

Comp Notes

Strong Word Choice

Noun:

A word that names a _____, _____, _____, or _____.

Strong writers use _____ nouns that provide clear meaning to the reader.

Adjective:

A word that _____ or describes a noun. Adjectives tell what kind, which, how many/much, and whose.

Descriptive Adjectives are strong. Their meanings are objective, factual, and clear to all readers.

Examples:

Interpretive Adjectives are weak. Their meanings are subjective and vague. The reader/writer's definitions may not match.

Examples:

Caution: Don't add a lot of adjectives if a stronger noun is available.

Verb:

A word that asserts an _____ or a _____ (existence).

Great writers use _____ verbs that give the most vivid picture of what is happening.

Philip walked into PEP. Philip _____ into PEP. Philip _____ into PEP.

Adverb:

A word that typically modifies or describes a _____, but also can describe an _____ or another _____. Adverbs tell when, where, how, and to what extent.

Caution: Don't add a lot of adverbs if a stronger verb is available.

Substitute: Sometimes a good replacement just pops into your brain. Substitute the "to-be" verb with a more specific verb.

Example: "That cherry pie sure *is* good."

That cherry pie sure _____ good.

Rearrange: Start the sentence differently to see if this helps eliminate a "to-be" verb.

Rearrange and change the words as necessary.

Example: "The monster *was* in the dark tunnel creeping."

"Down the dark tunnel _____ the monster."

Convert: Change another word in the sentence into a verb. Look for a noun or adjective that you can convert to a strong verb.

Example: "Charles Schulz *was the creator* of the Peanuts cartoon strip."

"Charles Schulz _____ the Peanuts cartoon strip."

Combine: Look at the sentences before and after the one with the "be" verb to see if one of them can combine with the "be" verb sentence, eliminating the "be" verb.

Example: "The child *was sad*. The sensitive young person *was feeling* that way because of the news story about the death of the homeless man."

"The news story about the death of the homeless man _____ the sensitive child."

Drop -ing: Change an -ing verb (a participle) to a regular verb (an infinitive).

Example: "You should *be asking* her for help."

"You should _____ her for help."

Remove: Drop unnecessary words or phrases.

Example: "What she hoped to find *was* a new best friend."

"She _____ to find a new best friend."

Show vs. Tell: Write a more descriptive sentence(s) that shows what you mean rather than tells what you mean.

Example: "The girl *was* happy to get a new puppy."

Comp Notes

MLA Document Formatting

1. Create a _____ ½ inch from the top margin with your _____ and the page number.
2. Set the font to _____, size _____ point.
3. Set the _____ to 1-inch on all sides.
4. Set the _____ to 2.0 (double spaced).
5. On the first line type: _____, press enter 1 time.
6. On the second line type: _____, press enter 1 time.
7. On the third line type: _____, press enter 1 time.
8. On the fourth line type: _____, press enter 1 time.

(Note: Dates must be formatted in dd Month yyyy = 12 September 2021)
9. On the fifth line _____ and press enter 1 time.
10. Indent the sixth line by _____ inch and begin typing your first paragraph.

Common Errors:

- Do not add extra space (hit an extra enter) between lines. The automatic double spacing is all you need.
- Some programs (such as MS Word) have a default setting where it will add extra spacing between paragraphs. To correct this, find your paragraph settings, go to spacing, and make sure the spacing “before” and “after” paragraphs is set to 0.
- Some programs (such as MS Word) do not automatically update the header font when you reset the font for the main text. When creating your header, you may need to separately reset its font to 12-point Times New Roman.

What is Point of View?

_____ is telling the story (a character or narrator) and what this person can _____ and _____ from his or her perspective.

First Person Point of View

How does first person POV change the way a reader experiences a story?

The reader is _____ the protagonist's head.

The reader _____ as the protagonist feels them.

A _____ is created between the protagonist and the reader.

Third Person Point of View

How does third person POV change the way a reader experiences a story?

The reader experiences the story from _____.

The reader is _____ from the protagonist.

The reader _____ things that the protagonist _____.

Lit Notes

Setting

The setting is the _____ and _____ in which story takes place. A setting might also include _____, _____, _____, and/or details about immediate surroundings.

A setting can be _____ or _____ or a combination of both.

Some settings are _____, while others are _____.

Most works of literature include _____ settings either as the story progresses through time or to include multiple points of view from more than one character.

Considering the above criteria for setting, what details make up the settings of *The Bronze Bow* and *I, Juan de Pareja*?

The Bronze Bow	I, Juan de Pareja

How do these settings make a difference in the story?

Changing the ways in which you begin your sentences is a great tool to add variety, create interest, and improve style in your writing.

1. _____

The most common sentence patterns in English have the subject first, followed by the verb. We first learn who or what the sentence is about, and then we discover what the person or thing does or is. Articles and adjectives may precede the noun, of course!

Examples: _____

2. _____

A great way to start a sentence is with one or more prepositional phrases.

Comma Rule: When opening with a prepositional phrase of more than 4 words or multiple prepositional phrases in a row, a comma is required. For opening prepositional phrases of 4 words or less, the comma recommended but optional.

Examples: _____

3. _____

An adverb is a word that describes a verb, adjective, or other adverb and often ends in *-ly*.

She slowly turned the corner and peered into the murky basement.

Slowly, she turned the corner and peered into the murky basement.

In the second sentence, the adverb *slowly* is placed at the beginning of the sentence. If you read the two sentences aloud, you will notice that moving the adverb changes the rhythm of the sentence and slightly alters its meaning. The second sentence emphasizes how the subject moves—*slowly*—creating a buildup of tension.

Comma Rule: An adverb used as a sentence opener is followed by a comma.

Examples: _____

4. _____

Can be used to make a sentence more exciting, but be careful that you do not create a sentence fragment! When you use an -ing sentence starter, you must have an additional action verb in the sentence.

Comma Rule: If the introductory -ing word (or phrase) is followed by a complete sentence with a subject and a verb, the -ing word or phrase must be set off by a comma.

Example: _____

5. _____

Often used to describe feelings in greater depth.

Comma Rule: If the introductory -ed word (or phrase) is followed by a complete sentence with a subject and a verb, the -ed word or phrase must be set off by a comma.

Example: _____

6. _____

An introductory subordinate clause helps to describe the time/sense/logic of an action. They add meaning to the "what happened" part of the sentence by answering the questions *how*, *when*, *where*, or *why*. Introductory adverb clauses typically begin with these words:

after	as long as	but that	since	though	whenever	while
although	as soon as	how	so that	unless	where	why
as	as though	if	than	until	whereas	
as if	before	in order that	that	when	wherever	

Comma Rule: An introductory subordinate clauses is always followed by a comma.

Example: _____

7. _____

The technique is used to grab your reader's attention and draw them in quickly. While they do create variety in your writing, they should be added thoughtfully, intentionally – *with purpose* – and not because of lazy writing.

Example: _____

Transitions are used to _____ words, phrases or sentences. They are a roadmap that helps the reader to progress from one idea to the next idea by indicating the relationship between them.

The function and importance of transitions

In writing, your goal is to communicate information clearly and concisely. Transitions help you to achieve this goal by establishing _____ between sentences, paragraphs, and sections of your essay. Whether single words, phrases, or full sentences, transitions function as signs that provide the reader with directions for how to follow your ideas in a logical and coherent manner.

Transitions signal relationships between ideas—relationships such as: “Time to switch to a new topic!” or “Another example coming up—stay alert!” or “Here’s an exception to my previous statement” or “Although this idea appears to be true, here’s the real story.”

Transitions are not just verbal decorations that embellish your paper by making it sound better. They are words with particular meanings that guide the reader through your essay. In providing readers with these important cues, transitions help them understand the logic of how your ideas fit together.

Types of transitions

Transition can be a single word, a phrase, a sentence, or even an entire paragraph. In each case, the transition functions the same way: the transition both reminds the reader of what has come before and helps the reader anticipate or comprehend the new information coming next.

Transitions _____ paragraphs:

Transitions within paragraphs act as cues that help readers anticipate what is coming before they read it. These transitions tend to be single words or short phrases.

1. _____ **Transitions:** connect ideas within sentences and between sentences throughout a paragraph. Include restated words, synonyms, or restated thoughts from a previous sentence.
 - *Example with Restated Words:*
In late spring, the painted turtle searches for a warm, sunny location with soft, sandy soil in which to dig her nest. After she builds her _____, she lays 4 to 10 eggs. She does not stay and care for the _____ but immediately leaves them to hatch on their own in late summer.
 - *Example with Synonyms:*
Charles Dickens found himself with limited funds to support his growing family. Due to this _____, he needed to quickly write and publish a new novel.
2. _____ **Transitions:** signal a change in thought, whether through addition, opposition, example, or conclusion.
 - *Example within a Sentence:*
The climb held many obstacles and dangers; _____, the team reached the peak of Mt. Everest in record time.
 - *Example between Sentences:*
The human body contains many extremely complex systems. _____, most doctors specialize in one area of medicine in order to provide the best care.

Transitions _____ paragraphs:

A transition that links paragraphs together is called a _____ **Transition**. They help move your reader from one paragraph topic to another.

If you have arranged your paragraphs so that the content of one leads logically to the next, the transition between paragraphs will highlight a relationship that already exists by summarizing the previous paragraph and previewing the content of the paragraph that follows.

A bridge transition can be a word or two, a phrase, or an entire sentence. Bridge transitions can be located at the end of the first paragraph, at the beginning of the second paragraph, or in both places. Often, the concluding sentence of one paragraph will begin the transition to your next topic. Then, your new paragraph will complete the transition by including transition wording and/or mirroring some of the language of the previous sentence.

Paragraph A Topic: Don Diego's positive relationship with Juan.

Bridge Transition: Unlike Don Diego's kindness toward Juan, many other owners treated their slaves with severity and disdain.

Paragraph B Topic: Negative relationships between other slaves and owners in the novel.

In this case, the opening phrase that begins with "Unlike" tells the reader that the writer is making a change of topic and will contrast Juan's positive experience from what was typically much worse.

Signs that you might need to use transitions

How can you tell whether you need to work on your transitions?

Here are some possible clues:

1. Your tutor has written comments like "choppy," "jumpy," "abrupt flow," "need signposts," or "how is this related?" on your papers.
2. Your readers tell you that they had trouble following your organization or train of thought.
3. You tend to write the way you think or talk, and your brain often jumps from one idea to another pretty quickly.
4. You wrote your essay in several "chunks" and then pasted them together.

Works Cited

Myers, Lasha. "Transitions." *The Elegant Essay*. Institute for Excellence in Writing, 2011.

"Transitions." *English Language Smart Words*. <http://www.smart-words.org/linking-words/transition-words.html>.

"Transitions." *The Writing Center*. University of North Carolina at Chapel Hill, <https://writingcenter.unc.edu/tips-and-tools/transitions/>

In-class Transition Exercise

Follow the directions to improve the flow each passage.

Passage #1

- Add a *connective transition* at the beginning of sentence 2.
- Add a *reference transition* within sentence 2 that connects to the content of sentence 1.
- Add a *connective transition* at the beginning of sentence 3.

¹Napoleon and his navy were no match for the British. _____, ²Napoleon lost almost all of his _____ battles. _____, ³the French army was very strong and powerful. ⁴Under Napoleon's orders, it conquered most of continental Europe.

Passage #2

- Add a *connective transition* at the beginning of sentence 2.
- Add a *connective transition* between sentences 3 and 4 to combine them into one sentence.
- Add a *connective transition* at the beginning of sentence 5.

¹We have 11 teens traveling to Mexico this summer for missions. ²_____, our church will host a bake sale fundraiser next Saturday. ³Please try to attend _____ ⁴we want to show support for our teens. ⁵_____, all church members planning to donate are encouraged to drop off their baked goods by 8:00 a.m.

Passage #3

- Cross out words to combine sentences 1 and 2 into one sentence.
- Combine sentences 3 and 4 with a conjunctive adverb.
- Add a *connective transition* to the beginning of sentence 5.
- Add a *reference transition* (repeated word or phrase) to sentence 6 that references sentence 5.
- Combine sentences 6 and 7 with a conjunction and cross out unnecessary words.
- Add a *connective transition* to the beginning of sentence 8.

¹The Warren County Animal Shelter invites local pet-lovers to an adoption event this weekend. ²It will take place at the Liberty Center. ³Frustrated owners regularly deposit older dogs at local shelters. _____ ⁴Shelters do not always have the space for unwanted animals. ⁵_____ People looking for dogs should come meet the animals available for adoption. ⁶Those interested _____ will have to complete an application. _____ ⁷Families may experience a waiting period while staff members process applications. _____ ⁸You could take home a new member of your family on Saturday.

1. _____ The central person in a story who is often referred to as the story's main character. S/he (or they) is faced with a conflict that must be resolved. S/he may not always be admirable; nevertheless, s/he must command involvement on the part of the reader, or better yet, empathy.

1b. _____ A major character, usually the protagonist, who lacks conventional morals, and who struggles for values which are not considered admirable.
2. _____ The character, characters, or situation that represents the opposition against which the protagonist must contend. In other words, the character is an obstacle that the protagonist must overcome.
3. _____ Any character (usually the antagonist or an important supporting character) whose personal qualities contrast with another character (usually the protagonist). By providing this contrast, we get to know more about the other character.
4. _____ Types of characters who have become conventional or stereotypical through *repeated use* in particular types of stories. These characters are instantly recognizable to readers or audience members (Examples: the damsel in distress, the mad scientist, the geeky boy with glasses, the faithful sidekick) They are normally one-dimensional, flat characters.
5. _____ Any character who has a complex personality; s/he is often portrayed as a conflicted and contradictory person.
6. _____ The opposite of a round character. This literary personality is notable for one kind of personality trait or characteristic.
7. _____ A character who changes over time, usually as a result of resolving a central conflict or facing a major crisis. Most tend to be central rather than peripheral characters, because resolving the conflict is the major role of central characters.
8. _____ A character who does not change over time; his or her personality does not transform or evolve.

Comp Notes

Sensory Language

Sensory details are words or phrases that engage the reader's _____.

Also engage the reader's _____.

Sensory details _____, not tell.

Comp Notes

Figurative Language

Sensory details are words or phrases used in a non-literal way to create an _____ or effect in the mind of the reader or listener. Often (but not always) a form of _____.

1. _____: the same letter sound at the beginning or two or more closely connected words.

Example:

2. _____: a comparison of one thing as "like" or "as" another thing.

Example:

3. _____: a comparison of likeness or similarity by saying one thing "is" figuratively another thing.

Example:

4. _____: ascribing a nonhuman creature or object with human characteristics.

Example:

5. _____: a group of words that has a well-known meaning that is different from the literal interpretation.

Example:

Writing with Sensory Details

Directions: Write one or two sentences that describes each item below with abundant sensory detail. Be vivid and specific with your word choice.

The following basic sensory words are not permitted and neither are their tenses.

see look smell feel touch taste eat hear sense

For example, *eat* also eliminates the other tenses *ate, eaten, or eating*.

However, you may use a more descriptive synonym liked *savored or chewed*.

Write a sensory description of...

1. the *look* of the night sky

2. the *feel* of eating ice cream

3. the *sound* of a baby's laugh

4. the *smell* of a garbage dump

5. the *taste* of a jalapeno pepper

Lit Notes

Conflict in Literature

Conflict is a struggle between _____, usually the protagonist and antagonist.

Conflict occurs when _____ sides both want something and only _____ can succeed.

Conflict = _____ faced by the characters.

Conflict may be _____ or _____.

The _____ is often uncertain about which side will succeed in the end.

The conflict _____ the story.

<i>External Conflict</i>	<i>Internal Conflict</i>
Man v. _____	Man v. _____
Man v. _____	
Man v. _____	

Plot: The chain of related events that explains what happens in the story in 5 phases:

1. **Exposition:** The beginning; the characters, setting, and main conflict are introduced; background is explained.
 2. **Rising Action:** More problems or events happen and the conflict increases in intensity.
 3. **Climax:** The pivotal/turning point in the story – often the most exciting – where the drama reaches its highest point. Often when the main problem is faced and solved by the main character. The events of the story start to move in a different direction – not always a positive one.
 4. **Falling Action:** The action/events following the turning point which lead the reader to the ending.
 5. **Conclusion/Resolution:** The solution is achieved, smaller problems are resolved, and the action comes to an end.
-

Theme: The message or messages the author wishes to convey. Sometimes themes are lessons/opinions the author wishes to teach; other times themes are simply the questions the author wishes the reader to consider. Most stories have more than one theme.

Setting: When and where the story takes place

Characters: Persons/creatures in story

- Protagonist: The main character in a story; not necessarily a hero
- Antagonist: The person or force who opposes main character

Conflict: The problem or struggle the protagonist encounters

- Man vs. Self: A character faces an inner struggle/turmoil.
- Man vs. Man: A character(s) struggles against another character(s).
- Man vs. Society: A character(s) struggles against a community, culture, or government.
- Man vs. Nature: A character(s) struggles against inanimate elements/forces of nature.

P.O.V. / Point of View: The perspective from which the story is being told by the narrator.

- 1st Person: The author uses 1st person pronouns (“I”, “me”, “mine”, “we”, “our”, “us”) to tell the story from his (protagonist’s) point of view.
- 2nd Person: A rarely-used point of view in which the author speaks directly to the reader using 2nd person pronouns “you” and “your.”
- 3rd Person: This commonly-used point of view is that of an outsider’s perspective—one who’s over-seeing the action, and typically breaks down into 2 basic forms:
 - Third-person omniscient: The thoughts of every character are open to the reader.
 - Third-person limited: The reader enters only one (or few) character's minds.

What is Descriptive Writing?

What Elements Will Descriptive Writers Include?

When Would I Use Descriptive Writing?

How Do I Plan and Structure Descriptive Writing?

A simple sentence contains a subject, a predicate, and it expresses a complete thought.

A simple sentence can be short:

Jack and Jill went up the hill.

A simple sentence can be long:

In the wee hours of the morning, Mom baked and decorated a birthday cake with pink frosting and yellow roses for my sister's 14th birthday.

But a simple sentence will only have one subject and one predicate.

Simple sentences are great! Writers use them all the time. But, sometimes a writer needs to combine two simple sentences together into a compound sentence. In grammar lingo, we call this combining two independent clauses. An independent clause is strong and can stand alone. It lacks nothing that a complete sentence needs. So when we join them together, we must use punctuation to show that each half is equally strong and able to stand alone without the other half.

There are three ways to join two simple sentences together into one compound sentence.

Option 1: Use a comma and a conjunction.

Basic Structure: **Independent clause, conjunction independent clause.**

Examples: I like pizza, and I like brownies.

He completed his homework in only one hour, yet she worked for four hours.

Now, you try!

Combine the following independent clauses together into one sentence using a conjunction. Use a different conjunction from the list below for each sentence.

and but or for nor yet so

1. Dad washed the dishes after the party. Mom swept the floors.

2. My dog, Pepper, has boundless energy. She also loves to curl up and nap under a blanket.

Option 2: Use a conjunctive adverb.

Basic Structure: **Independent clause; adverb, independent clause.**

Examples: Jake and I studied for hours; consequently, we passed the test.

My brother wanted a new car; therefore, he completed 9 employment applications.

Notice how the sentences above are punctuated. The first independent clause is followed by a semi-colon. Then, there is a comma after the conjunctive adverb.

Now, you try!

Combine the following independent clauses together into one sentence using a conjunctive adverb. Use a different conjunctive adverbs from the list below for each sentence.

accordingly	for example	indeed	on the other	subsequently
additionally	furthermore	likewise	hand	therefore
also	hence	moreover	otherwise	thus
consequently	however	nevertheless	regardless	

3. The car had a flat tire. We arrived late to the party.

4. Thelma constantly devours cookies and candy. She never develops a single cavity.

5. The president must be elected by the people. He must represent the people's will.

Option 3: Add a semi-colon only. (no conjunction)

Basic Structure: **Independent clause; closely related independent clause.**

Correct: My sister ate her piece of cake; my brother saved his for later.

Correct: Cynthia is a great vocalist; Carol is not.

Incorrect: Jason unwrapped the gift slowly; he arrived last Thursday. (not related ideas)

This method is less common in writing than options 1 or 2; however, it can be useful especially for joining two short, independent clauses. The key is that the two clauses you are joining must be closely related to one another.

Now, you try!

Combine the following independent clauses together into one sentence using just a semicolon if and only if the clauses are closely related ideas. If the clauses are not closely related, write "cannot join with a semicolon" on the line.

6. I rarely eat in restaurants. I always cook my own meals.

7. My grandmother bakes fresh bread every day. She wants to vacation at the beach.

8. I study at the library. I need a quiet place without distractions.

Narrative Writing Style

What is Narrative Writing?

What Elements Will Narrative Writers Include?

When Would I Use Narrative Writing?

How Do I Plan and Structure Narrative Writing?

Sample Narrative + Descriptive Writing

The thrill of returning to my own familiar dining room overwhelmed me like a Christmas morning. Around the table sat my dear mother to my right, my father at the end of the table, and James across from me. Then *she* approached and wrapped a linen napkin around my neck. The flimsy fabric irritated me, so I quickly tugged it off and daintily tossed it on the hardwood floor. A moment later, she returned the scratchy bib to my neck. I dropped it again. At last, I reached forward for my plate waiting patiently on the table, but my wandering hands only brushed over cold, smooth oak. My buttery biscuits and savory ham had vanished! Infuriated, I dove under the table in a hungry rage and began pounding my little hooves in a stampede.

Color 1: Highlight figurative language and sensory details.

Color 2: Highlight the transitional words or phrases that show time/sequence of the narrative.

Color 3: Highlight all of the strong verbs as well as any adverbs that go with them.

Color 4: Highlight all of the specific nouns, nouns with adjectives, and other descriptive adj.

While passive voice is not actually grammatically incorrect, it is often stylistically better to use active voice.

What's the difference between active and passive voice?

The passive voice means that you have written the object of your sentence first and then put the subject of your sentence at the end. With passive voice, you can construct a grammatically correct sentence. However, passive voice can leave your sentence open for interpretation by the reader, especially when it's uncertain who or what is performing the action in the sentence.

Passive: An error was made to my account.
(Who made the error? The bank? You? Some identity thief who gained access to your account?)

Active voice means that your subject performs the action of the sentence in a way that brings clarity to your reader. It also helps eliminate weak verbs.

Active: The bank made an error to my account.

Let's look at another example of passive and active voice:

Passive: The bottle was recycled by Joe.
Active: Joe recycled the bottle.

With each sentence, think about who is doing the action. In the above example, Joe is the **subject**, he is the do-er. He is doing the recycling, and the bottle is the **object** of the recycling. Both sentences are essentially saying the same thing, but in the first one, the focus is on the bottle; in the second, the focus is on Joe.

In the first example you have to wait until the end of the sentence to find out who is doing the action, which means your subject has less impact. It's usually better to put your subject (the do-er) up front.

Let's try a couple of examples:

Passive: I was helped by the librarian.

Active: The _____ helped _____.

Passive: The crime scene was monitored. By whom? By what?

Active: _____ monitored the _____.

Converting from Passive to Active Voice

In active voice, the subject directly performs the action of the sentence.

subject active verb

Example: The tornado demolished the town.

The tornado *did* the demolishing.

In passive voice, the action is done to the subject by something else. The subject is the receiver of the action.

subject ---passive verb---

Example: The town was demolished by the tornado.

The town *received* the demolishing.

Directions: For each sentence, write **A** on the line if the sentence is in **active** voice or **P** if **passive** voice. If the sentence is passive, rewrite it in active voice.

_____ 1. Calvin quickly picked up the ball and tossed it to Diana.

_____ 2. The fairy tale book was read each night by our mother.

_____ 3. John's bus was met by Elaine.

_____ 4. The thief snatched the purse right out of Jessica's hands.

_____ 5. Kevin gulped down the icy, sweet soda.

_____ 6. His gleaming sword was brandished by the pirate as he mutinously challenged the captain.

_____ 7. After the quick review was finished by the class, the dreaded test was given by our teacher.

_____ 8. While the rain fell softly, Carol snoozed on the sofa.

Lit Notes

Symbol, Motif, Theme

A _____ is a physical object that is used to represent another (usually non-physical) idea.

Example: _____

More Notes _____

In *The Miracle Worker*: _____

A _____ is a recurring symbol, or series of related images or elements in a literary work.

Example: _____

More Notes _____

In *The Miracle Worker*: _____

A _____ is an overall message, or lesson, generated by the story.

Example: _____

More Notes _____

In *The Miracle Worker*: _____

1. Character: _____

Can be any of the character types found in literature, but every character should have a purpose.

2. Setting: _____

3. Dialogue: _____

4. Monologue: _____

5. Act: _____

Vital in sequencing or separating the story into manageable parts for the audience, actors, and the people working behind the curtains. Provides the structure of the play. Often, in a 3-act play, Act 1 will set up the conflict and characters, Act 2 will advance the conflict, and Act 3 will provide the climax and resolution.

6. Scene: _____

7. Beat: _____

8. Stage Directions: messages from the _____ to the _____

_____ telling them what to do and who to do it.

9. Blocking: _____

10. At Rise: _____

_____ (usually the beginning of each act)