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STUDENT REFERENCE HANDBOOK STARTER PAGES
These pages should be in the binder at the beginning of the year.

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MODELS, MLA FORMATTING, MORE
Distribute these pages at point of need.

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Student Reference Handbook Assembly Instructions

Students begin building their Reference Handbook the first year they are introduced to the Structure and Style method. This allows access to important information. Having lists of prepositions, verbs, adjectives, or -ly words at their fingertips really helps students get creative.

Begin with an empty notebook containing eight tabs labeled as follows:

<table>
<thead>
<tr>
<th>Current Work</th>
<th>Lined Paper</th>
<th>Structural Models</th>
<th>Style Charts</th>
<th>“Banned” Words</th>
</tr>
</thead>
</table>

Feel free to change the tabs to fit your teaching style; however, this presentation will get you started. Do not fill the book with all the resources to be used this year at the start. Rather, have your student file the various structural models and word lists as you present them so that they end up with a notebook which they have built and know how to use.

It is, however, useful to begin with a few pages. The next seven pages should be placed in the notebook at the beginning of the year to save time as you begin teaching writing. Andrew Pudewa color coordinated the pages for easy identification. For example, when he wanted them to add something to the “Stylistic Techniques” page, he simply told them to go to “the yellow page.” Dr. Webster decorated his pages with symbols (stars, circles, and the like).

For your convenience, Andrew’s color scheme is printed at the top right of each of the style pages. You may wish to have your students color in that corner of the page for identification, or use some other methodology.

You may want to use the tabs and initial handouts as follows:

- **Place the white “Odds and Ends” page right in the front of the binder (before the tabs). This is a handy page to keep notes on any information that does not fit under the other sections of the notebook.**
- **Current Work**
  - This is where students will keep the source text, their key word outlines, and all drafts for the current lesson. After you grade the final draft, the checklist, final copy, rough drafts, and outlines can be stored in the separate “Completed Work” Portfolio.
- **Lined Paper**
  - Store lined paper and any other blank forms, like graphic organizers, here.
- **Structural Models**
  - Use this section for the handouts illustrating the Structural Models (unit posters such as the Story Sequence Chart for Unit 3). This section is empty to start.
- **Style Charts**
  - Keep the overview lists of Stylistic Techniques as well as other word lists (such as -ly adverbs and prepositions). In this section, place the yellow “Stylistic Techniques” page, the pink “-ly Adverb List” and “Adverbs for Essays” pages, and the beige “Prepositions and Clausal Starters” page.
- **Banned Words**
  - Keep lists of Banned Verbs and Adjectives here. The pages entitled “Banned Words List–Verbs” (white) and “Banned Words List–Adjectives” (beige) can be placed here now.

The remaining three tabs can be utilized for grammar rules, spelling rules and lists, and other writing-related materials like principles for writing in different disciplines. Suggestions for their use are provided in “Preparing the Student” in Section I of the Classroom Supplement.
Stylistic Techniques

I. Dress-Ups
1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________

Indicator: _______________________________________________
Minimum Rule: ___________________________________________

II. Sentence Openers
1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________

Indicator: _______________________________________________
Minimum Rule: ___________________________________________

III. Decorations – one per paragraph
1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________
Prepositions
– words that introduce phrases which always contain either a noun or a pronoun

<table>
<thead>
<tr>
<th>aboard</th>
<th>by</th>
<th>over</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>concerning</td>
<td>past</td>
</tr>
<tr>
<td>above</td>
<td>despite</td>
<td>since</td>
</tr>
<tr>
<td>according to</td>
<td>down</td>
<td>through</td>
</tr>
<tr>
<td>across</td>
<td>during</td>
<td>throughout</td>
</tr>
<tr>
<td>after</td>
<td>except</td>
<td>to</td>
</tr>
<tr>
<td>against</td>
<td>for</td>
<td>toward</td>
</tr>
<tr>
<td>along</td>
<td>from</td>
<td>under</td>
</tr>
<tr>
<td>amid</td>
<td>in</td>
<td>underneath</td>
</tr>
<tr>
<td>among</td>
<td>inside</td>
<td>unlike</td>
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<tr>
<td>around</td>
<td>instead of</td>
<td>until</td>
</tr>
<tr>
<td>aside</td>
<td>into</td>
<td>up</td>
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<tr>
<td>at</td>
<td>like</td>
<td>upon</td>
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<tr>
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<td>near</td>
<td>within</td>
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<tr>
<td>behind</td>
<td>of</td>
<td>without</td>
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<tr>
<td>below</td>
<td>off</td>
<td></td>
</tr>
<tr>
<td>beneath</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>beside</td>
<td>opposite</td>
<td></td>
</tr>
<tr>
<td>between</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>beyond</td>
<td>outside</td>
<td></td>
</tr>
</tbody>
</table>

CLAUSAL STARTERS

- when
- while
- where
- since
- as
- if
- although
Units 4 and 6:
SHORT REPORTS OR ESSAYS

One to Three Paragraphs
(Unit 4 from one source, Unit 6 from two or more sources)

Title (from final clincher)

I. Introduce Subject of Report/Essay.

Topic Sentence A

1.  
2. details, examples, facts,  
3. explanations of topic  
4.  
5.  

Clincher A

II. Topic Sentence B

1.  
2. details, examples, facts,  
3. explanations of topic  
4.  
5.  

Clincher B

III. Topic Sentence C

1.  
2. details, examples, facts,  
3. explanations of topic  
4.  
5.  

Clincher C

Final Clincher (Reflect opening and title.)
(may be combined with Clincher C)
<table>
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<th>Character</th>
<th>Great</th>
<th>Acceptable</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>scrupulous</td>
<td>terrific</td>
<td>agreeable</td>
<td>melodious</td>
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<tr>
<td>godly</td>
<td>superior</td>
<td>satisfactory</td>
<td>sweet</td>
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<td>virtuous</td>
<td>extraordinary</td>
<td>presentable</td>
<td>harmonious</td>
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<tr>
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<td>marvelous</td>
<td>tolerable</td>
<td>golden</td>
</tr>
<tr>
<td>righteous</td>
<td>excellent</td>
<td>all right</td>
<td>catchy</td>
</tr>
<tr>
<td>honest</td>
<td>super</td>
<td>pleasant</td>
<td>clear</td>
</tr>
<tr>
<td>noble</td>
<td>wonderful</td>
<td>pleasing</td>
<td>pleasant</td>
</tr>
<tr>
<td>wholesome</td>
<td>magnificent</td>
<td></td>
<td>flowing</td>
</tr>
<tr>
<td>pure</td>
<td>splendid</td>
<td></td>
<td>glorious</td>
</tr>
<tr>
<td>innocent</td>
<td>exemplary</td>
<td></td>
<td>heavenly</td>
</tr>
<tr>
<td>untainted</td>
<td>awesome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saintly</td>
<td>fascinating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>courteous</td>
<td>superb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-mannered</td>
<td>glorious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>obedient</td>
<td>spectacular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trustworthy</td>
<td>capital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>upright</td>
<td>first-rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>upstanding</td>
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<td>gallant</td>
<td>unequalled</td>
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<tr>
<td>benevolent</td>
<td>unparalleled</td>
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<td>outstanding</td>
<td></td>
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<tr>
<td></td>
<td>unrivaled</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>exquisite</td>
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</tr>
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<td></td>
<td>majestic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>refreshing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A Deed is …**

praiseworthy
laudable
commendable
admirable
credible

**An Idea Is …**

brilliant
ingenious
resourceful
inventive
creative
innovative
imaginative

**Good for You**

wholesome
nutritious
beneficial
favorable
advantageous
worthwhile
profitable

**Food**

delicious
delectable
scrumptious
flavorful
tasty
appetizing
yummy
savory
mouth-watering
luscious
succulent

**Special**

cherished
idolized
prized
esteemed
held dear
revered
adored

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angular
ashen
blazing
blotted
brazen
bright
brilliant
broad
bubbling
bulky
bumpy
bushy
calm
cascading
clear
cluttered
coarse
colossal
colorless
congested
crippled
crowded
curved
cylindrical
dainty
dark
dazzling
decorated
dim
dismal
dotted
drab
drenched
dripping
dull
dusty
elegant
erect
exotic

feathery
fiery
flat
flared
flowery
fluffy
flushed
foamy
foggy
frilled
fuzzy
furrowed
gigantic
glassy
glimmering
glossy
glowing
graceful
hairy
hardy
hazy
hideous
immense
immeasurable
imposing
irregular
jutting
jeweled
knobbed
lacey
lavish
lean
leathery
lumpy
lustrous
massive
matted
messy
metallic
muddy
minute
muscular
narrow
neat
ornate
opaque
oval
padded
pale
patterned
petite
pointed
powdered
prickly
pulpy
radiant
regal
rotund
ruffled
scalloped
scummy
shaggy
shining
shimmering
skinny
sleek
sparkling
spiky
splintered
split
spongy
steamy
stubby
stunning
sunlit
spotty
swollen
tangled
tantalizing
tapering
tawny	
tidy
top-heavy
translucent
transparent
tubular
turbulent
twinkling			wiggy
unstained
untidy
vibrant
wavy
whirling
wiry

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Decorations: PERSONIFICATION

The wind itself seemed to be **angry** at the big tree’s **stubborn** resistance. It **groaned** and **moaned** as it pushed harder against the wavering top. With one **final**, grinding, creaking **sigh**, the big sycamore started down.

From *Where the Red Fern Grows* by Wilson Rawls

**Personification** gives human characteristics to things or ideas.

To use this decoration, picture an object as a human, or alive. Ask yourself what it would be doing, saying, thinking, or feeling in a given situation.

**Practice with Personification**

Fill in each blank with words that give the objects human characteristics. Possible answers are below, but try not to look until you have thought of your own.

1. The rocking chair ________________________ under his weight.
2. The ______________________ volcano exploded violently.
3. Tires ______________________ as the race began.
4. The vines ______________________ at my ankles.
5. Fear ______________________ us in that house.
6. The gray clouds engulfed the light, ______________________ the last bit of day.
7. The ______________________ November trees stood bare and lifeless.
8. Pines ______________________ under a blanket of snow.

*Possible answers: 1. moaned 2. angry 3. screamed (Note: Screech would not be personification.) 4. grabbed or clutched 5. lived with 6. swallowing 7. sad 8. slept*