Rx: Academic Style

Academic Style Lesson AS 1: Capitalization

Academic Style Lesson AS 2: Get/Got

Academic Style Lesson AS 3: A Lot

Academic Style Lesson AS 4: No TextingImage

image.png

**Academic Style** **Lesson AS 1: Capitalization**

Capitalization can be a bit tricky, but the general rule is that we capitalize words that appear on a map, a calendar, or people’s names. Also, we *always* capitalize the word I.

Exceptions: We don’t capitalize the seasons: summer, winter, spring, and fall.

We DO capitalize historical events: *the Depression, the Vietnam War,*

We DO capitalize a person’s title when using that title as part of the person’s name: *Doctor Addams, Professor McGinley*

We DO capitalize geographic features when referring to a specific place: *Hudson River, Rocky Mountains*

We DO capitalize words in a title of literature, music, or a work of art.

(Note: We DON”T capitalize prepositions: *in, on, at, for, with*)

**Note:** Don’t forget to *italicize* titles.

**Now, you**: Correct your capitalization errors. For each word that should or should not be capitalized, write the reason.

image.png

**Academic Style** **Lesson AS 2: Elevate Your Language Tone I: *Get/Got Gone!***

**In school and for business, we learn to write in a formal language tone. When we speak or write to friends and family, we speak and write in an informal tone.**

**One easy way to change from an informal tone to a more formal tone is to eliminate any form of the word *get (get, gets, getting, got, gotten).***

**You will find that just by exchanging any form of these words with another word, you have achieved a more formal writing style!**

**Now, you:**

**Look through your paper. Locate any form of get, such as *get, getting, got, gotten.* Replace those words. Now, you have elevated your language tone!**

**Hi-lite your replacement.**

**image.png**

**Academic Style** **Lesson AS 3: Elevate Your Language Tone II: A Lot: Where You Park Your Car**

**In school and for business, we learn to write in a formal language tone. When we speak or write to friends and family, we speak and write in an informal tone.**

**One easy way to change from an informal tone to a more formal tone is to avoid the words *a lot*.**

**All you have to do is exchange the words *a lot* with the words *a great many* or *a great deal*, and you will have achieved a more formal writing tone!**

**Now, you:**

**Look through your paper. Locate where you write *a lot***

**or *alot*. Replace it with *a great many* or *a great deal*, depending on how which phrase sounds better to you.**

**Hi-lite your replacement.**

**image.png**

**Academic Style Lesson AS 4: Elevate Your Language Tone III: This is a NO TEXTING Zone**

**In school and for business, we learn to write in a formal language tone. When we speak or write to friends and family, we speak and write in an informal tone.**

**One easy way to change from an informal tone to a more formal tone is to avoid the abbreviations and symbols (such as &, +, @). In formal writing, we use proper words instead of abbreviations and symbols. Very few abbreviations are acceptable in formal writing.**

**Now, you:**

**Look through your paper. Hi-lite and replace all abbreviations and symbols. (Exceptions: Mr., Mrs., and Dr. when used directly in front of the doctor’s name)**

**Rx: Spelling**

Spelling Lesson SP 1: Woman vs. Women

Spelling Lesson SP 2: Affect vs. Effect

Spelling Lesson SP 3: Then vs. Than

Spelling Lesson SP 4: It’s vs Its

Spelling Lesson SP 5: Would of

Spelling Lesson SP 6: Your vs. You’re

Spelling Lesson SP 6: There vs. Their vs They’re

Spelling Lesson SP 7: Other spelling errors

**Image**

**Rx:Spelling**

image.png

**Lesson SP1: Woman vs. Women**

The distinction between “woman” and “women” confuses a lot of people.

But it’s simple:

Associate WOMAN with MAN. Both are singular.

Associate WOMEN with MEN. Both are plural.

Any time you write *woman* or *women*, ask yourself if you would use *man* or *men*.

Now, you:

Find your misuse of *woman/women*. In the margin, write *man* or *men,* accordingly.

**Rx: Spelling**

image.png

**Lesson SP2: Affect vs. Effect**

Affect is the VERB.

Effect is the NOUN.

This means:

Use AFFECT to mean “to change, to influence.” Like this:

Nothing affected the bear’s determination to stick his paws into the beehive.

Use EFFECT to mean “THE change, THE influence,.” Hint: Associate the E from THE with the E in EFFECT. In other words, if you can put THE in front of the word, the word you want is EFFECT, not AFFECT.

Like this: (Imagine that there is, or could be, the word THE in front of EFFECT in these sentences.)

The effects of communication are that people feel closer together.

Now, you:

Write three sentences for AFFECT; three for EFFECT. Be sure to vary these sentences. Use the sentence in your original piece as one of your sentences.

**Rx: Spelling**

image.png

**Lesson SP3: Then vs. Than**

Use THEN when you are telling a story, referring to the sequence in which things happen. First this, THEN that.

Use THAN when you are comparing: This is better THAN that.

**Remember:**

Associate THEN with WHEN.

Associate THAN with COMPARISON

Now, you:

Identify your misuse of then/then in your paper. In the margin, write WHEN or OMPARISON, according to which word you should have used.

**Rx: Spelling**

image.png

**Lesson SP4: It’s vs. its**

This is a tricky one. You’re thinking that *it’s* is the possessive form, right?

Well, it isn’t. *It’s* means only one thing: IT IS

You’re thinking: “But I’m using this word possessively. Don’t possessives take an apostrophe?”

Actually, when you think about the matter, you will realize that possessive PRONOUNS do NOT take apostrophes: *his, hers, yours, ours, theirs, and its.* This class of words (possessive pronouns) happens to NOT take the apostrophe form.

Now, you:

You probably used the apostrophe form when you should have used the no-apostrophe form. Go to your paper and write “his” in the margin. You will see that you used a possessive pronoun, one that, like “his” does NOT take an apostrophe.

Another way to look at it is this: If you can’t say “it is” in your sentence, then you don’t need an apostrophe.

**Rx: Spelling**

image.png

**Spelling Lesson SP5: The “would of” problem**

**This one is easy. There is no such thing as “would *of*.”**

**There is no such thing as “should of”or “could of” either.**

**You mean to say “would *have,*” “ should *have*,” or “could *have*.”**

**Here’s why you are confused:**

**In informal writing circumstances, and in speech, we use the contractions “would’ve,” “should’ve,” and “could’ve.” These contractions are not usually welcome in formal writing circumstances.**

**Now, you:**

**Locate your “of” mistake and write the proper form in the margin.**

**Rx: Spelling**

image.png

**Spelling Lesson SP6: You’re vs. your**

***You’re* means *you are*.**

***Your* is possessive. Use *your* when you could substitute *his* in the sentence.**

**Now, you:**

**Write *you are* or *his* in the sentence in question.**

**Rx: Spelling**

image.png

**Spelling Lesson SP7: There vs. Their vs. They’re**

Use *there* when you could substitute the word *here* in the sentence.

Use *their* when you could substitute the word *his* in the sentence.

Use *they’re* when you could substitute the words *they are* in the sentence.

**Practice**:

Rewrite the sentence(s) in which you made a mistake using *there*, *their*, or *they’re*. For each sentence, write the substitution word, as explained

**Rx: Spelling**

image.png

**Spelling** **Lesson 8: Other Spelling Errors**

Word that I misspelled:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(spelled correctly)

Write the word again, circling the part that I misspelled: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Kind of error: (Check any that apply)

|  |  |
| --- | --- |
| I before E trouble |  |
| Suffix trouble |  |
| Prefix trouble |  |
| Writing a single letter when there should be a double letter |  |
| Writing a double letter when there should be a single letter |  |
| Not joining words that should be joined |  |
| Joining words that should be separate |  |
| Mistaking one word for another (homonyms) |  |
| IOU trouble |  |
| S for C or C for S trouble |  |
| Ance/ence trouble |  |
| Able/ible trouble |  |
| ER, AR, OR trouble |  |
| *Per* for *pre* trouble |  |
| Other trouble (specify) |  |

Think of three other words that are spelled with a similar pattern:

Write the word five times, with one letter in each box. Hi-lite the troublesome part.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

If the word has a prefix or a suffix, write the word three more times. Hi-lite the prefix or suffix.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**Rx: Edit**

Rx: Punctuation and Sentence Structure

Punctuation and Sentence Structure: Lesson PSS 1: Commas

Punctuation and Sentence Structure PSS 2: Possessive Apostrophe

Punctuation and Sentence Structure: PSS 3: Run-on Sentences

Punctuation and Sentence Structure: PSS 4: Sentence Fragments

Image

**Rx: Edit**

image.png

**Punctuation and Sentence Structure Lesson PSS1: Commas**

**There are around 16 comma rules, but all you really have to remember is LIES. Here’s what LIES means:**

**L is for LISTS. A question that always comes up: Do I need the comma before the last item in a series? It’s more formal to use it, so, *yes*.**

**I is for INTRODUCTIONS: Use a comma after any word or group of words that precedes (introduces) the subject of the sentence.**

**E is for EXTRA INFORMATION: Any word or group of words that could be removed from the sentence without losing the sense of wholeness should be set off by commas.**

**S is for SIDE-BY-SIDE SENTENCES: Whenever you join two groups of words that could each be a sentence by themselves, you use a comma. The sentence that you just read is an example of this rule.**

**(The LIES rules don’t include the commas that are used with quotation marks. The comma goes outside the first set of quotation marks; the comma goes inside the end set of quotation marks.)**

**Now, you:**

**Look through your paper. Find your comma mistakes. Rewrite the sentence that you punctuated incorrectly. Tell which LIES you are applying.**

**NOTE: The only thing worse than omitting a needed comma is including one that is not needed. Extra commas slow the reader down. Use a comma only when you have a reason.**

**NEVER SEPARATE THE SUBJECT FROM THE VERB OR THE VERB FROM THE DIRECT OBJECT WITH A SINGLE COMMA.**

**Rx: Edit**

image.png

**Punctuation and Sentence Structure** **Lesson PSS2: Possessive Apostrophes**

**Use an apostrophe to indicate possession.**

**Lots of people have difficulty with the apostrophe s (‘s) concept.**

**Actually, it’s simple:**

**The bear**

**The bear has breakfast.**

**That breakfast is the breakfast of the bear.**

**The bear’s breakfast (is the breakfast of the bear).**

**Anytime you can transform a phrase into an “of” phrase, as above, you need to indicate that a noun is being put into the possessive case. You put a noun into the possessive case with ‘s.**

**Try these:**

**The fur of the bear:**

**The eyes of the bear:**

**The feet of the bear:**

**The forest of the bear:**

**The campgrounds of the bear:**

**Now, try the reverse.**

**The bear’s mother:**

**Papa Bear’s porridge:**

**Mama Bear’s chair:**

**Baby Bear’s nice soft bed:**

**Now, go to your paper. Write the possessive phrase that you used and show how it looks in both forms (as ‘s form and then as an “of” phrase).**

**Rx: Edit**

**Punctuation and Sentence Structure Lesson PSS 3: Fixing run-on sentences**

**When two sentences (independent clauses) want to get married, there are two ways in which they may be joined in holy sentence matrimony.**

**The first way is by using a semicolon. Simply insert a semicolon where you now have comma.**

**Choose the semicolon marriage when the two sentences are very closely related and grammatically similar, like this:**

***Sometimes, you feel like a nut; sometimes, you don’t.***

**The other way for two sentences to get married is to use the same comma that you now have, but to strengthen the relationship between the two sentences with one of the following conjunctions: *and, or, so, but*.**

**Your sentences could, of course, decide not to get married at all. In that case, just separate them with a period.**

**Or, sentences might just decide to consume each other. Reword**

**Your sentences so that they become one sentence. Eliminate some words. You may need *which, when, or because* to accomplish this reduction in words.**

**Now, you:**

Go through your paper, looking for sentences in which the parts (clauses), are not properly married. Use one of the above methods to join them in holy sentence matrimony, or separate them, or combine them.

**Rx: Edit**

image.png

**Punctuation and Sentence Structure Lesson PSS 4: How to Fix a Sentence Fragment**

**A sentence fragment is an incomplete sentence. Usually, you can fix it by simply attaching it to its previous sentence.**

**There’s a very easy way to know whether a group of words can stand alone as a complete sentence. If you can put the words “It is true that…” in front of a group of words and have it sound complete, then that group of words is a complete sentence.**

**Now, you:**

**Identify the sentence fragments in your paper. First, put “It is true that…” in front of those words. You will find that the words can’t stand alone as a complete sentence when you put “It is true that…” in front of them. There are two ways to fix a sentence fragment:**

1. **Add more words until the words pass the “It is true that…” test.**
2. **Attach the sentence fragment to its previous (or next) sentence.**

**Write your corrected sentences.**

Handwriting:

Lesson H1: Spacing

Lesson H2: Letter Heights

Lesson H3: Closure of Letters

Lesson H4: Loops and Tails

Lesson H5: Slant

Image

image.png

Handwriting

**Lesson H1: Spacing**

**Everyone has a distinctive style of handwriting. Although your handwriting is unique to you, and although it may express your particular style and flair, other people need to be able to read it without difficulty.**

**You may have fallen into some handwriting habits that make your letters, words, and punctuation hard to read. You are doing this RxHandwriting to work on your SPACING.**

**People can decipher your letters and words only if you have enough white space between each letter within a word and enough spacing between each word. In addition, your reader needs one-inch margins on either side of the page. Don’t take up the entire horizontal line of the page with writing. If you do, then your reader has no room to write comments.**

**Now, you: Go to the link below and print the page. Trace over the sentence, paying special attention to your spacing. Then, write the sentence on your own, paying special attention to the spacing**

http://www.handwritingforkids.com/handwrite/cursive/sentences/brownfox1c.htm

**Rx: Handwriting**

image.png

Handwriting

**Lesson H2: Letter Heights**

**Everyone has a distinctive style of handwriting. Although your handwriting is unique to you, and although it may express your particular style and flair, other people need to be able to read it without difficulty.**

**You may have fallen into some handwriting habits that make your letters, words, and punctuation hard to read. You are doing this RxHandwriting to work on your letter sizes. Letters must differentiate themselves in size. You may have developed the tendency to make all of your letters the same height. That means that your reader will not be able to tell one letter from another, causing a miscue. Miscues interfere with the reader’s comprehension.**

**Now, you: Look at something that you have handwritten. Draw a line across the top of your letter. You should have stems sticking up for the lower case letters *h, k, b, f, d*.**

**Go to the link below and print the page. Trace over the sentence, paying special attention to your letter heights. Then, write the sentence on your own, paying special attention to the letter heights**

http://www.handwritingforkids.com/handwrite/cursive/sentences/brownfox1c.htm

**Rx: Handwriting**

image.png

**Handwriting**

**Lesson H3: Closure of Letters**

**Everyone has a distinctive style of handwriting. Although your handwriting is unique to you, and although it may express your particular style and flair, other people need to be able to read it without difficulty.**

**You may have fallen into some handwriting habits that make your letters, words, and punctuation hard to read. You are doing this RxHandwriting to work on your CLOSURE OF LETTERS.**

**The letters q, b, o, p, a, d, and g need to be closed up at the top. If there’s a space left open, the reader can easily misread your intentions, causing a miscue. Miscues interfere with the reader’s comprehension.**

**Now, you: Go to the link below and print the page. Trace over the sentence, paying special attention to your letter closures. Then, write the sentence on your own, paying special attention to the letter closures.**

http://www.handwritingforkids.com/handwrite/cursive/sentences/brownfox1c.htm

**Rx: Handwriting**

image.png

**Handwriting**

**Lesson H4: Loops and Tails**

**Everyone has a distinctive style of handwriting. Although your handwriting is unique to you, and although it may express your particular style and flair, other people need to be able to read it without difficulty.**

**You may have fallen into some handwriting habits that make your letters, words, and punctuation hard to read. You are doing this RxHandwriting to work on your LOOPS and TAILS.**

**The letters q, j, p, y, and g have tails that hang down below the line. If your letters that are supposed to have tails don’t them, or if the tails are curling up too close to the line, then your reader may not be able to decipher your intentions, causing a miscue. Miscues interfere with the reader’s comprehension.**

**Similarly, you need to be careful with your loops. If you have unnecessary loops, your reader will read them as letters, causing a miscue.**

**Now, you: Go to the link below and print the page. Trace over the sentence, paying special attention to your slant. Then, write the sentence on your own, paying special attention to your loops and tails.**

<http://www.handwritingforkids.com/handwrite/cursive/sentences/brownfox1c.htm>

**Rx: Handwriting**

image.png

**Handwriting**

**Lesson H5: Slant**

**Everyone has a distinctive style of handwriting. Although your handwriting is unique to you, and although it may express your particular style and flair, other people need to be able to read it without difficulty.**

**You may have fallen into some handwriting habits that make your letters, words, and punctuation hard to read. You are doing this RxHandwriting to work on your SLANT.**

**Most people have handwriting that slants to the right. Some people, especially left-handed people, have handwriting that slants to the left. Many people have rounded handwriting that does not appear to slant at all. You can have legible handwriting regardless of the direction of your slant. However, the reader appreciates consistency. Your letters should not collide with each other. Work to achieve consistent appearance so that the reader is presented with parallel lines.**

**Now, you:**

**Go to the link below and print the page. Trace over the sentence, paying special attention to your slant. Then, write the sentence on your own, paying special attention to the slant.**

http://www.handwritingforkids.com/handwrite/cursive/sentences/brownfox1c.htm