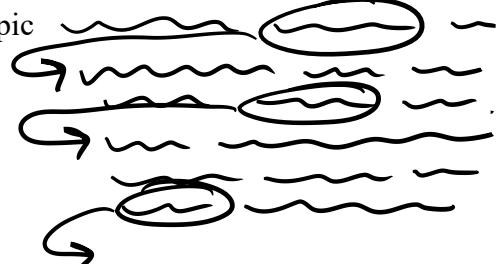
Free-writing

- Free-write on the assignment or general topic for several minutes nonstop.
- After you've finished freewriting, look back over what you have written and highlight the most prominent and interesting ideas



Looping

- Continue to free-write – focusing each time on a more specific topic



Journalists' Questions

- Ask yourself these questions about your topic:
 - **Who?** Who is involved? Who is affected?
 - **What?** What is the topic? What is the significance? What is the problem?
 - **Where?** Where does it take place? Where is the problem's source? Where is the effect of the problem most visible?
 - **When?** When is the issue most apparent? Is it past, present, or future? When is action necessary?
 - **Why?** Why did the issue arise? Why is your topic important? Why did the problem develop in the way that it did?
 - **How?** How is the issue significant? How can it be addressed? How does it affect people? How can the problem be resolved?

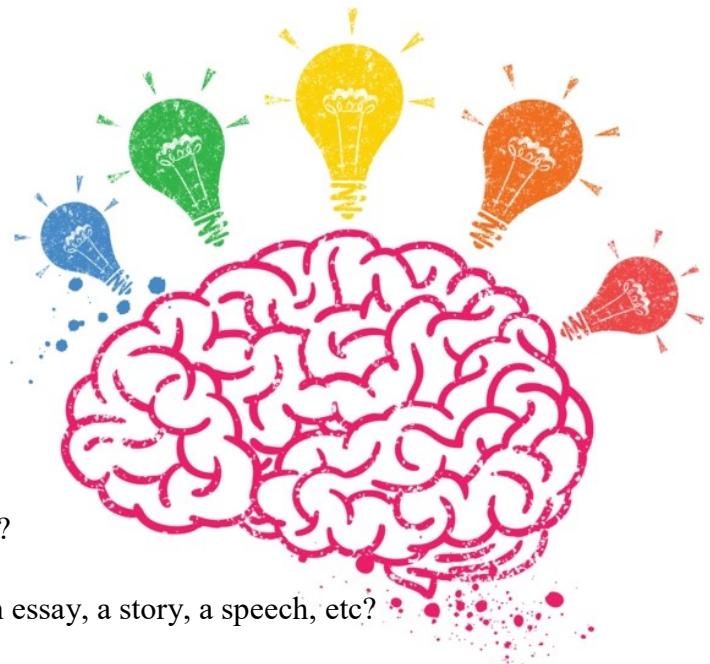
Ideas

The idea is the heart of your writing.

What should I write about? Sometimes you need to develop original ideas and something you need to find ideas in something you have just read. Your idea needs to be a clear message to your reader.

Tips for having great ideas and content:

- Narrow the topic to something specific
- Use fresh and original ideas
- Write from experience
- Show insight in writing
- Make the main idea stand out
- Make sure your topic fits the assignment
- Choose a point of view



RAFT

- R - Role of the writer – Who are you as the writer?
- A - Audience – Who will read your writing?
- F - Format of material – Will you write a letter, an essay, a story, a speech, etc?
- T - Topic or subject – What is the main idea?

Tips for getting your main idea across:

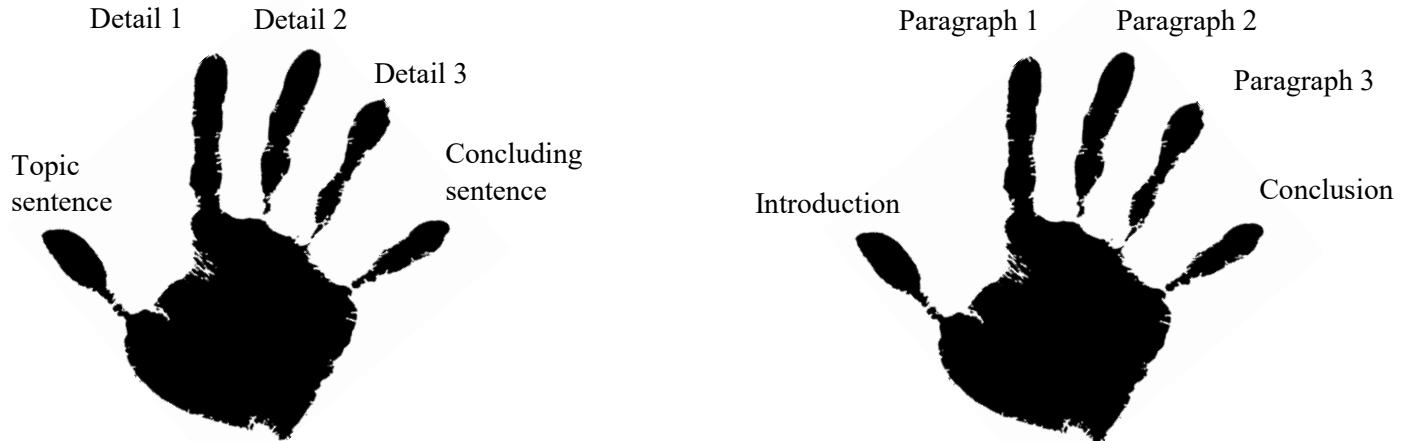
- Do your research! Make sure your supporting details really SUPPORT your main idea.
- Use details to elaborate your main idea.
- Use figurative language to bring your main idea to life.
- Use specific sensory details to help your reader visualize your main idea.
- Repeat your main idea throughout your paper for effect.



Organization

This is the structure of your writing.

Need a hand in organizing?

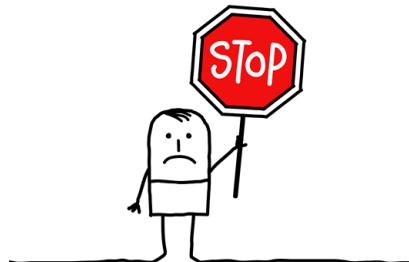


Remember, not all paragraphs have five sentences and not all essays have five paragraphs. Variety is important.

Introduction: “hook” your reader within the first few sentences

- Use dialogue
- Use onomatopoeia with action
- Use action words – begin with something fast paced
- Tell a story
- Use a shocking statistic or fact
- Use a quote

DO NOT START WITH
“MY NAME IS” OR “I AM GOING TO
TELL YOU ABOUT”



Middle: the body of your writing needs to be well developed

- In fiction, include lots of descriptive details
- In nonfiction, use topic sentences and supporting details
- In both, use transitions

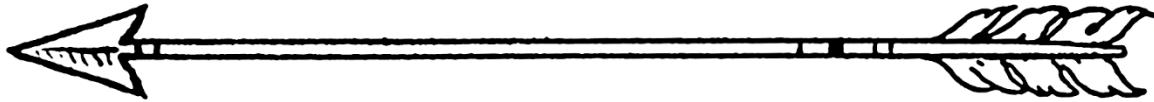
Conclusion: wrap your piece up – reference your main point

- End with dialogue
- End with a strong opinion
- End with advice
- End with a surprise
- Full circle ending

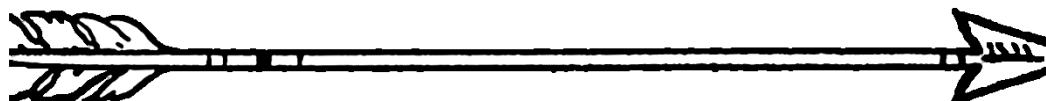
DO NOT END WITH
“I HAVE TOLD YOU ABOUT” OR “I
HOPE YOU HAVE LEARNED OR
THE END”

Transitions

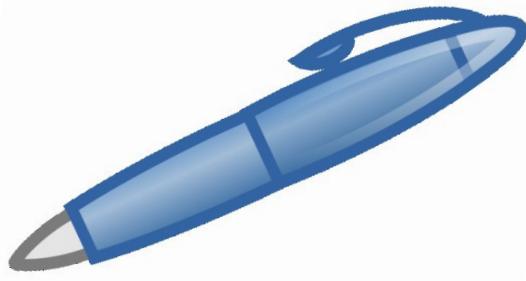
This is how you connect your ideas.



Compare or Show Similarities	Contrast or Show Differences	Explain or Illustrate an Idea
<ul style="list-style-type: none">• Also• Comparably• Equally• Equivalently• Identically• In addition• In the same way• Likewise• Just as• Similarly• Uniformly	<ul style="list-style-type: none">• Although• Beside• Even though• Different than• However• Instead of• Nevertheless• Notwithstanding• On the contrary• Otherwise• Rather than• Yet	<ul style="list-style-type: none">• Again• As though• Equally important• For this reason• In fact• Indeed• Such as• To emphasize• With this in mind



Show Time	Show Location (Prepositions)	Add Information
<ul style="list-style-type: none"> • About • After • As soon as • At • Before • During • First • Immediately • In the meantime • Later • Meanwhile • Next • Second • Soon after • Then • Third • Till • Today • Tomorrow • Until • Yesterday 	<ul style="list-style-type: none"> • Above • Across • Against • Along • Amid • Among • Around • Away • Back • Behind • Below • Beneath • Beside • Between • Beyond • By • Down • From • In front of • Inside • Into • Near • Of • Off • On top of • Onto • Outside • Over • Throughout • Toward • Under • Upon 	<ul style="list-style-type: none"> • Above all • Additionally • Again • Along with • Also • Another • As well as • Besides • Equally important • Finally • For example • For instance • Further • Furthermore • In addition • Moreover • Similarly • Together with



When do I change paragraphs?

Show as a Result or Consequence

- Accordingly
- As a result
- Because
- Because of this
- Due to
- Consequently
- For this reason
- Hence
- On account of
- Since
- Subsequently
- Therefore
- Thus

Summarize

- All in all
- As a result
- Consequently
- Due to
- Finally
- In conclusion
- In summary
- Therefore
- Thus
- To conclude
- To sum it up

Great question!

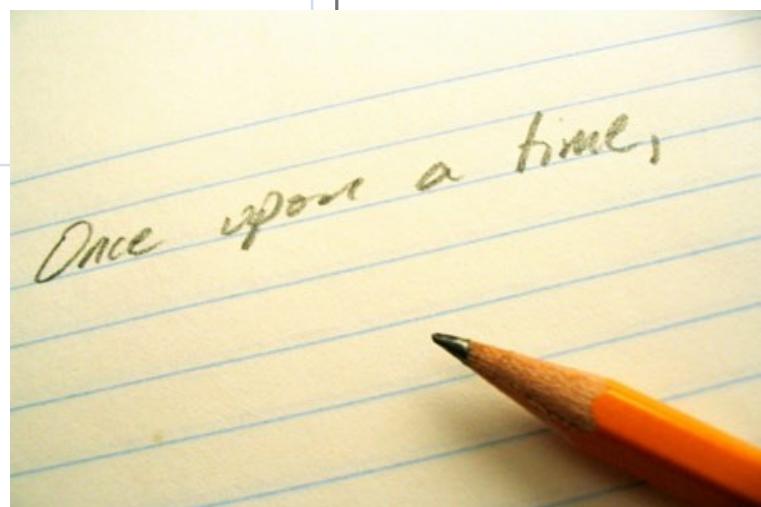
It is best to change paragraphs when there is a:

TIME change

PLACE change

TOPIC change

NEW speaker



VOICE

Voice is your personal tone as an author.

Two main factors of voice are word choice and figurative language.

Figurative Language – literary devices that writers use to engage their readers' senses by bringing them to life

Simile – compares two unlike things using “like” or “as”

- Her smile shined like the sun.
- His eyes were as bright as the sun.

Metaphor – comparing two unlike things

- She had a heart of stone.
- His hair was silk.
- He swam in a sea of grief.

Onomatopoeia – words that represent sounds

- Ring ring
- Swish
- Boom

Personification – giving human traits to something not human

- The sun smiled down.
- The storm growled.

Hyperbole – an extreme exaggeration

- I have told you a million times.
- I am starving to death.

Allusion – a reference to a famous person, place, or event

- He lies so much I'm surprised his nose isn't growing.
- He's a real Romeo with the ladies.



Possible Voices

Horrifying Humorous Suspenseful Critical Sad Persuasive Sarcastic

Scholarly Thoughtful Happy Gloomy Ridiculous Concerned Rude

Childlike Frightened Informative Flighty

Word Choice

Word choice is crucial for idea development and voice establishment.

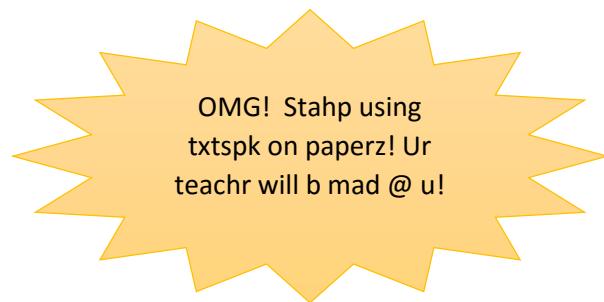
Understand connotation and denotation.

- Denotation is the actual dictionary definition of a word.
- Connotation is the feeling associated with a word. (bony vs. slender) (hefty vs overweight)

Choose words that are appropriate for your audience and type of writing.

Avoid penny words (aka dead words) – they are overused and not worth very much. Exchange them for dollar words!

Don't be afraid of using a thesaurus. Make sure you understand the words you are using!



Don't tell me the moon is shining; show me the glint of light on broken glass. -Chekov

A lot	Cuz
Also	Eat
Awesome	Fun
Awesome	Funny
Bad	Get
Bad	Go
Big	Good
But	Got
Cause	Great
Cold	Great
Cool	Gross
Cool	Guy

Happy	Have to
Hot	Huge
Kid	Kid
Kinda	Large
Large	Laugh
Like	Like
Little	Little
Lots	Lots
Mad	Mad

Make	Nike
Nike	Ok
Ok	Pretty
Pretty	Prolly
Prolly	Really
Really	Run
Run	Sad
Sad	Said
Said	Scared
Scared	Small
Small	So

Sort of	Stuff
Stuff	Then
Then	Things
Things	Tons
Tons	Very
Very	Walk
Walk	Weird
Weird	Well
Well	Went
Went	You

2009 Lincoln Penny	2009 Lincoln Penny
2009 Lincoln Penny	2009 Lincoln Penny
2009 Lincoln Penny	2009 Lincoln Penny
2009 Lincoln Penny	2009 Lincoln Penny
2009 Lincoln Penny	2009 Lincoln Penny

Sentence Fluency

Sentence fluency helps your writing flow.

Tips for improving sentence fluency

- Do not start two sentences the same way in one paragraph unless you wish to create a sense of repetition
- Read what you've written out loud.
- If there is a lack of variety in sentence beginnings, look at the words that appear later in the sentence. Could they move to the beginning?
- Try to have sentences be all different lengths. If lots of them are short and choppy, try combining them or adding clauses. If lots of them are very long, try shortening them or breaking them up.
- Be careful of sentences that have too many conjunctions and subordinating clauses.
- Check the commas. Lack of commas can cause unclear meaning and commas in the wrong places can lead to choppy sounding sentences.

Clauses vs. phrases

- Clause
 - o Group of words that contain a subject and a verb – may or may not be a complete thought
 - o Dependent / subordinate clause – not a complete thought; fragment
 - Hint: usually starts with a subordinating conjunction
 - *If your parents were here.*
 - o Independent clause – complete thought
 - *I am obsessed with Netflix!*
- Phrase
 - o A group of words without a verb
 - *After the destruction.*

Sentence Structure

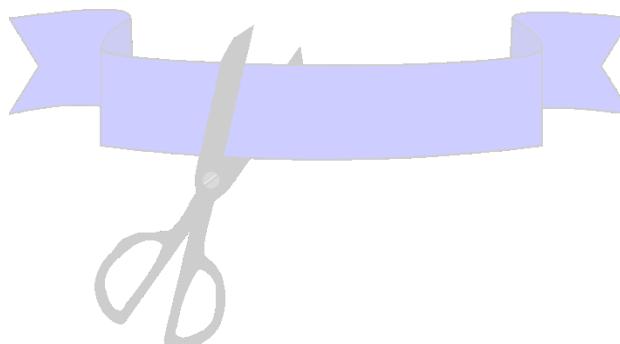
- Simple sentence: one independent clause
 - o *The Titanic is one of my favorite movies.*
- Compound sentence: two independent clauses connected by a comma and/or conjunction (for, and, nor, but, or, yet, so)
 - o *I really enjoy HGTV, but there are too many commercials.*
- Complex sentence: one independent clause and one or more dependent clauses
 - o *Even though I am super busy after school, I find myself wasting time watching YouTube videos.*
- Compound-Complex sentence – compound sentence combined with a complex sentence
 - o *After reading The Fault in Our Stars, I was excited to see the movie, but it was quite disappointing.*

Sentence Patterns

- Pattern 1: Begin with two adjectives.
 - o *Excited and nervous, we set out on our adventure.*
- Pattern 2: Begin with the word “to” and a verb phrase.
 - o *To take a road trip, you need to first do lots of planning.*
- Pattern 3: Start with a prepositional phrase.
 - o *During planning, I do lots of research and purchase supplies.*
- Pattern 4: Use a verb followed by a prepositional phrase.
 - o *Screaming through the woods, we sprinted away from an angry bear.*
- Pattern 5: Include a power statement; sentences that contain a number word.
 - o *This incident led to a myriad of other problems.*

Expanding your sentences

- Simple sentence
 - o *I love road trips.*
- Add two adjectives
 - o *I love long road trips.*
- Add adverbs
 - o *I absolutely love long road trips.*
- Add a prepositional phrase (telling where)
 - o *I absolutely love long road trips to the West Coast.*
- Add a prepositional phrase (telling when)
 - o *During the summer, I absolutely love long road trips to the West Coast.*
- Add why
 - o *During the summer, I absolutely love long road trips to the West Coast because it helps me to relax and forget about school.*
- Use a simile
 - o *A road trip is as much fun as a trip to the carnival.*
- Use a metaphor
 - o *A long road trip is medicine for the soul.*
- Use personification
 - o *The road is calling my name.*
- Use alliteration
 - o *I roll down the window and bask in the brilliant sunshine.*
- Use a hyperbole
 - o *There is nothing in the world I need more than a road trip with the people I love.*



Citations

Plagiarism - If you are using research for a nonfiction essay, you MUST put the information IN YOUR OWN WORDS! If you use their words, you must use quotation marks and you must cite them. Either way, you need to give credit to the original author on your works cited page.

Embedding Direct Quotations

After you state your thesis, it is important to include evidence to support your main idea. Two ways to cite specific evidence is by paraphrased or direct quotations and insightful analysis (explanation).

Avoid plagiarism by paraphrasing or directly quoting evidence. Either way, you need to cite your source.

To smoothly embed a direct quotation, remember TLCQ format: **transition, lead in, quotation, citation**.

Transitions:

To offer evidence:	To introduce an interpretation:	To compare and contrast:
Most important, For example, For instance, According to _____, To illustrate, In this case,	Therefore, For these reasons, Consequently, Furthermore, In addition, Moreover, Thus,	Although _____, Even though _____, Instead, On the other hand, On the contrary, Rather, Yet, / But, / However, Still, Nevertheless, In contrast, Similarly, Likewise, In the same way,
To add information:	To clarify:	To conclude:
Additionally, In addition, For example, For instance, Likewise, Finally, Equally important, Again,	In other words, For instance, That is, Put another way,	As a result, Therefore, Thus, Finally,

Lead ins:

Add	Remark	Exclaim	Argue	Suggest	Propose
Announce	Reply	State	Declare	Criticize	Proclaim
Comment	Respond	Estimate	Note	Complain	Opine
Write	Point out	Predict	Observe	Think	Note

Example: *The reader is stunned by Harrison's dramatic death scene, yet Harrison's parents hardly react. When George realizes that Hazel has been crying, he simply says, "Forget sad things"* (Vonnegut 6).

Consider using ellipses and brackets to include more without writing out long pieces of quoted material.

- An ellipsis is a row of three dots (...) that indicates something omitted from within a quoted passage. If a quoted text ends up with more ellipsis than words, consider paraphrasing rather than using direct quotes.
- Brackets are most often used to clarify the meaning of quoted material. If the context of your quote might be unclear, you may add a few words to provide clarity. Enclose the added material in brackets. For example: "They [the other team] played a better game."

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example: *Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings"* (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263). *Wordsworth extensively explored the role of emotion in the creative process* (263).

Sometimes writers are confused with how to craft parenthetical citations for electronic sources because of the absence of page numbers, but often, these sorts of entries do not require any sort of parenthetical citation at all. For electronic and Internet sources, follow the following guidelines:

- Include in the text the first item that appears in the Work Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name).
- You do not need to give paragraph numbers or page numbers based on your Web browser's print preview function.
- Unless you must list the Web site name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like CNN.com or Forbes.com as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.

Works Cited

A Works Cited page should be the last page of your paper. It is important to write down sources as you are doing your research. You may use an online tool to create your works cited page, but it is important to look over the citations because they are often incorrect.

When deciding how to cite your source, start by consulting the list of core elements. These are the general pieces of information that MLA suggests including in each Works Cited entry. In your citation, the elements should be listed in the following order:

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

For more help with the specifics of MLA, please see <https://owl.english.purdue.edu/owl/resource/747/01/>

The basic MLA format is as follows:

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.

Basic format for citation:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

Basic book format:

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

Basic electronic source format:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

Revising Checklist

- INTRO - Does the beginning hook the reader's attention? (pg 6) Yes No
- INTRO - **Highlight** the main idea. (pg 5)
- DETAIL - Asterisk (*) an example of show and not tell. (pg 11)
- DETAIL – Underline two good supporting details. (pg 5)
- ORGANIZE – Identify the topic sentence with a T in each paragraph. (pg 6)
- ORGANIZE – Identify the concluding sentence with a C in each paragraph. (pg 6)
- ORGANIZE – **Circle** transitions. (pg 7-9)
- ORGANIZE – Box the most important point you made (expository or argumentative) or the most important moment (narrative). (pg 6)
- WORD CHOICE – Put a star in the margin anywhere you see a mental picture or sensory experience with words. (pg 11)
- WORD CHOICE – ~~Cross-out~~ any penny words and replace with dollar words. (pg 11)
- SENTENCE FLUENCY – **Highlight** the first word of every sentence. Make sure no two sentences in the same paragraph start with the same word. (pg 12-13)
- SENTENCE FLUENCY – Count the words in each sentence and place the number of words at the end of the sentence. Make sure you have a variety of sentence lengths. (pg 12-13)
- SENTENCE FLUENCY – Read your paper out loud to make sure sentences flow smoothly. (pg 12-13)
- VOICE – Identify your voice by writing one word to describe your style at the top of the page. (pg 10)
- VOICE – Put parenthesis () around one sentence in each paragraph where your voice is obvious. (pg 10)
- CONCLUSION – **Highlight** the main idea. (pg 6)
- CONCLUSION – Does the conclusion bring the writing to a conclusive end? (pg 6) Yes No

Editing Conventions

Symbol	Meaning	Example
	Spelling error	I'm a goood writer.
	Delete	My dog is the my best friend.
	Add a word, letter, or symbol	Pizza is ^{my} favorite food
	Transpose order of letters or words	It was a dark night.
	Lower case	My Sister is older than me.
	Begin a new paragraph or indent paragraph.	"Woah!" yelled Joe. P "Should we run?" I asked.
	Close space	Pa per or plastic?
	Capitalize	I live in colman .
	No new paragraph	Editing is more fun than TV. It It is even more fun than Netflix.
T	Writer has changed verb tense	
SF	Sentence fragment	
RO	Run on sentence	
// //	Beginning and end of problem sentence	
WW	Wrong word	
MS	Be more specific	

Responding to Another Author's Piece

It is important to share your piece with others to get feedback. When giving feedback, it is crucial to give honest, specific, and constructive feedback.

I NOTICED...

- Positive feedback – always start with this
- *I noticed you used a lot of descriptors. My favorite is the description of the shaggy dog in the second paragraph. It reminds me of my dog!*

I WONDERED...

- Something confusing – provide assistance if you can
- *I wondered what you meant when you said the character felt vexed. I understand that the character was upset that his dog died, but vexed means very angry. Maybe you want to use a word closer in meaning to depressed.*

WHAT IF...

- Specific suggestions
- *What if, instead of saying the boy had blue eyes, you said that the boy had sapphire eyes so that the reader gets a clearer description of what kind of blue it is.*

NOW...

- Ask the reader how they feel about the piece so far.
- *How is the writing going? Is there any part you want specific help with?*

Publishing

This is what makes your paper look nice.

Basic:

Unless otherwise stated, all paper should be typed on standard, white 8.5 X 11 inch paper.

Text should be double spaced, Times New Roman font, size 12.

Do not add extra space between paragraphs.

Leave only one space after periods or other punctuation marks.

Margins should be 1 inch on all sides.

Indent the first line of each paragraph $\frac{1}{2}$ inch from the left margin (tab one time).

Number all pages in the upper right hand corner.

Justify left.

Page One:

Unless otherwise stated, do not make a title page for your paper.

In the upper left-hand corner of the page, create a heading.

Your name

Your teacher's name (Mrs. Zacharias)

Your class (7th Grade ELA/ 8th Grade ELA)

Date

Center and capitalize your title. Note: The title is always TNR, size 12, regular font.

Double check:

Do not rely on spell check! You need to double and triple check your paper before printing off your final copy.