

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STYLEBOOK
An Interdisciplinary Guide to Writing

GRADES 3 - 12



Developed in
2007 - 2008

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FORMAL WRITING GUIDELINES

Suggested Standardized Format for formal essay/report writing:

- Cursive, grades 3 - 4
- Typed, black ink only, grades 6 - 12
- Typed or handwritten in blue or black ink, grades 3 - 5
- 12 point font Times New Roman
- Double spaced (Control 2)
- Page numbers placed in the header, upper right (Last Name space Page #) 0.5 inches top of paper (See page 6)
- Title page (If required) (See page 4 example)
 - ♦ All typed centered
 - ♦ Title of the paper, one-third down from the top
 - ♦ Student information, two-thirds down from the top, center

Student's Name
Teacher's Name
Class Name and Period
Day, Month, Year
- Table of Contents (if required) (See page 2 example)
 - ♦ Title, "Table of Contents" should be centered at the top of the page
 - ♦ All topics should be left justified
 - ♦ Page number should be indicated on the right and be lined up; dots may be used between topics and page numbers
- The Table of Contents doesn't have a page number, however, counts as a page
- Reference or Works Cited Page (See page 10)
- Margins
 - 1 inch top, bottom, left, right

My Essay for School

Sally Student
Mrs. Teacher
Class Name and Period
20 February 2007

Five Paragraph Essay

Introduction: General Level

Paragraph 1

- Introduce the topic
- Orients the reader to the topic
- Hooks / Opening Options
 - ◆ Statement
 - ◆ Question
 - ◆ Startling Quote
 - ◆ Fact
- Thesis Statement

Body Paragraph A

Paragraph 2

- Topic Sentence - the point of the paragraph
 - ◆ Examples
 - ◆ Definitions
 - ◆ Explanations
 - ◆ Compare/Contrast
- Provide support for the topic sentence
 - Figurative Language (simile, metaphor...)
 - Facts/concrete details/evidence
 - Commentary/opinion/evaluation
- Concluding Sentence

Body Paragraph B

Paragraph 3

- Topic Sentence - the point of the paragraph
 - ◆ Examples
 - ◆ Definitions
 - ◆ Explanations
 - ◆ Compare/Contrast
- Provide support for the topic sentence
 - Figurative Language (simile, metaphor...)
 - Facts/concrete details/evidence
 - Commentary/opinion/evaluation
- Concluding Sentence

Body Paragraph C

Paragraph 4

- Topic Sentence - the point of the paragraph
 - ◆ Examples
 - ◆ Definitions
 - ◆ Explanations
 - ◆ Compare/Contrast
- Provide support for the topic sentence
 - Figurative Language (simile, metaphor...)
 - Facts/concrete details/evidence
 - Commentary/opinion/evaluation
- Concluding Sentence

Conclusion

Paragraph 5

- Sums up the body of the report
- Restates main topic (thesis)
- Answers/responds to thesis statement
- Avoid introducing new information
- Clincher Statement/Call to Action/Refer to Hook

Theresa A. Smith

Mrs. Smith

English 11, Period 1

28 September 2005

Correct MLA Formatting Sample

The format you are looking at and reading right now is correct MLA formatting. Please notice that the entire document is double-spaced. As soon as you open a document to type, you should set it to double-spacing. To do this, go to –Format, -Paragraph, -Spacing, -Double or Control 2. You will not need to adjust the spacing again for the entire document. You should also note that the margins on all sides of this document are set at 1” (one inch). To do this, go to –File, -Page Set-up, -Margins, -make sure that top, bottom, right and left all say 1”. Please notice that the heading (student name, teacher name, class period, date) is written in the text of the document, not as a header, and is double-spaced. Also, the title of the document is centered on the next line, and has no special formatting; for example, no bold, all caps, italics, etc.

Also, please notice that the beginning of a paragraph is indented. This should be done for each new paragraph. To do this, simply hit the “Tab” button once. There should be no extra spaces between paragraphs. In the upper right-hand corner of each page should be your last name and the page number. To do this, go to –View, -Header and Footer, -hit Ctrl R, -type your last name, -hit the spacebar, -click on the little paper with the blue # sign on it. This will put your last name and the page number on every page. You can also see that the font is Times New Roman, and size 12. In addition, if you look at the end of each line on the right side of the paper, you will notice that all the lines end on a different place. This is correct. DO NOT right justify your paper so that the right hand side has the ends of the lines ending on the same spot.

CREATING A WORKS CITED PAGE

A works cited page lists all your cited sources in alphabetical order, on a new page at the end of the paper. “Works Cited” are the research materials you have used to write your paper. Use the following guidelines to create this page. Attention to detail is extremely important!

- Center the word, Works Cited at the top of the page. Double space before listing your sources.
- All entries should be DOUBLE-spaced. Underline titles and other words that would be italicized in print.
- The second line of a Works Cited source is indented FIVE spaces (see page 10)
- Use the appropriate format. (See sample works cited entries)
- Include the complete title of the source and begin each important word with a capital letter.
- List the entries alphabetically by the last name of the author. If there is no author for your source, use the first main word of the title. Do NOT group your different research sources together, such as all the books in one group, magazines in another. “A”, “An”, and “The” are not considered main words.
- Use appropriate punctuation.
 - ◆ Place a comma between the author’s last and first name.
 - ◆ Title of books and periodicals are shown in italics or are underlined.
 - ◆ Use quotation marks at the beginning and end of an article name.
 - ◆ Add a colon followed by a space to separate the city where the source was published and the name of the publishing company.
 - ◆ Use two spaces after the author, the publication date, and the title.

Pages 8 – 9 give instructions on how to create Works Cited entries for resources such as: books, articles in periodicals, CD-ROM’s, Internet and web sources.

Page 10 is a sample Works Cited page.

Sample Entries: Books

When citing books, provide the following general categories of information:

Author's last name, first name, middle initial. Book Title. Additional information.

City of publication: Publishing company, publication date.

Entries illustrating variations on this basic format appear below and are numbered to facilitate reference.

A Book by One Author

Boorstin, Daniel J. A History of the Heroes of the Imagination. New York: Random, 1992.

A Book by Two or Three Authors

Vare, Ethlie Ann, and Greg Ptacek. Mothers of Invention: Forgotten Women and Their Unforgettable Ideas. New York: Morrow, 1988.

A Book with an Editor

Hall, Donald, ed. The Oxford Book of American Literary Anecdotes.
New Oxford: UP, 1981.

An Anthology or Compilation

Valdez, Luis, and Stan Steiner, eds. Aztlán: An Anthology of Mexican American Literature.
New York: Ventage-Knopf, 1972.

A Work in an Anthology

Silko, Leslie Marmon. "The Man to Send Rain Clouds." Imagining America: Stories from the Promised Land. Ed. Wesley Brown and Amy Ling. New York: Persea, 1991. 191-95.

A Signed Article in a Reference Book

Tobias, Richard. "Thunder, James." Encyclopedia Americana. 1991 ed.

Sample Entries: Articles in Periodicals

When citing articles in periodicals, provide the following general categories of information:

Author's last name, first name. "Article Title," Periodical Title, Date: inclusive pages.

A Signed Article from a Daily Newspaper

Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." New York Times
7 Mar. 1993, nat. ed, sec. 1: 12.

An Unsigned Article from a Daily Newspaper

"Infant Mortality Down." Washington Post 12 Mar. 1993: A10

Sample Entries: CD-ROMS

When citing information from CD-ROMs, provide the following general categories of information:

Author's last name, first name. "Article title of printed source of printed analogue."

Periodical title of printed source or printed analogue. Date: inclusive pages. Title of database. CD-ROM. Name of vendor or computer service. Electronic publication date or date of access.

CD-ROM: Periodical Publication with Printed Source or Printed Analogue

West, Cornel. "The Dilemma of the Black Intellectual." Critical Quarterly 29 (1997): 39-52.

MLA International Bibliography. CD-ROM. Silver Platter. Feb. 1995.

CD-ROM: Non-periodical Publication

Cinemania 97. CD-ROM. Redmond: Microsoft, 1996.

Sample Entries: Internet and Web Sources

When citing information from Internet and World Wide Web sources, provide the following general categories of information:

Author's last name, first name. "Article Title" or Book Title. Publication Information for any printed version. Or subject line of forum or discussion group. Indication of online posting or homepage. Title of electronic web source. Date of electronic publication. Name of institution or organization sponsoring Website. Date of access to the source <electronic address or URL>.

A Professional Site

MLA on the Web. 25 Nov. 1997. Modern Language Association of America

25 Mar. 1998 <<http://www.mla.org>>.

A Personal Site

Hawisher, Gail. Home Page. University of Illinois Urbana-Champaign/The Women,

Information Technology, and Scholarship Colloquium. 18 Mar. 1998

<<http://www.art.uiuc.edu/wits/members/hawisher.html>>.

A Book

Conrad, Joseph. Lord Jim. London: Blackwood, 1900. Oxford Text Archive.

12 Jul. 1993. Oxford University Computing Services. 20 Feb. 1998

<<ftp://ota.ox.ac.uk/pub/ota/public/english/conrad/lordjim.1824>>.

Works Cited

- Armento, Doris. Abraham Lincoln. Springfield, IL: Simon & Schuster, 2005.
- Duncan, Dayton, and Ken Burns. Ann Sullivan, A Miracle Worker.
New York: Alfred A. Knopf, 1997.
- LeMay, Curtis. "How I Saved Jamestown." Revolutionary War.
21 Oct. 1998. Jamestown Historical Society. 10 Oct. 2004
<<http://nbc.com/revolution/jamestown.html>>.
- Mullins, Frances. "The Mapping of the Mind." Atlantic Monthly Magazine
Oct. 2001: 45-57.
- Schwarzenegger, Arnold. Personal Interview. 15 Sep. 2005.
- Thompson, Robert. "Exercise to Live Longer." Sacramento Bee 29 Mar. 2004: B4.

The Dynamic Dozen

WPUSD Writing Guidelines

1. Proofread, edit carefully, and look up words you do not know how to spell.
2. When typing: use one-inch margins, size twelve Times New Roman font, space once after a comma, space twice after a period, and double space your work.
3. Indent paragraphs (tab or 5 spaces).
4. Final drafts should meet grade level criteria: typed or cursive
5. Always start each sentence with a capital letter and end it with a period, question mark, or exclamation point.
6. Use all proper forms of capitalization.
7. Each sentence must have a subject, verb, and express a complete thought. Keep the verb tense consistent throughout paper.
8. In your writing, do not use phrases such as “This essay is about...” or “I’m going to tell you about...” Avoid starting sentences with: well, so, and but, or because.
9. When listing three or more objects, use commas.
(Example: My favorite colors are green, lavender, and blue.)
10. When writing about yourself and others, always list yourself last.
(Example: *Robert and I* will attend. Please give *my best friend and me* some water.)
11. Avoid slang, street terms, text abbreviations, or contractions in formal writing. Words to avoid:

- gonna	- ain’t	- stuff	- a lot	- ok	- u (for you)
- yeah	- gotta	- ya know	- sorta	- cuz	- thru (for through)
- cause	- wuz	- till (until)	- nope	- got to	
- have to/hafta	- dude	- so like	- pretty (good, bad, fine)		
- would/should/could/ of (use: <i>would have</i> , etc.)			- symbols for “and” (&, φ, etc.)		
12. In general, spell out numbers of one or two words and ordinals from 1 - 100.
(Example: one, first, twenty-five, one hundred)

WPUSD Portfolio Rubric

(Grades 6-12)

Last Name _____ First Name _____ School _____ Grade Level _____ Date Completed _____

MODE OF WRITING - ____ Narrative ____ Response to Lit. ____ Persuasive ____ Research ____ Other: _____		OVERALL SCORE FOR THIS ESSAY - ____ Exceeds Standards (5-6) ____ Meets Standards (Min all 4's) ____ Does Not Meet Standards (1-3) (For Grading ~ give points for process)			
Score _____	Score _____	Score _____	Score _____	Score _____	Score _____
Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
6 The writing is exceptionally clear, focused, and interesting. It holds the reader's attention. Main ideas stand out and are developed by strong support and rich details that fit the audience and purpose.	The organization makes the central idea(s) and supporting details clear. The order and structure are strong and move the reader easily through the writing.	The writer has chosen an appropriate voice for the topic, purpose, and audience. Shows a deep sense of involvement with the topic. The writing is interesting and sincere.	Words communicate the intended message in an exceptionally interesting, accurate, and natural way. The writer uses a rich, broad range of words that have been carefully chosen and thoughtfully placed.	The writing has an effective flow that is smooth and natural. The sentences are put together so they are consistently varied and interesting. The sentences make the piece easy and interesting to read.	The writing demonstrates mastery of a variety of standard conventions, even in complex and less common situations. Errors, if any, are not obvious or significant.
5 The writing is clear, focused, and interesting. It holds the readers attention. Main ideas stand out and are developed by supporting details that fit the audience and purpose.	The organization helps clarify the central ideas(s) and supporting details. The order and structure are strong and move the reader through the writing.	The writer has chosen an appropriate voice for the topic, purpose, and audience. Shows involvement with the topic. The writing is interesting and sincere.	Words communicate the intended message in an interesting, accurate, and natural way. The writer uses a broad range of words that have been carefully chosen and thoughtfully place.	The writing has a smooth, natural flow. Sentences are put together so they are varied and interesting. The sentences make the piece easy and interesting to read aloud.	The writing demonstrates strong control of standard conventions, which effectively contribute to the message. Errors are so few and so minor, that they do not distract the reader.
4 The writing is clear and focused. The reader can easily understand the main ideas. Support is present, but may be limited or somewhat general.	The organization is clear and functional. Order and structure are present, but may seem like a formula.	A voice is present and there is a sense of involvement with the topic. In places, the writing is interesting and seems sincere.	Words communicate the intended message. The writer uses a variety of words that work and are appropriate for the topic, audience, and purpose.	The writing flows; however, connections between phrases or sentences may be less than fluid. Sentences are somewhat varied, making oral reading easy.	The writing demonstrates competent handling of standard conventions. Minor errors are distracting, but not confusing.
3 The writing has main ideas(s), but they may be too broad or simplistic. Supporting detail is often too limited, overly general, or sometimes off the topic.	An attempt to organize the writing has been made, but it doesn't work well in places or is too obvious.	The writer doesn't seem particularly involved with the topic or may seem either too personal or too impersonal.	Language is ordinary. The writer does not use a variety of words, producing a sort of "generic" paper with commonly used words and phrases.	The writing tends to be choppy rather than smooth. Sometimes awkward constructions force the reader to slow down or reread.	The writing shows a limited control of standard conventions. Errors begin to interfere with readability.
2 The writing has main idea(s) but they are underdeveloped, and the purpose is somewhat unclear.	The writing lacks a clear organizational structure. An occasional attempt at organizing is made, but the writing is difficult to follow and the reader has to reread large sections.	The writing provides little sense of involvement or evidence of a suitable voice.	The language is monotonous and/or misused, taking away from the meaning and impact.	The writing is difficult to follow or to read aloud. Sentences tend to be choppy, incomplete, rambling, or just very awkward.	The writing shows little understanding of standard conventions. Errors often distract and confuse the reader, requiring the reader to reread passages.
1 The writing lacks main idea(s) or purpose.	The writing doesn't hold together; the writing seems haphazard and disjointed. Even after reading, the reader is still confused.	The writing lacks a sense of involvement and a suitable voice.	The writing shows a limited vocabulary, or is so filled with words not used correctly that the meaning is unclear.	The writing is difficult to follow or to read aloud. Sentences tend to be choppy, incomplete, rambling, or just very awkward/	Numerous errors in conventions repeatedly distract the reader and make the writing difficult to read.

Exemplary

Strong

Proficient

Developing

Emerging

Beginning