

## Reference Section

### Reference 61: Degrees of Adjectives

The **Simple Form** is used when no comparison is made. There are no rules for the simple form. (**fast, anxious**)

The **Comparative Form** is used to compare **TWO** people, places, or things.

The **Superlative Form** is used to compare **THREE** or more people, places, or things.

**Rule 1.** Use **-er** with most 1 or 2 syllable words (**faster**). Use **more** with **-ful** words or whenever the **-er** sounds awkward. (**more anxious**) Use **more** for all 3 or more syllable words.

**Rule 2.** Use **-est** with most 1 or 2 syllable words. (**fastest**). Use **most** with **-ful** words or whenever the **-est** sounds awkward. (**most anxious**) Use **most** for all 3 or more syllable words.

#### Irregular Adjectives Have No Rule Numbers and Have to be Memorized

Simple Adjective		Comparative		Superlative	
1. good	3. little (amount)	5. better	7. less or lesser	9. best	11. least
2. bad, ill	4. much, many	6. worse	8. more	10. worst	12. most

#### Sentence Examples

1. Kelly bought a good pen.      2. Kelly bought a better pen than Lindsay.      3. Kelly bought the best pen of all.

**Example:** Write the rule numbers and the different forms for the adjectives below. For irregular forms write **Irr** in the box.

Simple Adjective Form	Rule Box	Comparative Adjective Form	Rule Box	Superlative Adjective Form
1. noisy	1	noisier	2	noisiest
2. dependable	1	more dependable	2	most dependable
3. bad	Irr	worse	Irr	worst

4. I am taller than Cody. (tall)      5. Of all the boys, he was the most eager to go. (eager)      6. She sews better than Lois. (good)

### Reference 62: Quotation Rules For Beginning Quotes

- Pattern:** "C -quote- (!?) " explanatory words (.)  
(Quotation marks, capital letter, quote, end punctuation choice, quotation marks closed, explanatory words, period)
- Underline **end explanatory words** and use a period at the end.
- You should have a **beginning quote** – Use quotation marks at the beginning and end of what is said. Then, put a comma, question mark, or exclamation point (no period) after the quote but in front of the quotation mark.
- Capitalize** the beginning of a quote and any proper nouns or the pronoun *I*.
- Punctuate** the rest of the sentence by checking for any apostrophes, periods, or commas that may be needed within the sentence.

#### Guided Practice

**Sentence:** the girls and i are going fishing on friday with l c lane my mom said

- Pattern: "C -quote- (!?) " explanatory words (.)
- the girls and i are going fishing on friday with l c lane my mom said (.)
- "the girls and i are going fishing on friday with l c lane," my mom said.
- "The girls and I are going fishing on Friday with L C Lane," my mom said.
- "The girls and I are going fishing on Friday with L. C. Lane," my mom said.
- Corrected Sentence:** "The girls and I are going fishing on Friday with L. C. Lane," my mom said.

## Reference Section

### Reference 63: Quotation Rules For End Quotes

1. **Pattern:** **C** -explanatory words(,) “C -quote- (!?) ”  
(Capital letter, explanatory words, comma, quotation marks, capital letter, quote, end punctuation choice, quotation marks closed)
2. Underline **beginning explanatory words** and use a comma after them.
3. You should have an **end quote** – Use quotation marks at the beginning and end of what is said. Then, put a period, question mark, or exclamation point (no comma) after the quote but usually in front of the quotation mark.
4. **Capitalize** the first of the explanatory words at the beginning of a sentence, the beginning of a quote, and any proper nouns or the pronoun *I*.
5. **Punctuate** the rest of the sentence by checking for any apostrophes, periods, or commas that may be needed within the sentence.

#### Guided Practice

**Sentence:** my mom said the girls and i are going fishing on friday with l c lane

1. Pattern: **C** -explanatory words(,) “C -quote- (!?) ”
2. **my mom said**(,) the girls and i are going fishing on friday with l c lane
3. my mom said, “the girls and i are going fishing on friday with l c lane. ”
4. My mom said, “The girls and I are going fishing on Friday with L C Lane.”
5. My mom said, “The girls and I are going fishing on Friday with L. C. Lane.”
6. **Corrected Sentence:** My mom said, “The girls and I are going fishing on Friday with L. C. Lane.”

### Reference 64: Quotation Rules For Split Quotes

1. **Pattern:** “C -quote- (,) ”**c** -explanatory words(,) “c -quote- (!?) ”  
(Quotation marks, capital letter, first part of quote, comma, quotation marks, explanatory words, comma, quotation marks again, second part of quote, end punctuation choice, quotation marks)
2. Underline **middle explanatory words** and use a comma after them.
3. You should have the **first part of a split quote** – Use quotation marks at the beginning and end of the first part of what is said. Then, put a comma after the first part of the quote but in front of the quotation mark.
4. You should have the **second part of a split quote** – Use quotation marks at the beginning and end of the second part of what is said. Then, put an end mark punctuation (no comma) after the quote but usually in front of the quotation mark.
5. **Capitalize** the beginning of a quote and any proper nouns or the pronoun *I*. (Do not capitalize the first word of the second part unless it is a proper noun or the pronoun *I*.)
6. **Punctuate** the rest of the sentence by checking for any apostrophes, periods, or commas that may be needed within the sentence.

#### Guided Practice

**Sentence:** the girls and i my mom said are going fishing on friday with l c lane

1. Pattern: “C -quote- (,) ”**c** -explanatory words(,) “c -quote- (!?) ”
  2. the girls and i my mom said(,) are going fishing on friday with l c lane
  3. “the girls and i,” my mom said, are going fishing on friday with l c lane
  4. “the girls and i,” my mom said, “are going fishing on friday with l c lane(,)”
  5. “The girls and I,” my mom said, “are going fishing on Friday with L C Lane.”
  6. “The girls and I,” my mom said, “are going fishing on Friday with L. C. Lane.”
  7. **Corrected Sentence:** “The girls and I,” my mom said, “are going fishing on Friday with L. C. Lane.”
- Note:** When you enclose two sentences in quotation marks, you still have two sentences, not a split quote. “The girls and I are going fishing on Friday,” my mom said. “I think they need the experience.”

## Reference Section

### Reference 65: Other Quotation Rules

#### 1. Longer Quotes

- A. When a quotation consists of several sentences, put quotation marks only at the beginning and at the end of the whole quotation, not around each sentence in the quotation.

**Mom said, "The girls and I are going fishing on Friday. We'll probably spend four or five hours on the lake before we come home."**

- B. When one person has a lengthy quote which is longer than one paragraph, quotation marks are used at the beginning of each paragraph and at the end of the last paragraph of that speaker's quote. Then, when the speaker changes, a new paragraph is started.

"  
\_\_\_\_\_  
\_\_\_\_\_ (same speaker continues)

"  
\_\_\_\_\_  
\_\_\_\_\_ " (same speaker ends)

"  
\_\_\_\_\_  
\_\_\_\_\_ " (new speaker begins and ends)

#### 2. A Quote Within a Quote

Single quotation marks are used to punctuate a quotation within a quotation.

**My brother said, "Did you hear Mom say, 'Breakfast is ready'?"**

#### 3. Quotation Marks to Punctuate Titles

Quotation marks are used to punctuate titles of songs, poems, short stories, chapters of books, articles, TV programs, and short plays. (*Capitalize the first word, last word, and every word except for articles, short prepositions, and short conjunctions.*)

**I can recite several stanzas of "Annabel Lee."**

#### 4. Direct Quotations, Indirect Quotations, and Statements

- A. A direct quotation occurs when you show exactly what someone says by using quotation marks.

**Direct quotation: Rhonda said, "I want a big bag of potato chips."**

- B. An indirect quotation occurs when you simply describe what someone says without using his exact words.

**Indirect quotation: Rhonda said she wanted a big bag of potato chips.**

- C. A statement occurs when no speaker is mentioned and no quotation is used.

**Statement: Rhonda wants a big bag of potato chips.**

### Reference 66: Story Elements Outline

#### 1. Main Idea (Tell the problem or situation that needs a solution.)

The writer is trying to think of a name for his new horse.

#### 2. Setting (Tell when and where the story takes place, either clearly stated or implied.)

When - The story takes place in the summer time. Where - The story takes place at the writer's home and Mr. Hunter's ranch.

#### 3. Character (Tell whom or what the story is about.)

The main characters are the writer, his father, Mr. Hunter, and the new horse.

#### 4. Plot (Tell what the characters in the story do and what happens to them.)

The story is about a boy who goes with his father to pick up his new horse at Mr. Hunter's ranch. The boy cannot think of a name for his horse, so he is waiting until he meets him to select a name.

#### 5. Ending (Use a strong ending that will bring the story to a close.)

The story ends with the writer thinking of a name for his horse as he meets him.

(Reference 66 is continued on the next page.)

## Reference Section

### Reference 66: Story Elements Outline (continued)

#### A Horse Named . . . . ?

My excitement grew as the afternoon approached. I knew my dad would take me to Mr. Hunter’s ranch to pick up my new horse as soon as the afternoon chores were finished. I had tried to think of a name all week, but I knew it would come to me as soon as I saw him. I tagged along behind Dad until he finally leaned on the barn door, wiped his forehead with his red bandanna, and said, “Well, do you reckon it’s time to pick up your horse?”

Mr. Hunter met us as we got out of the truck. He shook hands with my dad, and then he shook hands with me. I remembered my manners and waited respectfully for Mr. Hunter to finish his weather and crop talk with my dad. Finally, Mr. Hunter turned to me and asked, “Well, boy, are you ready to meet your new horse?” He grinned real big as I about fell over myself in my eagerness to find out where my horse was. Mr. Hunter was enjoying his conversation with me tremendously as he continued, “Well, now. Let’s see if I can remember where I put that puny little horse. Oh, yes! I do recall that I put him in the corral behind the barn. He’s there waiting for you.”

Instantly, I raced toward the corral. As I neared the barn, I could hear the steady rhythm of hooves beating the hard-packed earth. As I burst around the corner to the corral, I stopped in awe. My eyes followed a giant of a horse, a glistening chestnut. His mane and tail flowed gracefully behind him as he thundered around the corral. I could scarcely believe that this beauty was mine. I listened to his thundering hooves pounding the ground. Then, I smiled and whispered, “I shall call you Thunder!”

### Reference 67: Friendly Letter Example

**1. Heading**

2275 Oak Drive  
Camden, AR 71621  
June 1, 20\_\_\_\_

**2. Friendly Greeting, (or Salutation)**

Dear Susie,

**3. Body (Indent Paragraphs)**

I’m glad school is almost out. I have a lot of things planned this summer. I am going to band camp and on a canoe trip for starters! I hope we can get together later this month. See you soon.

**4. Closing,**

Your friend,

**5. Signature**

Anna

Envelope Parts	Reference 68	Friendly Envelope Example
<p><b>The return address:</b></p> <ol style="list-style-type: none"> <li>1. Name of the person writing the letter</li> <li>2. Box or street address of the writer</li> <li>3. City, state, zip code of the writer</li> </ol> <p><b>The mailing address:</b></p> <ol style="list-style-type: none"> <li>1. Name of the person receiving the letter</li> <li>2. Street address of the person receiving the letter</li> <li>3. City, state, zip of the person receiving the letter</li> </ol>	<p><b>Return Address</b></p> <p>Anna Coffman 2275 Oak Drive Camden, AR 71621</p>	<div style="border: 1px solid black; width: 40px; height: 20px; margin-left: auto; margin-right: auto; text-align: center; line-height: 20px;">Stamp</div> <p><b>Mailing Address</b></p> <p>Susie Freeman 1961 Walnut Street Tulsa, Oklahoma 73125</p>

**Reference Section**

**Reference 69: Four Types of Business Letters**

Four common reasons to write business letters and information about four types of business letters:

1. If you need to send for information - letter of inquiry.
2. If you want to order a product - letter of request or order.
3. If you want to express an opinion - letter to an editor or official.
4. If you want to complain about a product - letter of complaint.

Letter of Inquiry	Letter of Request or Order
<ol style="list-style-type: none"> <li>1. Ask for information or answers to your questions.</li> <li>2. Keep the letter short and to the point.</li> <li>3. Word the letter so that there can be no question as to what it is you need to know.</li> </ol>	<ol style="list-style-type: none"> <li>1. Carefully and clearly describe the product.</li> <li>2. Keep the letter short and to the point.</li> <li>3. Include information on how and where the product should be shipped.</li> <li>4. Include information on how you will pay for the product.</li> </ol>
Letter to an Editor or Official	Letter of Complaint About a Product
<ol style="list-style-type: none"> <li>1. Clearly explain the problem or situation.</li> <li>2. Offer your opinion of the cause and possible solutions.</li> <li>3. Support your opinions with facts and examples.</li> <li>4. Suggest ways to change or improve the situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Carefully and clearly describe the product.</li> <li>2. Describe the problem and what may have caused it. (Don't spend too much time explaining how unhappy you are.)</li> <li>3. Explain any action you have already taken to solve the problem.</li> <li>4. End your letter with the action you would like the company to take to solve the problem.</li> </ol>

**Reference 70: Business Letter Example**

	<b>1. HEADING</b> 3373 Beach Drive Newport, Texas 52703 April 22, 20____
<b>2. INSIDE ADDRESS</b> Mr. Sam Smith American Bird Society 7617 Main Street St. Louis, Missouri 98723	
<b>3. FORMAL GREETING, (OR SALUTATION)</b> Dear Mr. Smith:	
<b>4. BODY (INDENT PARAGRAPHS)</b> <p style="margin-left: 40px;">My class is studying birds. I would like to order the kit "Birds of North America." I have enclosed \$5.75 to cover the cost. Please let me know if there are additional costs.</p>	
	<b>5. FORMAL CLOSING,</b> Sincerely yours,
	<b>6. SIGNATURE</b> Linda Brown

## Reference Section

Envelope Parts	Reference 71	Business Envelope Example
<p><b>The return address:</b></p> <ol style="list-style-type: none"> <li>1. Name of the person writing the letter</li> <li>2. Box or street address of the writer</li> <li>3. City, state, zip code of the writer</li> </ol> <p><b>The mailing address:</b></p> <ol style="list-style-type: none"> <li>1. Name of the person receiving the letter</li> <li>2. Name of the company receiving the letter</li> <li>3. Street address of the company receiving the letter</li> <li>4. City, state, zip of the company receiving the letter</li> </ol>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"><b>Return Address</b></div> <p>Linda Brown 3373 Beach Drive Newport, Texas 52703</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"><b>Mailing Address</b></div> <p>Mr. Sam Smith American Bird Society 7617 Main Street St. Louis, Missouri 98723</p>

### Reference 72: Thank-You Notes

<u>For a Gift</u>	<u>For an Action</u>
<p><b>What -</b> Thank you for... (tell color, kind, and item)</p> <p><b>Use -</b> Tell how the gift is used.</p> <p><b>Thanks -</b> I appreciate your remembering me with this special gift.</p>	<p><b>What -</b> Thank you for... (tell action)</p> <p><b>Helped -</b> Tell how the action helped.</p> <p><b>Thanks -</b> I appreciate your thinking of me at this time.</p>
<p><b>Example 1: Gift</b></p> <p>Dear Jamie,</p> <p>Thank you for the lovely red roses. They look beautiful on my table. I appreciate your remembering me with this special gift.</p>	<p style="text-align: right;">57 North Holly Rosebud, North Carolina 55667 August 10, 20____</p> <p style="text-align: right;">Your friend, Carla</p>
<p><b>Example 2: Action</b></p> <p>Dear Jamie,</p> <p>Thank you feeding my cat while I was on vacation. I didn't have to worry about Fritz. I appreciate your thinking of me at this time.</p>	<p style="text-align: right;">57 North Holly Rosebud, North Carolina 55667 August 10, 20____</p> <p style="text-align: right;">Your friend, Carla</p>

### Reference 73: Invitations

<ol style="list-style-type: none"> <li>1. What                    – a surprise party</li> <li>2. Who                    – for Doug Jones</li> <li>3. Where                 – at 673 Deer Road</li> <li>4. When                 – on Saturday, March 13, at 3:00</li> <li>5. Whipped Cream      – I hope you can come!</li> </ol>	<p style="text-align: right;">673 Deer Road Redwood, Montana 88332 March 1, 20____</p>
<p>Dear Andy,</p> <p>I want you to come to a <u>surprise party for Doug Jones</u>. It will be at my house at <u>673 Deer Road</u>. The party is at <u>3:00 Saturday afternoon on March 13</u>. <u>I hope you can come!</u></p>	<p style="text-align: right;">Your friend, Justin</p>

## Reference Section

Reference 74: Contraction Chart				Pronoun	Contraction		
<u>AM</u>		<u>HAS</u>		<b>its</b> (owns) <i>its hair</i>	<b>it's</b> (it is) <i>it's damp</i>		
I am	– I'm	has not	– hasn't				
		he has	– he's				
		she has	– she's				
<u>IS</u>		<u>HAVE</u>					
is not	– isn't	have not	– haven't				
he is	– he's	I have	– I've				
she is	– she's	you have	– you've				
it is	– it's	we have	– we've				
who is	– who's	they have	– they've				
that is	– that's			<b>your</b> (owns) <i>your dog</i>	<b>you're</b> (you are) <i>you're going</i>		
what is	– what's						
there is	– there's						
<u>ARE</u>		<u>HAD</u>					
are not	– aren't	had not	– hadn't				
you are	– you're	I had	– I'd				
we are	– we're	he had	– he'd				
they are	– they're	she had	– she'd				
		you had	– you'd				
		we had	– we'd				
		they had	– they'd	<b>their</b> (owns) <i>their car</i>	<b>they're</b> (they are) <i>they're happy</i>		
<u>WAS, WERE</u>		<u>WILL /SHALL</u>					
was not	– wasn't	will not	– won't				
were not	– weren't	I will	– I'll				
<u>DO, DOES, DID</u>		he will	– he'll				
do not	– don't	she will	– she'll				
does not	– doesn't	you will	– you'll				
did not	– didn't	we will	– we'll				
		they will	– they'll			<b>whose</b> (owns) <i>whose hat</i>	<b>who's</b> (who is) <i>who's talking</i>
<u>CAN</u>		<u>WOULD</u>					
cannot	– can't	would not	– wouldn't				
<u>LET</u>		I would	– I'd				
let us	– let's	he would	– he'd				
		she would	– she'd				
		you would	– you'd				
		we would	– we'd				
		they would	– they'd				
		<u>SHOULD, COULD</u>					
		should not	– shouldn't				
		could not	– couldn't				

## Reference Section

### Reference 75: Alphabetical Order, Guide Words, and Entry Words

**Example 1:** Put each group of words in alphabetical order. Use numbers to show the order in each column.

	Food Words	Month Words	“S” Words	Machine Words	“M” Words				
2	tacos	2	May	1	saddle	1	backhoe	1	message
1	pizza	1	March	2	sadly	2	tractor	2	messenger

**Example 2:** Below are the tops of two dictionary pages. Write the page number on which each word listed would appear.

<b>calmly</b> (first word)	Page 93	<b>clumsily</b> (last word)		<b>cobra</b> (first word)	Page 94	<b>crop</b> (last word)				
Page <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px 10px;">93</td> <td style="padding: 2px 10px;">1. cell</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px 10px;">94</td> <td style="padding: 2px 10px;">2. coward</td> </tr> </table>							93	1. cell	94	2. coward
93	1. cell									
94	2. coward									

1. The entry word – gives correct spelling and divides the word into syllables. 2. Pronunciation – tells how to pronounce a word. It is usually in parentheses. 3. Parts of speech – use a small *n.* for noun, a small *v.* for verb, an *adj.* for adjective, etc. 4. Meanings – are numbered definitions listed according to the parts of speech. 5. Example – is a sentence using the entry word to explain a meaning. (Shown as *Ex.*) 6. Synonyms – are words that have similar meanings to the entry word. (Shown as *Syn*)

### Reference 76: Card Catalog Cards

Author Card	Title Card	Subject Card
903.2 Author-Clark, Samuel Title <u>American Presidents</u> Ill. by Larry Graham Children’s Press, Chicago (c1988) 263p.	903.2 Title <u>American Presidents</u> Author-Clark, Samuel Ill. by Larry Graham Children’s Press, Chicago (c1988) 263p.	903.2 Topic American History Author-Clark, Samuel Title <u>American Presidents</u> Ill. by Larry Graham Children’s Press, Chicago (c1988) 263p.

### Reference 77: Parts of a Book

AT THE FRONT:

1. **Title Page.** This page has the full title of the book, the author’s name, the illustrator’s name, the publishing company, and the city where the book was published.
2. **Copyright Page.** This page is right after the title page and tells the year in which the book was published and who owns the copyright. If the book has an ISBN number (International Standard Book Number), it is listed here.
3. **Preface** (also called **introduction**). If a book has this page, it will come before the table of contents and will usually tell you briefly why the book was written and what it is about.
4. **Table of Contents.** This section lists the major divisions of the book by units and chapters and tells their page numbers.
5. **Body.** This is the main section, or text, of the book.

(Reference 77 is continued on the next page.)



## Reference Section

### Reference 77: Parts of a Book (continued)

**AT THE BACK:**

6. **Appendix.** This section includes extra informative material such as maps, charts, tables, diagrams, letters, etc. It is always wise to find out what is in the appendix, since it may contain supplementary material that you could otherwise find only by going to the library.
7. **Glossary.** This section is like a dictionary and gives the meanings of some of the important words in the book.
8. **Bibliography.** This section includes a list of books used by the author. It could serve as a guide for further reading on a topic.
9. **Index.** This will probably be your most useful section. The purpose of the index is to help you quickly locate information about the topics in the book. It has an alphabetical list of specific topics and tells on which page that information can be found. It is similar to the table of contents, but it is much more detailed.

### Reference 78: Example Table of Contents

CHAPTER	TITLE	CONTENTS	PAGE
1	<i>THE CHIPPEWA: Indians of the Northern Woodland</i>	.....	3
2	<i>THE BLACKFOOT: Nomads of the Great Plains</i>	.....	15
3	<i>THE OSAGE: Village Dwellers of the Great Plains</i>	.....	25
4	<i>THE HOPI: Indians of the Southwest</i>	.....	37
5	<i>THE MOHAWK: Indians of the Northeast</i>	.....	49
6	<i>THE TLINGLIT: Indians of the Northwest Coast</i>	.....	61
7	<i>THE CHEROKEE: Indians of the Southeast Mountains</i>	.....	73
8	<i>THE POMO: Indians of California</i>	.....	85
	<i>Index</i>	.....	99

### Reference 79: Example Index

<p><b>B</b> Blackfoot history of, 15-16; life of, 17-23, 25; sign language, 24-25, 27</p>	<p><b>L</b> Language Blackfoot, 24-25; Cherokee, 81 Legends, 11-15; 33-37; 58-60; 98 Longhouse, Mohawk, 51-52</p>	<p><b>S</b> Sign language, <i>see</i> Language. Southwest, Indians of, <i>see</i> Cliff Dwellers, Hopi.</p>
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### Reference 80: Reading Speed

**REASONS FOR READING:**

1. **To enjoy yourself** .....
2. **To understand** main ideas and details .....
3. **To get an idea** about the topic .....
4. **To locate answers** to specific questions .....

**READING SPEED:**

- Read slowly** enough to absorb details and enjoy the author's style.
- Read slowly** so you can stop and think about what is being said.
- Read quickly**, looking for titles, topic headings, underlining, and words in bold type.
- Read quickly**, looking for titles, topic headings, underlining, and words in bold type to find the key words in your question. Then, **read slowly** to find the answers to your specific questions.